Aurora University Undergraduate Course Catalog

2023-2024

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Overview

History of Aurora University

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

History of George Williams College

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

Aurora University and George Williams College: A New Era

Today, Aurora University is a private, independent, comprehensive institution with an enrollment of approximately 6,000 students. Aurora University is comprised of a main campus of 37 acres in Aurora, Illinois, and several locations. The three locations include the 137.5-acre George Williams College of Aurora University on Geneva Lake in Williams Bay, Wisconsin, and the Woodstock Center in downtown Woodstock, Illinois.

Additionally, Aurora offers courses and programs online through AU Online. Aurora University is accredited by the Higher Learning Commission to award degrees at the baccalaureate, master's and doctoral levels.

On the Aurora campus, AU offers a variety of undergraduate and graduate programs. Undergraduate students participate in a wide range of on- and off-campus learning experiences. Students participate in more than 60 musical, literary, religious, social and service organizations, and play active roles in campus governance. The university also fields 22 NCAA Division III intercollegiate athletic teams.

At AU, we believe that the educational needs of our students are served best through the formation of strategic partnerships with institutions of like vision, mission, and values. Such collaborations also enhance the well-being of our communities around our campuses. The George Williams College of Aurora University location offers undergraduate, graduate, and doctoral academic programs. The location also boasts unique conference facilities and is home to the university's popular Music by the Lake summer festival. Aurora University draws upon the rich legacies and distinctive traditions of Aurora College and George Williams College. This history has helped shape Aurora University, which will continue to build upon its important past to help shape the future.

Mission, Vision and Values

Mission

Aurora University is 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 examined lives. Our singular goal is to empower our students to achieve lasting personal and professional success.

Core Values

Integrity: Aurora University adheres 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.

Citizenship: Aurora University exercises the rights and responsibilities of citizenship in an inclusive educational community, founded upon the principles of mutual respect and open discourse. We live within our means and manage our resources wisely and responsibly, while sustaining an environment that fosters teamwork and promotes services to others. We serve the needs of the Fox River Valley, McHenry County (Illinois), Walworth County (Wisconsin), and online learners by offering myriad educational and cultural opportunities to our students and the community-at-large.

Continuous Learning: Aurora University works and lives as a non-profit organization dedicated to continuous learning. We help students achieve their full potential.

Excellence: Aurora University pursues excellence by embracing quality as a way of community life.

Vision Statement

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

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

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

General Education and Assessment of Learning in Undergraduate Programs

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

Students in their first year at Aurora University develop foundational academic skills in quantitative reasoning, argument-based writing, discussion, and critical reading. Specifically, students satisfy the quantitative and formal reasoning competency requirement through coursework or examination. They take the university's core composition course, ENG-1000 Introduction to Academic Writing. They also take IDS-1200 Discover What Matters and IDS-1150 First Year Experience. While the IDS-1200 Discover What Matters course focuses on the development of the key academic skills of effective communication and critical thinking, the IDS-1150 First Year Experience course encourages students to reflect upon their interests, skills, and values, and consider how these might inform career and life aspirations. It is also designed to help students make a successful transition to college. For this reason, the course is not a requirement for transfer students. Adult Degree Completion and undergraduate online program students engage in IDS-3040 Global Justice, rather than the first year IDS courses, given the extensive life experience that they bring to their studies. The IDS courses set a tone of inquiry, careful reading, critical thinking, and the communication and application of ideas.

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

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

- Artistic Literacy
- Discovery and Reflection
- Quantitative and Formal Reasoning
- Cultural Literacy
- Human Inquiry
- Scientific Inquiry

In addition, the university is committed to assessing the following two University Learning Outcomes in both the General Education program and the major programs:

- Effective Communication
- Critical Thinking

The university is committed to measuring the achievement of the program's outcomes and using assessment as a rationale for program revisions.

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

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

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

Governance

An independent, nonsectarian institution organized under the laws of the State of Illinois, Aurora University is governed by a Board of Trustees representing the community at large and various constituencies of the university. Within the university, students are subject to the provisions of the "A-Book" (student handbook); faculty are governed under the provisions of the Aurora University Faculty Handbook; and all employees are subject to the university's 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

Approvals and Accreditations

The **Higher Learning Commission (HLC**) accredits Aurora University at the bachelor's, master's, and doctoral levels.

HLC Contact Information
Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413
Phone: 800-621-7440 / 312-263-0456. Fax: 312-263-7462
https://www.hlcommission.org/

The baccalaureate degree program 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. (**https://www.ccneaccreditation.org (https://www.ccneaccreditation.org/)**)

The master's level entry to nursing practice (MSN) degree program in nursing at Aurora University is pursuing accreditation by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001; 202-887-6791. (**https://www.ccneaccreditation.org (https://www.ccneaccreditation.org/)**)

The baccalaureate and masters of social work degree programs at Aurora University are accredited by the Council on Social Work Education, 333 John Carlyle Street, Suite 400; Alexandria, VA 22314; 703-683-8080. (**https://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 Avenue, Springfield, IL 62702; 217-698-8110. (**https://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 Street, 3rd Floor North, Washington DC 20006; 512-733-9700. (**https://caate.net (https://caate.net/)**)

Licensure Programs

- Aurora University's **baccalaureate nursing degree program in Illinois** is approved by the Illinois Department of Financial and Professional Regulation (**https://www.idfpr.com/Forms/DPR/NurseSchools.pdf**)
  - Graduates from the nursing baccalaureate degree program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN® Examination).
- Aurora University's **baccalaureate nursing degree program in Wisconsin** is approved by the Wisconsin Department of Safety and Professional Services Board of Nursing (**https://dsps.wi.gov/Documents/ApprovedInStateNursingSchools.pdf**)
  - Graduates from the nursing baccalaureate degree program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN® Examination).
- Aurora University's **baccalaureate and masters 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 (https://www.bocatc.org (https://www.bocatc.org/)) and licensed by the Illinois Department of Financial and Professional Regulation (https://www.idfpr.com/profs/AthleticTraining.asp). Illinois does not track athletic trainer programs' certification pass rates.
- Aurora University's **Therapeutic Recreation program** does not require state approval. Therapeutic Recreation graduates are eligibility 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 (**https://www.isbe.net/Pages/IHE-Information.aspx?ItemId=2**) in
  - Biology,
  - ESL/Bilingual,
  - Chemistry,
  - Early Childhood Special Education with ESL/Bilingual,
  - Elementary Education,
  - English,

- Mathematics,
- Physical Education,
- Social Studies, and
- Special Education offered through the School of Education.
- 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.

- Aurora University at George Williams College is approved and legally authorized by the Wisconsin Educational Approval Program to do business as a private postsecondary school.

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.

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 aurora.edu/sexual-misconduct (http://www.aurora.edu/sexual-misconduct/).

Aurora Campus

Located in an attractive residential neighborhood on the southwest side of Aurora, the 37-acre main campus contains 29 instructional, administrative, and residence buildings. The distinctive, red-tiled roofs specified by Charles Eckhart in his donation for the original campus mark the major buildings (347 South Gladstone Avenue, Aurora, IL, 60506).

In addition to the main campus, Aurora University offers programs off campus for the convenience of students. The education program offers graduate degrees at school districts throughout northern Illinois. The George Williams College of Aurora University location offers undergraduate and graduate degree programs. Additional individual classes and degree programs are offered at other sites in northern Illinois, including the Woodstock Center in downtown Woodstock, Illinois (222 Church St., Woodstock, IL, 60098). Online programs are available through AU Online (online.aurora.edu (https://online.aurora.edu/)).

George Williams College of Aurora University

The George Williams College (GWC) of Aurora University location is a living learning lab — the ideal setting for an integrated, experiential education. Here students graduate with a resume, not just a diploma. The programs offered at GWC get students out of the classroom, and learning by doing. The picturesque Williams Bay, Wisconsin setting (just two hours from downtown Chicago and one hour from Milwaukee or Madison, Wisconsin) offers numerous opportunities for volunteerism, internships, and field experiences ventures — key experiences sought by employers (350 Constance Blvd., Williams Bay, WI 53191). Small class sizes and a close-knit community ensure personal attention from professors and staff members and a close bond with classmates. The George Williams College of Aurora University location connects students with the networks and resources they need to achieve their personal and professional goals. In fulfilling the passions of each individual within the community, the GWC location works to advance creativity, global awareness, diversity of thought, and societal well-being.

The historic buildings and student life at the GWC location have been reinvigorated by the return of traditional first-year students, starting in fall 2012. This represented the GWC's location first class of traditional undergraduate students since George Williams College merged with Aurora University. The buildings that were once used for camp have been

given new purpose for academic and Conference Center use with the evolution from camp to campus

Academic Calendar

2023-24 Academic Calendar

Fall Semester 2023

August 21-25, 2023	Opening Week - Faculty Orientation/ Meetings
August 24-27, 2023	New Student Orientation
August 28, 2023	Fall Semester Classes Begin
September 3, 2023	End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for Fall Semester
August 28, 2023 - October 21, 2023	8-week Fall Module I
September 4, 2023	Labor Day - no classes
September 29, 2023	Founders Convocation (no traditional day classes after 1:05 p.m.)
October 8, 2023	Module I - last day to drop with automatic "W"
October 19-22, 2023	Fall Weekend - no traditional day classes
October 23, 2023 - December 16, 2023	8-Week Fall Module II
November 12, 2023	Last day to drop fall semester classes with automatic "W"
November 22-26, 2023	Thanksgiving Holiday
December 3, 2023	Module II - last day to drop with automatic "W"
December 11-16, 2023	Final Examinations
December 19, 2023	Grades due to Registrar's Office

Spring Semester 2024

January 8, 2024	Spring Semester Classes Begin
January 14, 2024	End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for spring semester
January 8 - March 2, 2024	8-Week Spring Module I
January 15, 2024	Martin Luther King, Jr., Day - no classes
Feburary 5-10, 2024	Assessment Week (classes still in session)
February 18, 2024	Module I - last day to drop with automatic "W"
March 4-10, 2024	Spring Break - no classes
March 11 - May 4, 2024	8-Week Spring Module II
March 31, 2024	Last day to drop spring semester classes with automatic "W"
March 28-31, 2024	Easter Break
April 12, 2024	Honors Convocation (no traditional day classes after 1:05 p.m.)
April 21, 2024	Module II - last day to drop with automatic "W"
April 29-May 4, 2024	Final Examinations
May 2, 2024	Grades due to Registrar's Office (graduating students)
May 4, 2024	AU Spring Commencement
May 7, 2024	Grades due to Registrar's Office (all other students)

Summer Session 2024

May 6, 2024 - August 24, 2024	Summer Session
May 6-25, 2024	Summer May Term (3 weeks)
May 6, 2024 - June 29, 2024	Summer Module I (8 Weeks)
May 27, 2024	Memorial Day - no classes
May 27, 2024 - August 3, 2024	Summer 10-week Term
May 27, 2024 - June 29, 2024	Summer Term I (5 weeks)
June 19, 2024	Juneteenth - no classes
July 1, 2024 - August 24, 2024	Summer Module II (8 Weeks)
July 1, 2024 - August 3, 2024	Summer Term II (5 weeks)
July 4, 2024	Independence Day - no classes

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.

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.

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.

College 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 Social Work
  - School of Education
- **College of Health and Sciences**
  - School of Nursing
  - 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

Undergraduate Programs of Study

Suggested supplemental course listings are available for students wishing to pursue graduate study in chiropractic, dentistry, law, medicine, occupational therapy, optometry, pharmacy, physical therapy, physician's assistant, podiatry, and veterinary medicine programs. Please see the Program Chair in your major for guidance.

Undergraduate Majors

Accounting (BS)

Actuarial Science (BS)
Autism Studies (BA)
Biology (BS)
Biology for Secondary Education Licensure (BS)
Business Administration (BA)
Chemistry (BS)
Chemistry for Secondary Education Licensure (BS)
Communication (BA)
Computer Science (BS)
Criminal Justice (BA)
Cybersecurity (BS)
Data Engineering (BS)|
Early Childhood Special Education with Bilingual/ESL (BA)
Elementary Education (BA)
English (BA)
English for Secondary Education Licensure (BA)
Environmental Studies and Sustainability (BA)
Exercise Science (BS)
Finance (BS)
General Studies (BA)
Graphic Design (BA)
Health Science (BS)
History (BA)
History for Secondary Education Licensure (BA)
Human Animal Studies (BS)
Marketing (BS)
Mathematics (BS)
Mathematics for Secondary Education Licensure (BS)
Music (BA)
Musical Theatre (BA)
Nursing (BSN)
Parks and Recreation Leadership (BS)
Physical Education (K–12) Teacher Licensure (BA)
Political Science and Public Policy (BA)
Psychology (BA)
Secondary Education (supplemental major)
Social Work (BSW)
Sociology (BA)
Spanish (BA)
Special Education with ESL/Bilingual (BA)
Sport Management (BA)
Theatre (BA)
Therapeutic Recreation (BS)

Undergraduate Adult Degree Completion Majors at Woodstock Center

Business Management (BA)
Elementary Education (BA)*
Psychology (BA)
Social Work (BSW)*
*These programs are offered to adults with relevant work experience.

Undergraduate Majors at Aurora University Online

The following majors are offered to adults with relevant work experience. See AU Online for additional information.

Business Administration (BA)
Business Management (BA)
Communication (BA)
Criminal Justice (BA)
Cybersecurity (BS)
General Studies (BA)
Psychology (BA)
Social Work (BSW)

Undergraduate Majors at George Williams College of Aurora University

The following undergraduate majors are offered at the George Williams College of Aurora University location in Williams Bay, Wisconsin:

Business Management (BA)
Environmental Studies and Sustainability (BA)
Nursing (BSN)
Psychology (BA)
Social Work (BSW)

Undergraduate Minors

Students pursuing bachelor's degrees at Aurora University have the opportunity to explore areas of learning outside of, or supportive of, their major fields by completing a minor. A minor is not required for graduation. At least 25% of the credits applied to minor must be taken at Aurora University. All coursework presented for a minor must bear grades of "C" or better, and only one course taken on the CR/NCR (pass/fail) grading system may be applied.

American Sign Language
Biology
Black Studies
Chemistry
Coaching and Youth Sport Development
Computer Science
Criminal Justice
Gender Studies
Homeland Security
Latin American and Latino/a Studies
Mathematics
Museum Studies
Music
School Health Education
Spanish
Special Education

Archived Programs

Not taking applications at this time

Applied Psychology (BA and Minor) (GWC)
Art (BA)
Engineering Science (BS)
Leadership Studies (BA)
Nursing (RN to BSN)
Philosophy (BA)
Professional Writing (BA)
Religion (BA)
Software Engineering (BS)
Spanish K-12 Education Licensure (BA)

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).

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).

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.

Undergraduate Admission

Entering Freshmen

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

- Graduation from an accredited high school (in a college-preparatory curriculum)[1] or completion of a GED certificate
- One of the following:
  - ACT composite score of at least 19
  - Equivalent combined SAT scores (Math and Critical Reading)
- Official transcripts of all high school and previous college work must be provided

[1] Aurora University defines a college preparatory curriculum or its equivalent as totaling at least 16 academic units as specified below:
- English 4 years
- Mathematics 3 years
- Social Studies 3 years
- Science 3 years
- Electives 3 years

Test Optional Admission

Entering freshmen may choose to be reviewed for admission without standardized test scores (ACT or SAT). If a student chooses to be reviewed as test-optional, their admission and scholarship (if applicable) will be based on their academic record. Admission and scholarship(s) may be revised or revoked if standardized test scores are later submitted.

Final official high school transcripts, documenting date of graduation, and GPA of 2.5 and above should be submitted to the Office of Admission and Financial Aid prior to the beginning of the student's first semester of classes. Final official high school transcripts **must** be submitted prior to the end of the student's first semester of classes, or financial aid may not be disbursed and/or a hold may be placed on future registration.

Students who have been enrolled in high school and have concurrently taken college courses should check with an admission counselor about their entry status. Conditional admission may be granted in cases where the applicant fails to meet the stated requirements but shows other clear and strong evidence of ability and motivation necessary for academic success at Aurora University. The Vice President for Enrollment may grant conditional approval to applicants for admission who do not meet the minimum requirements but are deemed by the Vice President for Enrollment to warrant special consideration based on one or a combination of the following:

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

Transfer Students

Any applicant for traditional undergraduate admission, who has completed at least 15 semester hours of transferable college coursework from a regionally accredited college or university after high school, will be considered a transfer student. Applicants with less than 30 semester hours of transferable college coursework will be required to meet the academic qualifications for freshman applicants and provide official high school transcripts with proof of graduation and ACT/SAT test scores. All transfer applicants must present proof of graduation or satisfactory completion of the GED if not evident from college transcripts. Students who have been enrolled in high school and have concurrently taken college courses should check with an admission representative about their entry status.

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

a. The student was in good academic standing at the college or university last attended and whose overall college record yields a GPA of at least 2.4 on a 4.0 scale for coursework that could normally be considered applicable to degree programs at Aurora University. Individual programs may set stricter admission requirements, including requirements for proficiency in written and/or spoken English subject to the approval of the Chief Academic Officer.
b. The Vice President for Enrollment may admit an applicant for admission to Aurora University on academic warning if the applicant was on academic probation or had been dismissed from a college or university previously attended or whose overall college record yields a GPA of less than a 2.4 on a 4.0 scale for coursework that could normally be considered applicable to degree programs at Aurora University. The criteria upon which a transfer applicant may be approved for admission on warning will be identical to the criteria used in consideration of conditional freshmen applicants, as noted above. Admission to programs with approved standards of their own is to be governed by the standards of those programs.

Any student who has been dismissed from another college or university must attend a community college for at least two semesters (not including summer) prior to being considered for admission. Any student who would like to appeal this policy must do so in writing to the Vice President of Enrollment.

Special Admission Requirements for Undergraduate Online Program Students

- Transcripts (official, sealed) from all previously attended colleges and universities;
- A resume demonstrating two or more years of work experience, military service, or relevant adult responsibilities; and
- A personal statement addressing why the applicant wishes to enroll in an online program and a description of how they will structure their lives and time to be successful.

Students who do not meet these admissions requirements may be considered on a case-by-case basis by the Vice President for Enrollment or designee.

Adult Student Admission

Available at the Woodstock Center location

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

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.

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 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

Application Process for International Students

a. Apply online at aurora.edu/apply (http://www.aurora.edu/apply/).
b. 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.
c. 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.
d. 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.
e. 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:
    i. TOEFL paper-based: 550 or higher
    ii. TOEFL computer-based: 213 or higher
    iii. TOEFL Internet-based: 79 or higher
    iv. ELS level 109
    v. IELTS: 6.5 or higher
f. 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).
g. References must be academic or professional based (all items are required).
    i. One letter of recommendation
    ii. One personal statement
    iii. Two references providing contact information (email preferred)
h. 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.
i. Copy of current passport.
j. Copy of I-94.
k. Copy of visa only if applicants are currently in the U.S. or holding a valid U.S. visa.
l. 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:

a. 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.
b. 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.
c. $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:

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

Special Admission Status

Undergraduate Student-at-Large

A student who does not hold a bachelor's degree and is not seeking a degree or certificate from Aurora University, but wishes to enroll in a few courses for credit, is defined as a student-at-large. Prerequisites must be satisfied for the courses in which a person wishes to enroll. Only 15 semester hours can be taken as an undergraduate 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.

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.

Provisional Student

A student who has applied for regular admission but has been unable to supply all necessary documentation due to circumstances beyond the individual's control may be provisionally admitted to the university at the discretion of the Vice President for Enrollment. If provisionally admitted, a student may register for classes for one term at his/her own risk (since the records of the educational background are incomplete). An application file must be complete and approved before a student is allowed to register for a second term. Provisionally admitted students must sign an advisement agreement recording their understanding that they are registering for coursework at their own risk with respect to applicability to specific programs or requirements at Aurora University. Provisionally admitted students will not be enrolled in any future term at Aurora University unless fully accepted. Financial aid is not available.

Conditional Admission

A student who has applied for regular admission but has an academic record that does not meet ordinary admission standards may be conditionally admitted to the university at the discretion of the Admission Review Committee (undergraduate) or Graduate Program Director (graduate). Academic progress will be regularly reviewed. Undergraduate students in this admission status are required to participate in other remedial coursework and programs designed to help ensure academic success. Traditional undergraduate students who are admitted conditionally are required to enroll in two first-year seminar courses designed to assist in the transition to college and provide additional support for their success.

Other Criteria for Admission

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

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

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

Decision Procedures and Relation to University Governance

a. Applicants for admission who meet the academic qualifications outlined above may be approved for admission by the Vice President for Enrollment, or a designate.
b. Applicants for admission who do not meet the stated academic qualifications above will be reviewed and accepted or rejected by the Vice President for Enrollment on the basis of guidelines issued by the Academic Standards Committee (undergraduate) or by the Graduate Program Director or designee on the basis of guidelines from the Graduate Affairs Committee (graduate).

c. Applicants with an incomplete application for admission may be approved on a provisional basis only by the Vice President for Enrollment or a designate (undergraduate) or by the Graduate Program Director or designee (graduate).

Additional Bachelor's Degrees

Additional Bachelor's Degrees for Graduates of Other Schools and Alumni of Aurora University not Continuously Enrolled

Holders of baccalaureate degrees from other regionally accredited schools may earn an additional bachelor's degree from Aurora University by completing the balance of the coursework required for the additional degree provided that at least 24 semester hours in each degree is not present in the other, meeting the university's residence requirement (30 semester hours) including the last 24 semester hours in the degree, and by completing an approved major that contains a minimum of 18 semester hours not included in the major of the first degree. All General Education requirements are deemed to have been met by virtue of completion of the first degree.

Holders of a bachelor's degree from Aurora University may earn an additional bachelor's degree by completing the balance of the coursework required for the additional degree provided that at least 24 semester hours in each degree is not present in the other, completing the last 24 semester hours in the degree at Aurora University, and by completing an approved major that contains a minimum of 18 semester hours not included in the major of the first degree. All General Education requirements are deemed to have been met by virtue of completion of the first degree.

Holders of a bachelor's degree from Aurora University may complete the courses required for an additional major within two years of the conferral of the latest undergraduate degree, by completing the balance of courses required for any approved major with the same general degree classification as the latest degree conferred (BA/BS), which contains a minimum of 18 semester hours not included in the required courses for the major of the latest conferred degree. A minimum of 18 hours required for the additional major must have been or be completed at AU. No credit by examination or competency credit may be applied toward the balance of required courses. Completion of the requirements of the additional major will be noted on the transcript. Financial aid may not be available for the completion of additional major requirements after an undergraduate degree is conferred.

In all cases, coursework from the student's first degree or major may only be applied toward the new major or the major of the new degree upon approval of the major department or program faculty.

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) or Veteran Readiness and Employment Service (VR&E) (Ch. 31) benefits, while their payment from the U.S. Department of Veterans Affairs is pending to Aurora University:

- 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).

Articulations

Illinois Articulation Initiative

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

Aurora University has articulation agreements with a number of community colleges. We encourage transfer students to refer to AU's Admission & Aid website (https://aurora.edu/admission/transfer/) to review transfer guides and transferability of courses.

University of Wisconsin Colleges - George Williams College of Aurora University Degree Completion

A student who has earned his/her Associate of Arts and Science degree from one of the 13 campuses in the University of Wisconsin System has met all lower-division general education requirements at George Williams College of Aurora University. Students must also successfully complete academic program requirements in the major. A GWC admission

counselor can provide information concerning requirements that still need to be met.

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.

Undergraduate Transfer of Credit

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

Credit Transfer for Students Holding Associate Degrees

Please see the "General Education Requirements for Transfer Students" (p. 24) section.

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.

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 2022–2023, the Office of Financial Aid assisted more than 5,600 undergraduate and graduate students.

Aid is awarded on a first-come, first-served basis. To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) as soon as possible 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 15 hours worked per week.

Tuition and Fees

Undergraduate

Tuition

Tuition Type	Tuition Cost per Semester
Full Time (12–18 semester hours)	$14,000 per semester
Part Time (1–11 semester hours)	$450 per semester hour
Over 18 Credit Hours	$450 per semester hour
Summer Session	$450 per semester hour
Travel Study/May Session	$450 per semester hour
Adult Degree Completion	$450 per semester hour
AU Online	$450 per semester hour

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

Room and Board

2023-2024 Academic Year (fall and spring semesters):

Aurora Board

Meals	+ Points	Cost per Semester
The Full Sammy	unlimited meals per week with 80 points per semester	$2,970 per semester
Taste of AU 15	15 meals per week with 100 points per semester	$2,715
Weekly Bite 10	10 meals per week with 100 points per semester	$2,110
Blue Block 150	150 meals per semester with 175 points per semester	$2,260
AU 80 (for Juniors and Seniors only)	80 meals per semester with 160 points per semester	$1,045

Aurora Room

Type	Cost per Semester
Air-Conditioned Halls	
Centennial, Davis, Memorial, Tucker, and Watkins Halls: single with A/C	$3,940
Centennial, Davis, Memorial, Tucker, and Watkins Halls: double with A/C	$3,650
Non-Air-Conditioned Residence Halls	
Jenks, East, Memorial and Wilkinson Halls: single without A/C	$3,650
Jenks, East, Memorial and Wilkinson Halls: double without A/C	$3,220
Suites	
Jenks West, Jenks East Halls: suite with A/C	$3,940
Jenks West, Jenks East Halls: suite without A/C	$3,650

GWC Board

Meals	Cost per Semester
Unlimited	$2,765 per semester
Residential 15	$2,585 per semester
Residential 10	$1,545 per semester
JR/SR 80 (Juniors and Seniors only)	$1,045 per semester

GWC Room

Type	Cost per Semester
Oak and Hickory, Winston Paul, and Emory Halls: single	$3,915
Oak and Hickory, Winston Paul, and Emory Halls: double	$2,850
Oak and Hickory, Winston Paul, and Emory Halls: triple	$2,020

General Fees

Fee Type	Fee Amount
Auditor Fee	50% of tuition
CLEP Credit Recording Fee	No charge
Course by Special Arrangement (CBSA)	$130 per semester hour
Deferred Payment Fee	$10 per semester hour
International Affiliate Program Transfer Fee	$375
Late Payment Fee (2 weeks past due)	$100 (fall and spring); $50 (summer)
Late Payment Fee (6th week of semester)	$200 (fall and spring); $100 (summer)
Late Payment Fee (10th week of semester)	$300 (fall and spring); $150 (summer)
Life and Vocational Assessment Fee	$125 per semester hour
Nursing Pinning Fee	$25
Parking Fine	$20-25
Parking Permit	None
Pathways Program	$3,000
Prior Approval Petition Fee (late submissions)	$30
Regalia Fee - Bachelor's	$110
Replacement I.D. Card Fee - Non-resident	$25
Replacement I.D. Card Fee - Resident	$35
Residence Hall Deposit - new students	$100
Residence Hall Lost Room Key Fee - Standard Room	$110
Residence Hall Lost Room Key Fee - Suite	up to $310
Returned Check Fee	$25
Student-at-Large tuition Deposit (non-refundable)	$100
Technology Fee (per semester)	$110
Technology Fee (online; per module)	$55
Transcript, Online Service	$5
Transcript, While-You-Wait Service	$25 for first copy; $20 per additional copy
Tuition Deposit	$100

Fees Charged per Course/Registration

Fee Type	Fee Amount
Athletic Training Laboratory	$50
Athletic Training Practicum	$50
Autism Exercise Specialist Fee	$423
BSW Field Placement Fee	$50 per semester hour
Communications/Digital Marketing	$50
Exercise Physiology	$50
Fine Arts	$50
Foundations K-12 Physical Education (PED-1510) Fee	$80

Health Science Certification	$50
Mechanical/Physical Analysis of Sport/Exercise	$50
Nursing Clinical Fee	$55 per semester hour
Nursing Laboratory Fee	$55 per semester hour
Nursing Testing Fees	$750
Outdoor Recreation Skills (REC-3500) Fee	$275
Physical Education Lab (First Aid/ CPR) Fee	$35
Science Fee	$50
Student Teaching Fee (Aurora only)	$150

Nursing testing fees are determined by contract with vendor and will be added to specific courses as outlined by the School of Nursing – Estimate $600 (actual cost of exams passed through to students).

*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.

Note: Tuition and housing deposits are refundable until May 1st for fall entrants. For spring entrants, tuition is refundable until the first day of the term and housing deposits are refundable until December 15th. Tuition deposits for Summer Session are refundable until the start date of the term.

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 and graduate students in Plus One programs. 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:

> *Informal Review:* The Dean of the college in which the student is majoring will review the student's complaint and work with the Disability Resource Office to resolve the complaint.
> *Formal Review:* If the informal review process does not resolve the issue, the student may request a formal review. The Vice President for Academic Affairs will ask the Faculty Senate to appoint a three-person committee to investigate and make a recommendation for its final decision on the matter.

George Williams College (GWC) of Aurora University

Students attending the George Williams College (GWC) of Aurora University location may access services offered online and on the Aurora campus. AU Career Services and Health Services offer career search and self-improvement online programs. When visiting the Aurora University's main campus, GWC students with a valid student ID can use the university weight room, fitness center, and library. They are also welcome at non-tournament home athletic events.

Thomas R. and Shirley Klein Scott Library

Scott Library is open 62 hours per week during the regular semester. The collection includes over 800 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. In addition, students have access to the 14,000 print volumes and 3,500 DVDs from the Phillips Library on the Aurora campus. As the technology center on campus, the library provides eight desktops for student use as well as I-Pads, go-Pro Cameras, and other devices to check-out. Printing is limited. The Scott Library serves as a quiet learning space for individual or group study. Peer tutoring services are also offered.

Housing

George Williams College of Aurora University offers four residence halls (Emery Lodge, Hickory Lodge, Winston Paul, and Oak Lodge). All rooms are offered with an in-room bathroom, air conditioning, and a hall common room. Each year single rooms are provided, dependent upon enrollment and availability. Priority for housing in the residence halls is given to undergraduate students. Laundry facilities are available in Emery Lodge for a fee.

Conference Center

The Conference Center at George Williams College of Aurora University offers an ideal escape from everyday life and the perfect environment for rest and reflection. Bring a group for a day of executive planning or schedule an overnight, distraction-free retreat or business meeting. Contact the Conference Center to make reservations.

Food Service on Campus

GWC partners with Chartwells Food Service to provide dining at the Beasley Campus Center, the main dining facility at GWC. Beasley serves breakfast, lunch, and dinner during the week; brunch and dinner are served on the weekends and select holidays. Dining is offered in an unlimited-servings, cafeteria-style format. On-campus residents are required to have a meal plan. Students without a meal plan are welcome to purchase individual meals in Beasley. Contact Chartwells Food Service for accommodating specialized dietary needs.

Student Identification (ID) Cards

Students are issued a George Williams College of Aurora University photo identification card after registration. The ID card is required for the use of college facilities and services. There is a $35 charge for replacement of lost or damaged student ID cards. Student ID cards are available in the Academic Services Office in Meyer Hall.

Campus Public Safety

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

Office of Emergency Preparedness

The mission of the Aurora University Office of Emergency Preparedness is to lessen the effects of disaster on the lives and property of the students, employees, and visitors of GWC and AU 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 George Williams College of Aurora University location continues to update its preparedness plans and policies taking advantage of the most recent best practices.

Counseling

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

Student Activities

Throughout the year, GWC sponsors events that provide opportunities for students to grow personally and intellectually, build a sense of self, increase tolerance for and appreciation of others, and develop social and ethical awareness and responsibilities. Both undergraduate and graduate students are eligible to participate in on-campus and off-campus programs.

Student Clubs and Organizations

George Williams College of Aurora University encourages and promotes participation in student clubs and organizations (https://aurora.edu/student-life/activities/). Both undergraduate and graduate students, whether resident or commuting, are eligible to organize a student group and apply for recognition and funding. Contact the Office of Student Life

for a current list of student clubs and organizations or the procedure to organize a new student club or organization.

Intramural and Recreation

George Williams College of Aurora University provides a variety of opportunities to foster the total development of the individual in the areas of health and fitness. The college tennis courts and the fitness center are available for use by all members of the student body. The George Williams College ID card will serve as your membership card for these programs and facilities. GWC also partners with Big Foot High School Recreation Center in Fontana, WI. The gym and fitness center are open to GWC students who sign up; the student ID serves as their membership card.

Disability Services

George Williams College of Aurora University is committed to providing equal access. Contact the Disability Resource Office (DRO) on the Aurora campus to engage in a confidential conversation about the process for requesting accommodations. More information can be obtained by contacting the Disability Office at 630-844-4225 or visiting their website www. Aurora.edu/dro (http://www.Aurora.edu/dro/). Once registered with the DRO, students will work with the GWC Academic Support Office.

GWC Student Advisement

All students are assigned an advisor while enrolled at George Williams College of Aurora University. The advisor assists students with choosing classes, changing class schedules, and declaring majors and minors. All students must participate in the advisement process prior to registering for classes. The advisor helps students wishing to drop or add courses and helps clarify university rules and regulations related to graduation requirements, transfer work, and major and minor requirements. Advisors also perform graduation audits.

Woodstock Center (WDC)

Academic Support

Woodstock Center students can access free professional writing support for all courses at all levels via the Aurora campus Academic Support Center (ASC), or peer writing assistance at the George Williams College (GWC) of Aurora University location. Subject tutoring for many undergraduate courses is also available via Zoom. To schedule an appointment, go to Academic SupportNet on Okta at https://aurora.mywconline.com (https://aurora.mywconline.com/). In addition, www.Tutor.com (https://catalog.aurora.edu/undergraduate/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/undergraduate/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/)), or the GWC Scott Library website (https://gwc.aurora.edu/academics/library (https://gwc.aurora.edu/academics/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/). For assistance on the GWC campus, contact Dr. Julie Beyers (jbeyers@aurora.edu). Services for Woodstock campus students are available through both the Aurora and GWC campuses, 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 Aurora University Woodstock 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 Woodstock 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. At the Woodstock Center location, call 815-338-2131 or 911 for an emergency.

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.

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- General Education (p. 22)
- Simultaneous Undergraduate Multiple Degrees and Multiple Majors (p. 24)
- Additional Bachelors Degree (p. 24)
- Degree Distinctions (https://catalog.aurora.edu/undergraduate/academic-regulations-procedures/degree-distinctions/)
- Code of Academic Integrity (p. 25)
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Undergraduate Degree Requirements

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

General Education

Courses Approved for General Education Distribution Credit

Catalog 2023-2024

Artistic Literacy

Code	Title	Credits
ART-1020	Around the World in 80 Masterpieces	4
ART-2100	Introduction to Drawing	4
ART-2540	Art and Power	4
ART-2620	Art and Death	4
COM-2300	Critical Analysis of Film and Television	4
ENG-2210	Poetry	4
ENG-2250	Novel	4
ENG-3185	Multicultural Literature for Children and Young Adults	4
MST-1110	Introduction to Museum Studies	4
MUS-1550	Exploring Music	4
PHL-2700	Art and Philosophy	4
THE-1200	Introduction to Theatre	4
THE-1300	Introduction to Acting	4
THE-2510	Design for the Stage	4

Cultural Literacy

Code	Title	Credits
BST-2010	Introduction to Black Studies	4
CSD-3050	Deaf Culture	4
HIS-1200	American History I (to 1877)	4
HIS-1210	American History II (since 1877)	4
HIS-1300	World History I (to 1500)	4

HIS-1400	World History II (since 1500)	4
LTS-1200	Introduction to Latino Cultural Studies	4
NUR-1214	Professional Nursing, Culture, and Health Care	4
REL-1100	Comparing Scriptures	4
REL-1400	Spirituality Today	4
REL-2060	Exploring Religion	4
SOC-2150	Cultural Anthropology	4
SOC-3350	Race, Ethnicity, and Culture	4
SPN-1120	Elementary Spanish I	4
SPN-2200	Intermediate Spanish I	4

Human Inquiry

Code	Title	Credits
COM-2160	Human Communication and Relationships	4
CRJ-1010	Introduction to Criminal Justice System	4
ECN-2030	Principles of Economics	4
ENV-1000	Introduction to Environmental Studies	4
LTS-1300	Latinos and Latinas in the United States	4
PHL-1100	Problems of Philosophy	4
PHL-2100	Ethics	4
PSC-1300	Introduction to U.S. Government	4
PSY-1100	General Psychology	4
PSY-3350	Child and Adolescent Development	4
SOC-1100	Introduction to Society	4
SOC-3480	Globalization and Social Change	4

Scientific Inquiry

Code	Title	Credits
BIO-2200	Humans and the Environment	4
CHM-1200 & 1200Z	Principles of Chemistry and Principles of Chemistry Laboratory	4
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CSC-1010	Introduction to Computer Science	4
HAS-1200	Introduction to Animal Science	4
HLS-2650	Essentials of Anatomy and Physiology	4
NSM-1400	Earth and Space Science	4

Discovery and Reflection (ADC and Online students only)

Code	Title	Credits
ACC-2010	Principles of Financial Accounting	4
BUS-1020	Foundations of Management	4
SWK-2500	Survey of Contemporary Social Work	4

Ways to Satisfy the Quantitative and Formal Reasoning Requirement

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

a. ACT mathematics subscore of 25 or higher, SAT mathematics subscore of 580 or higher (for tests taken prior to March 2016), or SAT mathematics subscore of 600 or higher (for tests taken after March 2016)

b. A grade of "C" or better or transcribed credit in one of the following courses:

Code	Title	Credits
FIN-2010	Personal Finance	4
MTH-1030	Dealing With Data	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
MTH-2100	General Statistics	4
MTH-2210	Calculus and Analytic Geometry I	4
PHL-1200	Logic	4

c. A grade of "C" or better in a course within the students' academic major program that has been approved to meet the quantitative and formal reasoning requirement.

d. Elementary Education, Early Childhood Special Education with Bilingual/ESL, and Special Education majors meet the quantitative and formal reasoning requirement via MTH-1210 Mathematics for Elementary Teachers I, MTH-1220 Mathematics for Elementary Teachers II, and NSM-2500 Integrated Mathematics and Science for Teachers.

e. Demonstrated competency via an AU mathematical examination (students may earn a maximum of four credit hours total through this process).

Additional General Education Course Planning Considerations

a. A new first-year student is expected to take IDS-1200 Discover What Matters and IDS-1150 First Year Experience in the first semester at Aurora University. All students will take IDS-3500 Junior Mentoring Program I/IDS-3550 Junior Mentoring Program II during their third year at Aurora University.

b. First-year students wishing to meet the ENG-1000 Introduction to Academic Writing requirement via CLEP or AP credit must have official score results submitted to the Office of the Registrar prior to the beginning of their first term of attendance, or registration in ENG-1000 Introduction to Academic Writing will be required during the first year of study.

c. A single course may be used to satisfy a major requirement and a General Education requirement.

d. No single course may be used to satisfy more than one General Education requirement.

e. New transfer students will be advised as to the best timing to take any required IDS courses (see "General Education Requirements for Transfer Students" (p. 24)). They will otherwise follow the progression outlined above.

f. Transfer students entering without having completed an English Composition course equivalent to ENG-1000 Introduction to Academic Writing must complete the requirement as early in their Aurora University career as possible. Transfer students who have transferred in the equivalent of ENG-2010 Introduction to Research Writing need not take ENG-1000 Introduction to Academic Writing. (No credit will be given for ENG-1000 Introduction to Academic Writing.) Under no circumstances should a transfer student earn

more than nine semester hours at Aurora University or accumulate a total of 84 semester hours toward graduation without enrolling in ENG-1000 Introduction to Academic Writing if this General Education requirement has not already been met by transfer credit, CLEP credit, or AP credit. Transfer students wishing to meet the ENG-1000 Introduction to Academic Writing requirement via CLEP are required to take the examination during their first term of attendance. Once a transfer student has enrolled at Aurora University, the ENG-1000 Introduction to Academic Writing requirement must be met via CLEP and/or appropriate Aurora University coursework.

General Education Requirements for Transfer Students

a. General Education requirements for students who hold an associate's (AA/AS) degree from a regionally accredited college or who have completed the IAI core or who have 60 or more hours of transfer credit accepted by Aurora University:
   i. Participation in the junior-year mentoring, and assessment process (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II).
   ii. Completion of the ENG-1000 Introduction to Academic Writing and quantitative and formal reasoning requirements through appropriate transfer credit or at Aurora University.
   iii. Completion of IDS-3040 Global Justice (online General Studies students only).
b. General Education requirements for students who have at least 30 but fewer than 60 semester hours of transfer credit accepted by Aurora University (without having completed an associate's degree or the IAI core):
   i. Participation in the junior-year mentoring, and assessment process (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II)
   ii. Completion of the ENG-1000 Introduction to Academic Writing and quantitative and formal reasoning requirements through appropriate transfer credit or at Aurora University
   iii. Must demonstrate that the distribution requirements have been met through appropriate transfer credit or at Aurora University (a transfer course equating to at least 2.50 semester hours will satisfy a category)
   iv. Completion of IDS-3040 Global Justice (online General Studies students only)
c. Requirements for students who have fewer than 30 semester hours of transfer credit accepted by Aurora University:
   i. All General Education requirements apply
d. Requirements for students who hold a baccalaureate degree from a regionally accredited college:
   i. There are no General Education requirements for a student holding a baccalaureate degree.
e. Any student transferring in credit but deemed by Admissions as a "First Time Freshman" is required to take IDS-1150 First Year Experience (does not apply to online students).

Simultaneous Undergraduate Multiple Degrees and Multiple Majors

a. "Multiple degrees" are defined as two or more degrees bearing different general titles as printed on the diploma. Four undergraduate degrees are currently offered by Aurora University: BA, BS, BSN, and BSW.
b. Multiple degrees may be awarded upon completion of all requirements relevant to both degrees, provided that at least 24 semester hours in each degree are not present in the other. Separate diplomas are provided for each degree; at commencement the student will process during the ceremony based on what the student considers to be the primary degree.
c. "Multiple majors" are defined as two or more major disciplinary areas within the same general degree title (e.g., BA in English vs. BA in History). When seeking more than one major, students must declare a primary and secondary major. Students pursing the BA in General Studies may not double major.
d. Multiple majors may be earned by completion of all requirements for both majors, provided that at least 18 semester hours included in each major are not present in the other. A single diploma is issued showing the general degree title. Multiple majors are shown on the transcript.
e. A BA and BS degree in the same major may not be awarded simultaneously. In those disciplines where both degrees are offered, a graduate holding one degree may earn the second degree for award at a later graduation date by completing all additional requirements for the second degree, provided that at least 24 semester hours in each degree are not present in the other.

Additional Bachelor's Degrees

Additional Bachelor's Degrees for Graduates of Other Schools and Alumni of Aurora University not Continuously Enrolled

Holders of baccalaureate degrees from other regionally accredited schools may earn an additional bachelor's degree from Aurora University by completing the balance of the coursework required for the additional degree provided that at least 24 semester hours in each degree is not present in the other, meeting the university's residence requirement (30 semester hours) including the last 24 semester hours in the degree, and by completing an approved major that contains a minimum of 18 semester hours not included in the major of the first degree. All General Education requirements are deemed to have been met by virtue of completion of the first degree.

Holders of a bachelor's degree from Aurora University may earn an additional bachelor's degree by completing the balance of the coursework required for the additional degree provided that at least 24 semester hours in each degree is not present in the other, completing the last 24 semester hours in the degree at Aurora University, and by completing an approved major that contains a minimum of 18 semester hours not included in the major of the first degree. All General Education requirements are deemed to have been met by virtue of completion of the first degree.

Holders of a bachelor's degree from Aurora University may complete the courses required for an additional major within two years of the conferral of the latest undergraduate degree, by completing the balance of courses required for any approved major with the same general degree classification as the latest degree conferred (BA/BS), which contains a minimum of 18 semester hours not included in the required courses for the major of the latest conferred degree. A minimum of 18 hours

required for the additional major must have been or be completed at AU. No credit by examination or competency credit may be applied toward the balance of required courses. Completion of the requirements of the additional major will be noted on the transcript. Financial aid may not be available for the completion of additional major requirements after an undergraduate degree is conferred.

In all cases, coursework from the student's first degree or major may only be applied toward the new major or the major of the new degree upon approval of the major department or program faculty.

Bachelor of Arts and Bachelor of Science Distinction

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

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

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. 25) 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. 26)). Students notified by the faculty member, Dean of Academic Administration, 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:

a. The faculty member will report the violation to the Dean of Academic Administration 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 Dean of Academic Administration 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 Dean of Academic Administration or University Registrar.
b. Within five business days of receipt of the violation, the Dean of Academic Administration or University Registrar will confirm the violation to be a first violation and eligible for appeal under Policy Statement F3 (below) (p. 26). If, in the judgment of the Dean of Academic Administration, 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.
c. The Dean of Academic Administration 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 eletronic 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. 26), the faculty member’s allegation shall be removed from the academic integrity violation file.
d. 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 Dean of Academic Administration or University Registrar (or a violation is referred for hearing as set forth above), the Dean of Academic Administration 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 Dean of Academic Administration 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 Dean of Academic Administration). 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 Dean of Academic Administration 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 Dean of Academic Administration. 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 Dean of Academic Administration 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:

a. violation of the Code took place and the report remains in the academic integrity violation file; or
b. 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 Dean of Academic Administration or DAA Designee.

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 Vice President of Academic Affairs. This step must be completed in the form of a written request to the Vice President for Academic Affairs within one calendar week after the Academic Conduct and Integrity Committee has informed the student of its decision. The Vice President for Academic Affairs will appoint two faculty members to serve with the Vice President for Academic Affairs on an ad hoc committee working to review the student's appeal. This committee and the Vice President for Academic Affairs 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 Student Life for further action. Course instructors may also impose class-related sanctions on the offending student.

Course Enrollment and Classroom Environment Policy

Aurora University classroom conduct requirements are intended to establish and promote the best possible learning environment for all Aurora University students. To that end, students are expected to treat each other with civility and respect. Within that context, Aurora University recognizes that within an institution of higher learning, classroom or other academic discussions may delve into topics whose themes are controversial, adult-oriented, complex, or otherwise inappropriate for people not versed in academic dialog, including children.

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

Undergraduate Academic Standards

All undergraduate students must achieve a minimum Term GPA of 2.0 on a 4.0 scale to remain in good standing. Students who have a Term GPA of zero are academically dismissed from AU. Those achieving a Term GPA of 1.0 or below but above 0.0 are placed on Last Term Warning. Those achieving a Term GPA of less than 2.0 but greater than 1.0, are placed on Academic Warning. Following a second term (not necessarily consecutive) below 2.0, a student may be dismissed from the university by action of the Academic Conduct and Integrity Committee. The committee may also impose conditions on a student's continued enrollment. If dismissed for poor scholarship, a student may not be readmitted to the university until at least one calendar year later, after filing for readmission to the Academic Conduct and Integrity Committee.

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

Undergraduate Academic Warning and Dismissal

a. When a student's work falls below acceptable standards, the instructor should send an electronic alert notice to the student. The student's student success/academic advisor, as well as other invested parties, will be notified. Students are highly encouraged to meet with their advisors regularly to discuss academic progress.
b. A student will be academically dismissed if her/his Term GPA is 0.00 in any given term.
c. A student is placed on Academic Warning when her/his Term GPA is below 2.0 but above 1.0. Students placed on Academic Warning for a second time (not necessarily consecutive) may be dismissed for poor scholarship. Freshmen admitted conditionally under the guidelines of the Admissions Review Committee may be dismissed at the conclusion of their first year if their Term GPA is below 2.0. Transfer students admitted on Academic Warning will be reviewed and may be dismissed for poor scholarship whenever their Term GPA is below a 2.0.
d. Last Term Warning Status: A student may be placed on Last Term Warning if his or her Term GPA is 1.0 or below but above 0.00. Students on Academic Warning (AW) and who have a consecutive Term GPA (excluding summer session) of less than 2.0 but greater than 0.0 are placed on Last Term Warning (LTW). A student who encounters repeated academic difficulties may also be placed on Last Term Warning. Once a student is placed on this status, he or she remains on Last Term Warning until the student has:
    i. completed three consecutive terms (excluding summer session) with a Term GPA of at least 2.0, and have achieved an Aurora University cumulative GPA of at least 2.30, or
    ii. a Term GPA below 2.0, in which case the student is dismissed from the university, or
    iii. has graduated.
e. Students dismissed for poor scholarship may immediately appeal for a full hearing before the Academic Conduct and Integrity Committee.

At such a hearing the student may appear in person to make a statement and answer questions. A letter requesting an appeal and briefly outlining the basis for the appeal must be sent to the University Registrar. Should the appeal be granted, the student will be readmitted on Last Term Warning.

f. A student who is dismissed from Aurora University for poor scholarship may apply for readmission after one calendar year. The application is filed with the Academic Conduct and Integrity Committee during the term preceding the term when the student wishes to return to the university.

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

Undergraduate Registration Policy and Procedures

As soon as an application for admission has been approved, traditional Aurora campus undergraduate students may contact the Crouse Center for Academic Advising to make an initial appointment with an advisor to register for courses. George Williams College of Aurora University undergraduate students can contact the Academic Services Office to make an appointment with an advisor to register for courses. Registration and orientation days for Aurora and GWC students are provided in May and June as a convenience to first-year students planning to enter in the fall semester. New transfer students complete the advisement process and register during assigned advisement periods and prior to the start of the new term. General program advising with a professional advisor is available by appointment to all Aurora campus traditional students through the Crouse Center for Academic Advising and all GWC traditional students through the Academic Services Office. Adult Degree Completion students are advised through the Center for Graduate Studies, Woodstock Center, or George Williams College of Aurora University accordingly. Undergraduate online students are advised through AU Online.

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

All accounts with the Student Accounts Office must be up to date. Students must be in compliance with the State of Illinois immunization requirements. Refer to Health Services website (https://aurora.edu/student-life/campus-services/wellness/) for additional information.

Students may register for and be admitted to classes in any term only up to and during the first week of the term for courses that meet more than once a week. Courses that meet only once a week may be added prior to the second class meeting. For classes scheduled outside of regular terms, the University Registrar will calculate late registration deadlines and include this information with registration materials for such classes. Registration procedures and deadlines for learning experiences co-sponsored with other educational institutions or organizations are governed by the contractual agreements for co-sponsorship when duly approved by Aurora University.

Only those students who appear on the current class list in Self-Service may be admitted to class by faculty. Faculty who knowingly allow unregistered students to attend class are subject to disciplinary action by the university.

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 that are not covered by duly approved and current installment payment plans with the university, by duly approved and current deferred payment plans, or by duly approved corporate billing agreements, or who have failed to meet any other statutory or university requirement for registration will be designated as being on hold status. No student on hold status will be registered for any class until the hold status is removed by the appropriate university authority. Students who have resolved their hold status will be registered and admitted to classes only during the time period permitted under the university regulations concerning late registration. No grades will be recorded for students who are not duly registered. In the event that a student duly registered for a class is subsequently placed on hold status, the student will not be able to enroll in subsequent terms until the hold is removed, which could result in the student's registration for future terms being cancelled.

Payment of Tuition and Fees

Tuition and fees are assessed in accordance with approved policies. Please refer to the Financial Responsibility Agreement signed/accepted at the time of registration for specific payment information. Students who have been approved to participate in a university-approved installment or deferred payment plan must adhere to the terms of these plans in order to remain eligible for participation. Details of these plans are available on the Student Accounts Office website (https://aurora.edu/

student-accounts/). Official transcripts are issued to students in good financial standing, unless required by law.

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.

Undergraduate Late Registration

The normal registration period ends with the closing of the Office of the Registrar on the last university business day preceding the first day of the term or the first day of a class that officially begins at some point other than the beginning of a term. Students may register late for courses that meet more than once a week only during the first week of the semester. Courses that meet only once a week may be added prior to the second class meeting. Specific deadlines may be obtained on the Office of the Registrar's webpage (https://aurora.edu/about/administration/registrar/).

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

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 Dean of Academic Administration, 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 (https://aurora.edu/about/administration/registrar/)Registrar's website (https://aurora.edu/about/administration/registrar/).

Undergraduate Accelerated Load (Overload)

Students desiring to register for an accelerated load of more than 18 semester hours in any term must have the approval of a student success/academic advisor or the University Registrar. General criteria to be applied are a cumulative GPA of 3.0 for returning and transfer students, and an SAT composite of 1100 or ACT composite of 26 for entering freshmen. Advisors may approve an accelerated load of more than 18 semester hours in any term if the student has a cumulative GPA at Aurora University of at least 3.40. The University Registrar will review petitions for students with a cumulative GPA at Aurora University that is below 3.400. Each case will be considered individually against the general guidelines, taking into account other factors such as recent performance patterns. Students may not exceed 21 semester hours in a semester.

Waiting List

Once a course has been closed, a student is encouraged to select and register for an alternative course. If a student wishes to be placed on the waiting list for the original course, 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 Dean of Academic Administration 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 Dean of Academic Administration 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.

Council of West Suburban Colleges Consortium (CWSC) Cross Registration Program

Courses taken at other schools in Council of West Suburban Colleges Consortium or CWSC (North Central College and Benedictine University) may be applied to Aurora University programs without violating the AU residence requirement. Cross-registration is permitted with permission of the other school and in accordance with terms of an agreement among all member schools. Prior approval of the student's AU advisor and the University Registrar is required on the cross-registration form before registering at one of the other institutions. Cross-registration is available during the regular academic year (fall and spring terms). Tuition is paid to the home school and grades are recorded at the home school without the necessity of applying for a transcript. Through this program, degree-seeking students at each of the member schools have access to a broad selection of academic offerings and scheduling options. Contact the Office of the Registrar for eligibility information and special registration forms.

Council of Independent Colleges Consortium (CIC) Cross Registration

Courses taken at other schools in the Council of Independent Colleges Consortium or CIC may be applied to Aurora University programs without violating the AU residence requirement. Cross-registration is permitted with permission of the other school and in accordance with the terms of the CIC agreement. Interested students must contact their Crouse Center advisor for requests. Prior approval of the student's AU advisor and the Registrar is required along with the student's request to be cross-registered before the student is registered at one of the other institutions. Cross-registration is available during the fall, spring, and summer terms. Tuition is paid to AU and grades are recorded at AU without the necessity of applying for a transcript. Through this program, degree-seeking students have access to a broad selection of academic offerings in online courses. Contact the Crouse Center for Academic Advising for eligibility information and special registration forms.

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 Dean of Student Success 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.

Petition for Acceptance of a "D" on a Major

Students who wish to have a "D" applied to their major must complete a general petition and file it in the Office of the Registrar. The student should seek a recommendation and supporting statement from the Academic Dean or designate of the program in which the student is declared as a major, and supporting information from the unit in which the course was offered (if different from the major program) before submitting the petition to the Office of the Registrar. A determination will

be made by the University Registrar or Dean of Academic Administration as appropriate.

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 and Academic Dean 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, and Academic Dean. Regular tuition is charged.

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

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 and the Academic Dean. 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, and Academic Dean. 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, and Academic Dean. 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:

a. The Internship Information Packet is located online. Additional guidance can be sought from a student's academic department. GWC students can find this information in the Academic Services Office. 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.
b. 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.
c. Aurora University offers two forms of internship experiences:
    i. 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.
    ii. 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.

d. 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.
e. 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.
f. 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.
g. A maximum of 14 semester hours of academic internship experience credit may be presented for graduation as part of general degree requirements.
h. 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):
    i. Fall semester – August 1
    ii. Spring semester – December 15
    iii. Summer semester – May 1
i. No approvals required in this section may be granted retroactively. Students may not begin their internship experience prior to official registration for the course.
j. Faculty sponsors must secure the prior approval of the Academic Dean/Executive Director unless sponsorship duties have been arranged in the faculty member's contractual load or otherwise delegated by the Dean/Executive Director. 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.
k. 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.
l. An internship application must be completed and approved as an authorization to register for an internship experience.
m. 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.
n. 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:

a. 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.
b. 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.
c. 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.
d. 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.
e. 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.
f. Contact hours and duration shall be determined by the program faculty but shall adhere to the minimum clock hour conversions above (p. 31).
g. Grading systems for practica are determined by the program faculty. Completion requirements and evaluation methods must support the grading system chosen for a practicum.
h. 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.

Attendance Policy

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 (COVID-19)

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 (via Zoom or other means) 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.

a. Isolation/Quarantine – In the event that a student is experiencing symptoms, is awaiting test results, has been confirmed to have been exposed to someone who tested positive, or has tested positive for COVID-19, she or he must isolate/quarantine at home or in university-designated space 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 she or he are able, and if the class structure allows. Should the student be too ill to attend via Zoom, 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/quarantine when cleared by the university to do so.
b. Documentation – Should a physician's recommended isolation/quarantine 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.
c. 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.
d. Extended Absence for Illness – A student and faculty members may request an I (Incomplete) grade if the student was passing the course prior to the first COVID-19 related absence. Such requests are subject to customary administrative approvals. The university completion deadline for the I (Incomplete) grade stipulations 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

a. "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.
b. "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.
c. "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.
d. 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.
e. Faculty will make reasonable accommodations for completion of work by students who are granted authorized absences through established university procedures. It is expected that students would be able to complete makeup exams and assignments within 72 hours of the return to campus.

Procedures: Requesting and Granting Authorized Absences from Class

a. Registering University-Sponsored Events and Participants: At least one week prior to the start of each academic term, the managers or advisors of all university-sponsored events provide to the Office of Academic Affairs a schedule of those events during that term for which a student may be granted an authorized absence. Rosters of those students duly registered to participate in each event should be forwarded to the Office of Academic Affairs 48 hours before the scheduled event. The Office of Academic Affairs will maintain a record of all approved events and registered participants. The manager or advisor will provide all participating students with a schedule of the days and times of all events during that term for which the student may need to request an authorized absence.
b. Student Requests for Authorized Absence: At least 48 hours before the class from which an authorized absence is requested, the student must contact the faculty member privately, provide the schedule of approved events, and obtain from the faculty member a written confirmation of the request, together with a statement of the work to be made up by the student. At the discretion of the faculty member, the confirmation and statement of work may be in written format. In the case of events occurring in the first two days of the term, students will need to contact instructors in advance of the term to make arrangements for an authorized absence.
c. Procedure for Faculty: When a student requests an authorized absence, the faculty member provides the student with any necessary information concerning assignments to be completed. If the authorized absence will cause the student to miss in-

class assignments or learning experiences that are part of the grading of the course, the faculty member may require alternative assignments of the student, as required by the outcomes of the course. Faculty members may establish in the class syllabus reasonable rules and procedures for the manner in which they wish to have students make requests for authorized absences (e.g., during office hours, by phone, by written request, before or after class, etc.).

d. Advisement Procedures: Whenever possible, managers or advisors of university sponsored events will provide to participating students a tentative schedule of events for the following term prior to the beginning of the advisement period for that term. Participating students will submit, in writing, their planned participation to their 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 via Self-Service in order to be able to resume studies according to the conditions described below.

a. Academic leaves may be granted for up to two academic years (four terms excluding summer).
   i. 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.
   ii. 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.
   iii. Students on an approved LOA that has expired after four consecutive terms (excluding summer) must apply for readmission through the Office of Admission.
   iv. 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.
   v. 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).

b. 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 Office of the R (https://aurora.edu/about/administration/registrar/registrar-forms.html)egistrar 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.

c. 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.

d. 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 Vice President for Student Life and the Student Life Case Manager, 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.

a. **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 the Student Life Case Manager, Health Services, Counseling Services, Disability Resource Office, or the Vice President for Student Life 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.

b. **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 Student Life Case Manager 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.

c. **Determination**. As soon as possible after receiving the Request and documentation, the Student Life Case Manager 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 Student Life Case Manager in consultation with the Vice President for Academic Affairs 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.

d. **Timing of Determination.** The Student Life Case Manager 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.

e. **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 students of the University – including both undergraduate and graduate -- 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 Vice President for Student Life 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 Vice President for Student Life 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.

a. ***Information gathering.*** Upon initiation of this procedure, the Vice President for Student Life 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.

b. ***Initial meeting with student/possible voluntary leave.*** If practicable under the circumstances, the Vice President for Student Life 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 Vice President for Student Life 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.

c. ***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.

d. ***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 Vice President for Student Life 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.

e. ***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 Vice President for Student Life's determination that no further proceedings are warranted, the Vice President for Student Life 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 Vice President for Student Life determines that the matter should be handled as an involuntary leave of absence (or other non-interim involuntary action), Vice President for Student Life shall proceed to make a final determination as follows.

f. ***Final determination.*** In making a final determination, the Vice President for Student Life will consider any information obtained during the preliminary review, as well as any other information that the student submits or that the Vice President for Student Life deems relevant. The Vice President for Student Life 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 Vice President for Student Life 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.

g. ***Possible evaluation.*** As part of this final determination, the Vice President for Student Life 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 Vice President for Student Life, 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 Vice President for Student Life shall consider the results of this evaluation and other information collected in making a final determination.

h. ***Communicating the final decision.*** Any decision by the Vice President for Student Life 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.

i. ***Appeal.*** Students have the right to appeal the Vice President for Student Life's decision in an involuntary leave situation. Any student appeal should be made in writing to the Executive Vice President within seven (7) days of the student's receipt of the written decision from the Vice President for Student Life. 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 Executive Vice President 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 Student Life Case Manager or the Vice President for Student Life 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 Dean of Academic Administration 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 Student Life Case Manager or Vice President for Student Life in consultation with the Dean of Academic Administration.

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.

a. Contact the Student Life Case Manager or the Vice President for Student Life. The student should first contact the Student Life Case Manager (for reinstatement from an MLOA) or Vice President for Student Life (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 the Student Life Case Manager or Vice President for Student Life 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 Student Life Case Manager or Vice President for Student Life 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.

b. 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 Student Life Case Manager or Vice President for Student Life's 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.

c. Determination. The Student Life Case Manager and/or Vice President for Student Life 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 Student Life Case Manager and/or Vice President for Student Life will typically consider include but are not necessarily limited to:
   i. Evaluation and recommendation by the student's treatment provider, Health Services, and/or Counseling Services;
   ii. The student's demonstrated ability to engage in productive and realistic academic planning;
   iii. The student's ability to participate safely and independently in the University's programs and activities;
   iv. The student's personal statement included on the Reinstatement Form;
   v. Any coursework completed or employment during the MLOA or Involuntary Leave of Absence; and
   vi. Any other factors that the Vice President for Student Life deems relevant under the student's particular circumstances.

Negative Recommendation. If, upon review, Health Services and/or Counseling Services submits a recommendation to the Student Life Case Manager and/or Vice President for Student Life that a student is not ready for return, or if the Student Life Case Manager and/or Vice President for Student Life 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 Student Life Case Manager and/or Vice President for Student Life 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 relocate[1], have three options available that they may consider with their advisor in determining their enrollment status with the University:

a. 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. It will not be necessary for 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.

b. 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.

c. 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:

a. 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.
b. File a Military Leave of Absence Form with the Office of the Registrar.
c. File Petitions for Incomplete Grades if that option is chosen.
d. 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.
e. The student's advisor should be notified of the activation.
f. The maximum length of time for a Military Leave of Absence is 180 days during any 12 month period. It will not be necessary for the applicant to reapply for admission nor to pay an additional application fee, provided the student returns from active duty within 180 days of deployment, and notifies the University of their intent to re-enroll within 30 days of separation from active duty.

Return Following Separation from Active Duty

To initiate the process to return following separation from active duty, the student must:

a. Upon separation from active duty, and within 30 days of such, the student should notify the University of their intent to re-enroll.
b. 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.
c. 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.

Transfer Credit and Nontraditional Sources of Credit

Transfer Credit
General Criteria and Process

a. Official evaluation of acceptability for transfer — An official evaluation of all previously completed college credit is prepared by the Office of the Registrar after a transfer student has been approved for general admission to the university. The University Registrar makes the final determination for the university with respect to the transferability of credit.
b. Acceptability for transfer — At the time of admission to the university, previously earned college credit is evaluated by the Office of the Registrar in accordance with university regulations regarding the acceptability for transfer and a summary of all previous college work and all transferable work is prepared by the Office of the Registrar for use in advisement of the student. Such evaluation does not constitute an agreement to accept any specific credit in lieu of any specific requirement for graduation from Aurora University. The following general criteria are used by the Office of the Registrar in determining acceptability for transfer.
    i. Credit is accepted from regionally accredited post-secondary institutions and from institutions accredited by bodies recognized by the Council for Higher Education Accreditation (CHEA). Credit from U.S. institutions not accredited by CHEA may only be accepted through the process for assessment of prior learning and is subject to the same limitations as other assessed prior learning. Credit earned through StraighterLine, Sofia Learning, and other similar opportunities will require an American Council of Education (ACE) official transcript for consideration of transfer credit.
    ii. Guidelines presented in the AACRAO "World Education Series" are applied to international institutions. Where credit and content determination cannot be made from international transcripts, a course-by-course evaluation in English from a member of the National Association of Credential Evaluation Services (NACES) is required at the student's expense before transfer of credit will be considered. The University Registrar reserves the right to determine whether or not international transcripts meet the university's requirements for acceptance as official records.
    iii. In most cases, only courses bearing grades of C minus (C-) or higher may be transferred. The exception is that a "D" for an Illinois Articulation Initiative (IAI) course will be accepted if the IAI core requirements are met before entering Aurora University. Courses bearing grades such as "pass" or "credit" may be transferred provided the regulations of the sending institution indicate that such credit represents work at the level of "C-" or higher. The cutoff for numerical grades shall be determined by the University Registrar so that such grades are accepted on a basis consistent with the "C-" criterion. Coursework bearing "pass" or "credit" grades may only be accepted for inclusion in a specific program upon review and approval of the program faculty.
    iv. In the case of credit that is to be included in a program, time limits on applicability to the program may be established by the program faculty. Time limits are determined with respect to the date of the student's first attendance at Aurora University.

v. Credit is ordinarily considered acceptable for transfer if it is comparable to coursework offered by Aurora University or generally considered to be part of a liberal arts based curriculum.
vi. Post-secondary technical credit may be accepted in transfer for inclusion in an approved student-initiated major; as general elective credit if certified by a program faculty as relevant to the student's major area of study; or for inclusion in an established major upon approval of the program faculty.
vii. Credit deemed by the sending institution, or by Aurora University, to be remedial or pre-college in level will not be accepted in transfer. However, such credit may be considered by an academic unit as a basis for waiving course prerequisites.

c. AA and AS General Education transfer articulation — Students holding an AA or AS degree from a regionally accredited college are deemed to have met all lower division General Education IDS requirements for graduation from Aurora University (see "General Education Requirements for Transfer Students" (p. 24)). These students still must participate in a junior-year mentoring, and assessment process.
d. Transfer of credit by students matriculated at Aurora University — It is expected that, once enrolled at Aurora University, a student will earn all subsequent credit toward the degree at the university. Students retaking courses for grade replacement must do so at Aurora University.
   i. Credit earned by approved cross-registration at other schools that are members of the Council of West Suburban Colleges (North Central College, Benedictine University) is treated as though it were earned at Aurora University.
   ii. No credit from other institutions earned while a student is matriculated at Aurora University may be accepted in transfer except under extenuating circumstances and upon prior, written approval of the University Registrar.
      1. Exception: Transfer credits earned during the last term immediately preceding the initial term of full-time enrollment at AU, will also be evaluated and counted as accumulated transfer credit referenced for the evaluation of required AU general education courses. This transfer grace period is available to students who are registered - during the single semester immediately preceding their initial full-time enrollment at AU, for no more than four credit hours at AU during the grace term, and at another institution concurrently. This policy will not apply to students pursuing their degree on a part-time basis.
   iii. No credit may be transferred within the last 24 semester hours of the student's degree except upon the prior, written approval of the University Registrar.
   iv. The applicability of transferred credits to the completion of major requirements is decided by the University Registrar or Dean of Academic Administration.
   v. Aurora University does not accept credit for college-level GED examinations in transfer.
   vi. Aurora University will accept credit from an accredited graduate school toward a bachelor's degree at Aurora University. The student is not required to have received a graduate degree prior to submitting an official transcript for credit.
   vii. The application of courses transferred toward meeting general degree requirements will be determined by the University Registrar or Dean of Academic Administration. Professionally oriented courses (e.g., pastoral counseling or Sunday School administration) will not apply toward general degree requirements.
   viii. Study abroad credit taken outside of AU travel study/May courses taught by AU faculty is posted as transfer credit.

Transfer Articulation

AU makes available on its transfer admission web site (https://aurora.edu/admission/transfer/index.html (https://aurora.edu/admission/transfer/)), both 2+2 Plans and Transfer Plans to assist prospective students in choosing courses at many Illinois and Wisconsin community or technical colleges which will transfer into specific AU academic programs. AU utilizes the Transfer Evaluation System (TES) to provide prospective students information on how individual courses will transfer into the university.

Transfer Articulation Agreements

Aurora University and the College of DuPage have formally established a transfer articulation agreement between the two schools to aid in and encourage the transfer from the College of DuPage to Aurora University.

Nontraditional Sources of Credit

Aurora University recognizes the validity of college-level learning achieved in settings other than accredited institutions of higher education, provided that this nontraditional learning is validated in accordance with generally recognized standards of good practice and awarded through the processes provided in the university's academic regulations. A maximum of 30 semester hours may be granted in total for nontraditional sources of credit, including ACE, NCCRS, CLEP, AP, IB, DANTES, STAMP, and LVE.

Portfolio Process for Awarding Credit for Life and Vocational Experience (LVE)

a. A portfolio assessment program is available to students who have significant prior learning through career achievements, individual study, or volunteer work.
b. LVE portfolios may present documentation supporting the awarding of credit for the following categories of prior learning:
   i. Military training evaluated by the American Council on Education (ACE)
   ii. Non-collegiate training and education programs evaluated by ACE or under the National College Credit Recommendation Service (NCCRS)
   iii. College-level learning achieved through organized training and education programs not included in (a) or (b) above (LVE fee applies)
   iv. Technical credit or other credit from a regionally accredited or CHEA institution that is not evidently suitable for inclusion in AU baccalaureate programs (LVE fee applies)
   v. Educational experiences achieved through non-CHEA accredited institutions of higher education (LVE fee applies)
   vi. College-level learning achieved through on-the-job experience, individual study, or other life experiences (LVE fee applies)
c. Students seeking LVE credit will complete a "Life and Vocational Experience Credit Request (LVE)" form and submit it to the Office of the Registrar. Upon receipt of the request, the student will be directed to the appropriate faculty member to determine the required materials for the portfolio per the type of request.
d. There is a 90-day time limit for completion of the entire LVE portfolio process which begins with the submission of the LVE credit request form and encompasses initial meeting with the faculty member,

supplying satisfactory requested documentation to the faculty member, evaluation of the portfolio by the faculty member, and posting of credit to the academic record by the Office of the Registrar. Failure to complete the process within 90 days renders the current LVE credit request null and void and the process must begin again. LVE credit may be awarded within the final 30 semester hours of the student's undergraduate program, provided that the evaluated portfolio is submitted to the Office of the Registrar for recording no later than the last day of the term preceding the term in which the student will complete all requirements for graduation.

e. The student will submit the requested portfolio materials to the faculty member for evaluation.
   i. Credit will be granted when such credit is clearly applicable to the student's baccalaureate program at Aurora University, and upon submission of the following documentation to the Office of the Registrar:
      1. A "Life and Vocational Experience (LVE) Credit Request" form completed and signed by the designated program faculty member and approved by the Academic Dean, b) the completed portfolio assessment rubric used by the university, and c) the documentation submitted by the student. An LVE fee is charged, as established by the Vice President for Finance. Such experiential prerequisite credit may only be presented for graduation in fulfillment of a specific program course requirement.
      2. The portfolio evaluation process may result in the award of semester hours of specific course or general elective credit, not to exceed the maximum 30 total combined semester hours, based on submission of the portfolio with satisfactory documentation providing evidence of career-relevant learning achieved through the student's work experience, including appropriate documentation such as performance evaluation materials and supervisors' statements. Submissions will be evaluated and approved by the designated faculty member using the portfolio assessment rubric used by the university, and approved by the appropriate Academic Dean.
   ii. Credit awarded through the portfolio process will be recorded on the student's permanent academic record as determined by the program evaluator, with indications of applicability to the requirements of the major as approved by the major department.
   iii. Credit not approved for application in the major may be applied as general elective credit toward graduation.
   iv. Portfolio credit considered by the Office of the Registrar to duplicate prior or subsequent transferable coursework or test credit will be removed from the student's historical record in favor of such coursework or test credit.
   v. Portfolio credit is evaluated as either lower or upper division in nature and will be applied toward the limits for lower and upper division transfer credit and to meet other graduation requirements in the same manner as transferred credit.
   vi. Portfolio and examination credit are not included in official audits of student progress or degree completion until recorded in the student's permanent academic record by the Office of the Registrar.
   vii. Credit awarded through the portfolio process, by examination or as an experiential prerequisite for a major may not be counted toward either the general -nor major or minor program- residency requirement for graduation.

f. Following evaluation of the student's credit, a copy of the portfolio and a summary of the evaluation shall be attached to the LVE credit request form and forwarded to the Office of the Registrar. Acceptable credit will be posted to the student's academic record. The LVE fee will be assessed at the time credit is posted, if applicable.

Credit by Examination

a. CLEP/AP/IB/DANTES/STAMP — Examination credit through the College Level Examination Program (CLEP), the Advanced Placement Program (AP), the International Baccalaureate Program (IB), the Defense Activities for Non-Traditional Educational Support program (DANTES), and the Standards-Based Measurement of Proficiency (STAMP), is granted by Aurora University as outlined in this catalog, to provide a means of measuring the academic achievement of those students who, through extensive reading and experience, may be able to meet the standards set as a basis for granting college credit.

b. Prior approval of the University Registrar must be secured by filing a Petition for Prior Approval before current students take examinations for credit.

c. Limitations on Use:
   i. No more than one-fourth of the courses presented for the major shall be by examination.
   ii. No more than 4 semester hours of examination credit may be used to meet the General English Composition requirement.

d. Fees
   i. Students are expected to pay all fees required by testing agencies.
   ii. CLEP, AP, PEP, or NLN test credit earned while attending another institution and prior to attendance at Aurora University will not be assessed a recording fee.

Seal of Biliteracy

AU accepts the State Seal of Biliteracy. Incoming students receive eight hours of credit in the relevant language. Students who receive credit for the seal are not eligible for AP credit in the associated language. The student will be subject to the AU course placement policy for foreign language. A student must request credit for the seal at the point of enrollment at AU. Seal credit will only be granted within three years of the student's high school graduation.

Seal of Biliteracy	Spanish	French	Other Languages
World Languages	SPN-1120 & SPN-1220 (8 SH)	FRN-1120 & FRN-1220 (8 SH)	Foreign Language Elective (8SH)

College Level Examination Program (CLEP) General Examinations

The General Examinations are designed to be taken before college work is begun. Students who have any college credits must seek prior approval. If courses have been taken prior to the test date, appropriate reductions in the amount of credit usually awarded will be made by the Office of the Registrar.

A student who has received CLEP credit in English cannot also receive college credit for ENG-1000 Introduction to Academic Writing. A student who has received four semester hours of CLEP credit in mathematics may not take MTH-1100 College Algebra for college credit.[1] A student who has received eight semester hours of CLEP credit in mathematics may not take MTH-1100 College Algebra or MTH-1310 Precalculus for college credit.[1]

[1] **Note to CLEP Recipients Who Intend to Take Additional Mathematics Courses:** In some instances the results of the Aurora University Mathematics Competency Examination may suggest that a student needs to take one of the courses prohibited above. In that instance, a student should decide whether to take the course as an auditor, take the course for college credit and accept a reduction in CLEP credit, or proceed to the next level of mathematics with the understanding that he/she may have some difficulty.

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

College Level Examination Program (CLEP) — Aurora University awards appropriate credit from the College Level Examination Program.

Composition and Literature

Subject	Score (Minimum)	AU Credit (4SH)
American Literature	50	ENG-2420 or ENG-2430
Analyzing/Interpreting Lit	50	English Elective
College Composition	50	ENG-1000
College Composition Modular	50	Does Not Transfer (DNT)
English Literature	50	ENG-2520 or ENG-2530
Humanities	50	General Elective

World Languages

Subject	Score (Minimum)	AU Credit (4SH)
French Language: Levels 1&2	50	FRN-1120, FRN-1220 (8 SH)
German Language: Levels 1&2	50	Foreign Language Elective (8 SH)
Spanish Language: Levels 1&2	50	SPN-1120, SPN-1220 (8 SH)
Spanish w/ Writing: Levels 1&2	50	SPN-2200, SPN-2300 (8 hours)

History and Social Sciences

Subject	Score (Minimum)	AU Credit (4SH)
American Govt.	50	PSC-1300
History of the U.S. I: to 1877	50	HIS-1200
History of the U.S. II: 1865 - Present	50	HIS-1210
Human Growth/ Development	50	PSY-3250
Intro to Educational Psych	50	EDU-2260
Introductory Psychology	50	PSY-1100
Introductory Sociology	50	SOC-1100
Principles of Macroeconomics[1]	50	Economics Elective
Principles of Microeconomics[1]	50	Economics Elective
Social Sciences/History	50	Social Behavior Science Elective
Western Civ I: to 1648	50	History Elective
Western Civ II: 1648 - Present	50	History Elective

[1] If Microeconomics and Macroeconomics are both successfully completed, 4SH of credit will be awarded for ECN-2030 Principles of Economics and 4SH of credit will be awarded in Economics elective credit.

Sciences and Mathematics

Subject	Score (Minimum)	AU Credit (4SH)
Biology	50	BIO-1210/BIO-1210Z
Precalculus	50	MTH-1310
Calculus	50	MTH-2210
Chemistry	50	CHM-1200/CHM-1200Z
College Algebra	50	MTH-1100
College Mathematics	50	MTH-1030
Natural Sciences	50	General Elective

Business

Subject	Score (Minimum)	AU Credit (4SH)
Financial Accounting	50	ACC-2010
Information Systems	50	CSC-1010
Introductory Business Law	50	BUS-2010
Principles of Management	50	Business Elective
Principles of Marketing	50	MKT-2300

DANTES Test Credit

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

Advanced Placement Program (AP)

Aurora University awards appropriate credit from the Advanced Placement Program.

Capstone Diploma Program

AP Exam	Score	AU Credit (4SH)
Research	n/a	Does Not Transfer (DNT)
Seminar	n/a	Does Not Transfer (DNT)

Arts

AP Exam	Score	AU Credit (4SH)
Studio Art: 2-D Design	3, 4, 5	ART-1210
Studio Art: 3-D Design	3, 4, 5	ART-1310
Art History	3, 4, 5	Art Elective
Studio Art: Drawing	3, 4, 5	ART-2100
Music Theory	3, 4, 5	MUS-2600

English

AP Exam	Score	AU Credit (4SH)
English Lang/Comp	3, 4, 5	ENG-1000
English Lit/Comp	3, 4, 5	English Elective

History and Social Sciences

AP Exam	Score	AU Credit (4SH)
Comparative Govt./ Politics	3, 4, 5	Political Science Elective
European History	3, 4, 5	History Elective
Human Geography	3, 4, 5	Social Behavior Science Elective
Macroeconomics[1]	3, 4, 5	Economics Elective
Microeconomics[1]	3, 4, 5	Economics Elective
Psychology	3, 4, 5	PSY-1100
U.S. Govt./Politics	3, 4, 5	PSC-1300
U.S. History	3, 4	HIS-1200
U.S. History	5	HIS-1200, HIS-1210 (8 SH)
World History	3, 4	HIS-1300
World History	5	HIS-1300, HIS-1400 (8 SH)

[1] If Microeconomics and Macroeconomics are both successfully completed, 4SH of credit will be awarded for ECN-2030 Principles of Economics and 4SH of credit will be awarded in Economics elective credit.

Math and Computer Science

AP Exam	Score	AU Credit (4SH)
Calculus AB	3, 4, 5	MTH-2210
Calculus BC	3	MTH-2210
Calculus BC	4, 5	MTH-2210, MTH-2220 (8 SH)
Computer Science A	3, 4, 5	CSC-1700
Computer Science Principles	3, 4, 5	CSC-1010
Statistics	3, 4, 5	MTH-2100

Sciences

AP Exam	Score	AU Credit (4SH)
Biology	3	BIO-1210/BIO-1210Z
Biology	4, 5	BIO-1210/BIO-1210Z, BIO-1220/BIO-1220Z (8SH)
Chemistry	3	CHM-1200/CHM-1200Z
Chemistry	4, 5	CHM-1310/CHM-1310Z
Environmental Science	3, 4, 5	BIO-2200
Physics 1: Algebra Based	3, 4, 5	PHY-2210/PHY-2210Z
Physics 2: Algebra Based	3, 4, 5	PHY-2220/PHY-2220Z
Physics C: E&M	3, 4, 5	PHY-2250/PHY-2250Z
Physics C: Mech	3, 4, 5	PHY-2240/PHY-2240Z

World Languages & Culture

AP Exam	Score	AU Credit (4SH)
Chinese Lang/Culture	3, 4, 5	Foreign Language Elective (8SH)
French Lang/Culture	3, 4, 5	FRN-1120, FRN-1220 (8SH)
German Lang/Culture	3, 4, 5	Foreign Language Elective (8SH)
Italian Lang/Culture	3, 4, 5	Foreign Language Elective (8SH)
Japanese Lang/Culture	3, 4, 5	Foreign Language Elective (8SH)
Latin	3, 4, 5	Foreign Language Elective (8SH)
Spanish Lang/Culture	3, 4, 5	SPN-1120, SPN-1220 (8SH)
Spanish Lit/Culture	3, 4, 5	Spanish Elective

International Baccalaureate Program (IB)

Aurora University awards appropriate credit from the International Baccalaureate Program (IB).

Arts

Higher Level (HL)	Score	AU Credit (4SH)
Art History	n/a	Does Not Transfer (DNT)
Dance	n/a	Does Not Transfer (DNT)
Film	4, 5, 6, 7	COM-2300
Music	4, 5, 6, 7	MUS-1550
Theatre	4, 5, 6, 7	THE-1200
Visual Arts	4, 5, 6, 7	Art Elective
Philosophy	4, 5, 6, 7	PHL-1100

Sciences

Higher Level (HL)	Score	AU Credit (4SH)
Biology	4, 5, 6, 7	BIO-1210/BIO-1210Z
Chemistry	4, 5	CHM-1310/CHM-1310Z
Chemistry	6, 7	CHM-1310/CHM-1310Z, CHM-1320/CHM-1320Z (8SH)
Computer Science	4, 5, 6, 7	CSC-1010, CSC-1700 (8SH)
Math: Analysis/ Approaches	4, 5, 6, 7	MTH-1310, MTH-2210 (8SH)
Math: Applications/ Interpret	4, 5, 6, 7	MTH-2100, MTH-2210 (8SH)
Physics	4, 5, 6, 7	PHY-2210/PHY-2210Z, PHY-2220/PHY-2220Z (8SH)

English

Higher Level (HL)	Score	AU Credit (4SH)
Language A: English Lit	4, 5, 6, 7	English Elective
Language A: Lang/Lit	4, 5, 6, 7	Foreign Language Elective or ENG-1000

Language B: Other than English	n/a	See Foreign Languages

Foreign Languages

Higher Level (HL)	Score	AU Credit (4SH)
Classical Languages	4, 5, 6, 7	Foreign Language Elective (8SH)
French	4, 5, 6, 7	FRN-1120, FRN-1220 (8SH)
German	4, 5, 6, 7	Foreign Language Elective (8SH)
Spanish	4, 5, 6, 7	SPN-1120, SPN-1220 (8SH)

Social Sciences

Higher Level (HL)	Score	AU Credit (4SH)
Economics	4, 5, 6, 7	ECN-2030
Geography	4, 5, 6, 7	General Elective
Global Politics	4, 5, 6, 7	General Elective
American History	4, 5, 6, 7	HIS-1200, HIS-1210 (8SH)
World History	4, 5, 6, 7	HIS-1300, HIS-1400 (8SH)
Psychology	4, 5, 6, 7	PSY-1100
Social/Cultural Anthropology	4, 5, 6, 7	SOC-2150

Business

Higher Level (HL)	Score	AU Credit (4SH)
Business Management	4, 5, 6, 7	BUS-1020

Other

Higher Level (HL)	Score	AU Credit (4SH)
Design Technology	n/a	Does Not Transfer (DNT)
Sports, Exercise, Health Science	n/a	Does Not Transfer (DNT)

Credit for Departmental Challenge Examinations

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

Declaration of Major

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

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

Matriculated traditional undergraduate students on the Aurora campus seeking to enter a program must file a Request to Declare or Change a Major form with the Crouse Center for Academic Advising. Requirements for admission to or retention in a program are determined by the program faculty, the Academic Dean, and the Chief Academic Officer.

Matriculated traditional undergraduate students on the Aurora campus currently entered as students in one program may seek to declare another major by filing a Request to Declare or Change a Major form showing both the old and new program. A student denied admission to a program may appeal the denial to the Academic Dean or, in the case of a program directly headed by the Dean, to the Chief Academic Officer.

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

Regulations Governing Majors and Minors

Established Majors

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

Student-Initiated Major

a. Divisional: This major is prepared jointly between the student and the Program Chair. Said concentration is reviewed and approved by the Program Chair and Academic Dean. An initial conference should be held with the appropriate Program Chair at which time the general plan for the student-initiated major will be reviewed. Subsequent conferences with the Program Chair or his/her designate(s) will be concerned with developing the specific program. When completed,

the Program Chair will present the concentration to the Academic Dean for approval and filed in the student's permanent academic record.

b. Interdivisional: This major is developed by the student and Program Chair with appropriate consultation from the Academic Dean and University Registrar. An initial conference with the Program Chair should be held at which time the general plan for the student-initiated major will be discussed. Subsequent conferences with the Program Chair, Academic Dean, and University Registrar will be concerned with developing the specific program. When completed, the program will be presented for approval by the Program Chair, Academic Dean, and University Registrar whereupon it will be filed in the student's permanent academic record.

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

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.

b. A minor shall comprise a minimum of 18 semester hours.

c. At least 25% of the credits applied to a minor must be earned at AU.

d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.

e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.

f. No "D" will apply toward minors.

g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

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

Undergraduate Grading System Types and Definitions

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

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

Grade	Quality Points per Semester Hour	Description
A	4	Denotes performance that consistently exceeds expectations and demonstrates comprehensive understanding of the subject.
B	3	Denotes performance that meets and at times exceeds expectations and indicates good preparation in the subject.
C	2	Denotes performance that meets expectations and demonstrates adequate preparation in the subject
D	1	Denotes performance that is inadequate or inconsistently meets expectations and makes it inadvisable to proceed further in the subject without additional work.
F	0	Denotes performance that is inadequate or inconsistently meets expectations and makes it inadvisable to proceed further in the subject without additional work.

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 courses that are graded CR/NCR.
NCR	0	No credit. Denotes work that fails to meet college or university standards for academic performance at least at the level of "C" work.

c. Pass/No Pass: P/NP[1]

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

Change of Grading System

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

a. 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 (https://aurora.edu/about/administration/registrar/registrar-forms.html)Registrar webpage (https://aurora.edu/about/administration/registrar/), must be completed and signed by the student, the instructor, Jurisdictional Academic Dean, and Dean of Academic Administration.
b. The petition must specify the reason the student has been unable to complete the work, the work to be completed, a timetable for completion, and the date by which all work must be turned in to the instructor.
c. The Petition for Incomplete/Deferred Grade must be filed by the deadline specified by the Office of the Registrar for submission of final grades.
d. 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).
e. 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 Dean of Academic Administration on or before the deadline for completion originally specified in the petition for an “I” grade. Petitions approved by the Dean of Academic Administration must be received by the Office of the Registrar on or before the original deadline for filing of the grade.
f. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. In order for an “I” grade to be considered, the student must be in satisfactory academic standing in the specific course. In cases of emergency, the petition may be filed on the student’s behalf by the course instructor. At the earliest possible time, the course instructor will take responsibility for confirming the petition with the student and securing the student’s signature. If the student does not accept the conditions of the petition, the instructor will assign a permanent grade to be entered by the Office of the Registrar.
g. A student’s Academic Warning status in a given term will be determined by the Term GPA resulting from the work completed in that term. If a subsequently completed “I” grade causes the student’s GPA to rise above or fall below 2.0, the student’s warning status, and the permanent record thereof, will be changed accordingly.
h. 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 Dean of Academic Administration. 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.

a. 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 (https://aurora.edu/about/administration/registrar/registrar-forms.html)Registrar’s webpage (https://aurora.edu/about/administration/registrar/), must be completed and signed by the student, the Instructor, Jurisdictional Executive Director or Dean, and Dean of Academic Administration.
b. 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.
c. 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.

d. 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.
e. 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).
f. 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 Dean of Academic Administration must be received by the Office of the Registrar on or before the original deadline for filing of the grade.
g. 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.
h. 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.
i. 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 Dean of Academic Administration. A leave of absence does not automatically extend the completion deadline for the "X" grade.

The “D” Grade

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

Change of Permanent Grades

a. Permanent grades (A, B, C, D, F) may be changed by the instructor who originally issued the grade to correct computational or clerical errors.
b. Changes of permanent grades must be approved by the Academic Dean before they are forwarded to the Office of the Registrar, and must include an explanation for the change.
c. Changes in permanent grades arising from clerical or computational errors must be received by the 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.
d. In cases where it is necessary to correct a grading error on the part of an instructor who has left the university or who cannot otherwise be contacted in a timely fashion, or in cases where an instructor fails to correct an evident error in a timely fashion, the Academic Dean may assign another faculty member to review the relevant materials and correct the error.
e. Changes may be made in grades to reflect coursework completed after the deadline for grade submission only in instances in which the student received a grade of “I” or “X” for the course.
f. All changes in permanent grades other than those arising from clerical or computational errors are addressed under the university regulations for appeal of alleged capricious grading.

Grade Point Average

Two Grade Point Averages (GPA) are calculated by the 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.

Undergraduate Academic Honors

Academic Honors at Graduation

a. To be eligible for academic honors at graduation, students must have:
    i. A minimum of 90 semester hours of credit for a letter grade, of which 30 semester hours must have been earned at Aurora University.
    ii. A cumulative GPA at Aurora University of:
        1. 3.50 – 3.749 to receive the degree Cum Laude
        2. 3.75 – 3.899 to receive the degree Magna Cum Laude
        3. 3.90 – 4.000 to receive the degree Summa Cum Laude
    iii. In addition, a student who has a minimum of 90 semester hours for a letter grade at Aurora University and a cumulative GPA at Aurora University of 3.75 or above will receive the Gold Ivy Leaf Award (medallion).
b. Term Dean’s List -- Students will be placed on the published Dean's List and receive a letter from the Chief Academic Officer at the end of each fall or spring semester that these conditions are met:
    i. Students with a term GPA of 4.0 will be cited for High Honors in a special section of the Dean’s List.

ii. A term GPA of 3.60 or higher.
iii. A minimum of 12 semester hours for a letter grade.

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:

a. the assignment of a grade on some basis other than performance in the course; or
b. the assignment of a grade to a particular student by different standards than were applied to other students in that course; or
c. 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:

a. 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.
b. 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.
c. 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:

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

The result of either shall be final.

Transcripts: Regulations Governing Issuance

a. 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.
b. All official transcripts that are placed into a student's hands or sent directly to students are stamped "Issued to Student."
c. 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.
d. 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.
e. 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.
f. Transcripts will be withheld until the student's financial record with the university is clear. Until such time as this occurs, official transcripts will only be issued to potential employers.

g. In cases of suspension, dismissal, and expulsion (or the equivalent), the transcript will be noted with the following:
   i. The general type of infraction (academic or disciplinary);
   ii. The department initiating the students separation from the institution; and
   iii. The effective dates or date/term ranges of students separation from the institution, if applicable.
h. A transcript legend is included with each official transcript.

Undergraduate Student Classification and Definition

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

Classification	Definition
FR Freshman	Admitted with less than 30 semester hours
SO Sophomore	Admitted and 30-59 semester hours
JR Junior	Admitted and 60-89 semester hours
SR Senior	Admitted and 90+ semester hours
PU Post-Undergraduate	With Bachelor's Degree seeking second Degree or Certificate
AL Student-at-Large	Not Admitted and Not Seeking Degree (may earn no more than 15 semester hours)
AU Auditor	Not Admitted and Taking Courses Without Credit
PR Provisional	Attending classes but admission procedures incomplete

Graduation Policies and Procedures

Application for Graduation Status

a. 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.
b. Applications must be submitted by the deadline indicated on the application together with the graduation fee.
c. 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. Different locations may be subject to different commencement schedules as well. 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

All candidates for graduation must have all official transcripts from other institutions; results of examination scores; Life and Vocational Experience credit; portfolio credit; removal of temporary grades (incompletes or deferred grades) submitted to the 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 three times each academic year. The conferral date corresponds to the commencement ceremony date, or to the last day of the semester of completion in the absence of a commencement ceremony. 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 and may not be eligible to receive their official AU transcript 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:

- The student must have 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.
- The undergraduate student must 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.
- The student should 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.

a. 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.

b. Students must apply for financial aid every year. Aurora University highly recommends completing the Free Application for Federal Student Aid (FAFSA) as soon as possible beginning October 1. Students turning in financial aid paperwork and completing their 2023-24 financial aid file after May 1, 2023, may incur late fees and/or penalties.

c. 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.

d. 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 under "Petitions and Appeals" at aurora.edu/forms2023 (https://aurora.edu/admission/financialaid/forms/23-24.html).

e. A student must be enrolled at least halftime and 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 at aurora.edu/satisfactoryacademicprogress (https://aurora.edu/admission/financialaid/satisfactory-academic-progress.html).

f. 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

g. Definitions of Academic Level: A student's academic level is a factor in determining their Federal Direct Stafford Loan eligibility.

Academic Level	Credit Hours
Freshman	0 - 29 hours
Sophomore	30 - 59 hours
Junior	60 - 89 hours
Senior	90+ hours

h. 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. For full-time (12-18 hours) traditional undergraduate students, the typical cost of attendance is displayed below. A similar formula is used with adjusted numbers that reflect costs for different student scenarios (ex: part-time, graduate, online, George Williams College of Aurora University, etc.). Specific direct charges can be found at aurora.edu/tuition.

Category	On Campus	Off Campus
Tuition & Fees	$28,220	$28,220
Housing-Air Conditioned Double Room	$7,300	n/a
Food-Unlimited Meal Plan	$5,940	n/a
Total Direct Costs	$41,460	$28.220
Books & Supplies	$1,200	$1,200
Housing (Mortage, Rent, etc.) & Food	n/a	$4,248
Transportation	$1,458	$1,674
Miscellaneous Personal Expenses (ex.: Clothing, toiletries, laundry, etc. and loan fee, if applicable	$1,818	$1,818
Totral Indirect Costs	$4,476	$8,940
Total Cost of Attendance	$45,936	$37,160

i. 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 Stafford Student Loan, Federal Direct PLUS Loan, or Federal Perkins Loan.

j. 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.

k. 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.

l. The Student Accounts Office will apply federal and state financial aid to allowable charges such as tuition, fees, room, 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, 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.

m. 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.

n. Students are responsible for reporting any of the following to the Office of Financial Aid:
   i. Change in enrollment
   ii. Change in living arrangements
   iii. Change in academic level
   iv. Receipt of tuition benefits/reimbursement from outside source
   v. Receipt of an outside scholarship

o. Summer financial aid requires a separate institutional application in addition to the FAFSA for the applicable academic year. Applications will be available beginning in December. 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. Additional items may need to be submitted if requested.

p. If borrowing a Federal Direct Stafford 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.

q. 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).

r. Tuition Refund Policy: Refer to the Payment of Charges 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.**

s. Room and meal plan charges are subject to a different refund policy, which is determined by the Office of Residence Life.

t. 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.

u. Return of Federal Funds Policy: If a student withdraws, either officially or unofficially, before completing 60 percent of the term, and he/she has received Title IV federal funds the student may no longer be eligible for the full amount of the federal aid. Title IV (federal aid) includes: Federal Direct Stafford Loans, Federal Direct PLUS Loans, Pell Grant, Supplemental Educational Opportunity Grant (SEOG), and Iraq and Afghanistan Service Grant. The federal government requires schools to review the student's eligibility for these funds through a federally mandated formula to determine how much of the federal funding was "earned" up to the time of the student's withdrawal. The review and recalculation is called a "Return of Title IV Aid."

The Title IV funds that were disbursed in excess of the "earned" amount must be returned to the federal government by the university and/or the student. If the student received a refund from their financial aid, which was to be used for education-related personal expenses or non-university housing expenses, he/she may be required to return a portion of those funds to Aurora University. This portion represents funds that were intended to pay the student's education-related expenses through the end of the term. The amount to be returned to the University will be determined by the student's institutional costs, refunds he/she might have received for non-university expenses and the funds that must be returned to the government.
The amount of federal funds to be returned will be calculated from the date of the student's withdrawal. There are two types of withdrawals, official and unofficial. The student's type of withdrawal impacts this calculation and timing.

Official Withdrawal is when a student completes the withdrawal process. This can be achieved by using the "Withdraw from Aurora University" or "Request an Academic Leave of Absence" links on Self-Service or by the student dropping online all of their classes for a term. The date of official withdrawal used by Aurora University is the date that the Office of the Registrar receives the student's written request of the student's intention to withdraw or the date the student drops their last class in a term through the online system.

Unofficial Withdrawal is when a student stops attending classes, but does not withdraw from those classes or notify the university. A student in this scenario eventually will earn all grades of "F" for a term. When an instructor assigns an "F" grade they also must indicate the last date the student attended the class/participated in an "academically-related activity" (e.g. attended a class or lab, took an exam, submitted an assignment). The date of unofficial withdrawal will be the last date attended reported by the instructor. If it is impossible to establish a date that the student last participated in an "academically-related activity," the midpoint of the term will be considered the official last date of attendance, for the purpose of returning unearned Title IV funds.

Determining Aid Earned

Aid Already Disbursed

When a student withdraws after beginning attendance in the term, Aurora University's Office of Financial Aid will calculate the percentage of the term the student attended. This percentage is then used to determine the federal aid the student has earned. The federal calculation known as the Return of Title IV uses the following:

- Number of days in the term
- Number of days that the student has been enrolled for the term
- Student's institutional costs
- Student's federal funds received or eligible to receive

Once the student has been enrolled for 60 percent of the term, no more adjustments are made.

If the amount the student received (funds that were disbursed directly to his/her university student account and possibly refunded to the student) is greater than the amount the student earned, the unearned funds must be returned to the U.S. Department of Education by Aurora University. This must be done as soon as possible, but no later than 45 days from the date of determination of the student's withdrawal. The student will be notified by Aurora University's Office of Financial Aid as to the result of the calculation to their federal financial aid, how it impacts their Aurora University student account, and any instructions on how to proceed if he/she is required to return funds to the government.

Aid That Could Be Disbursed

A student may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal disbursement for Title IV funds, it will be processed for the student and if it results in a refund it will be issued within 14 days of the credit balance.

Aurora University may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, room and board (if applicable), and miscellaneous charges (as authorized on the Financial Responsibility Agreement form).

If the post-withdrawal disbursement includes loan funds, Aurora University must obtain the student's permission before it can disburse the loan. Students may choose to decline some or all of the loan funds so that he/she does not incur additional debt. A notice will be sent out to the student, and a signed response or email from their AU email account must be returned to the university within 14 days.

It is also important to understand that accepting a post-withdrawal disbursement of student loan funds will increase a student's overall student loan debt that must be repaid under the terms of the Master Promissory Note.

Returned Title IV Aid

Funds that are returned to the federal government are used to reduce the outstanding balances in individual federal programs. Financial aid returned must be allocated in the following order:

a. Federal Direct Unsubsidized Stafford Loan
b. Federal Direct Subsidized Stafford Loan
c. Federal Direct PLUS Loans (parent or graduate)
d. Federal Pell Grant
e. Federal Supplemental Educational Opportunity Grant (SEOG)
f. Iraq and Afghanistan Service Grant

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

Satisfactory Academic Progress Procedures

A student is required to maintain Satisfactory Academic Progress (SAP) in the course of study that he/she is pursuing, according to the standards and practices regulated by federal and state governments for the institution. Schools are required to monitor the SAP of students at least once annually. Aurora University reviews SAP after the spring semester for all programs. Once the Office of the Registrar notifies the Office of Financial Aid that all grades are in the system, financial aid staff will identify students whose academic records do not meet SAP. These students will be notified by a letter and email to their AU email

account. A student has the right to appeal this decision. The appeal form is available at aurora.edu/financialaidforms (http://www.aurora.edu/financialaidforms/).

All periods of enrollment count toward SAP (Fall, Spring, and Summer), including when a student does not receive Title IV aid. The following guidelines are now in effect. These SAP policies and procedures are subject to change without prior notice.

a. **Qualitative Regulations – GPA**
   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.
b. **Quantitative Regulations - Pace of Completion**
   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.*
c. **Academic Program Completion**
   Maximum Timeframe: To earn a bachelor's degree at Aurora University, students must complete a minimum of 120 semester hours. Students may receive financial aid for up to 150% of the hours required to complete their programs. This includes hours earned at another institution and transferred to Aurora University, as well as any hours that may have been completed even if financial aid was not received. If at any time a student chooses to change majors, courses previously completed may be included in the 150% completion rate.

   Timely Completion of Degree: Students enrolled in a graduate or aid-eligible nondegree 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 and state financial aid is limited to a student's degree requirements. Once degree requirements have been met, students 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.

Transfer Programs

All courses accepted for transfer from another institution are counted toward the 150% maximum time frame eligibility. The transfer credits received will not be included in the calculation of the student's GPA.

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

Aurora University will not allow incompletes, audits, non-credit remedial, and withdrawal courses to be considered as credits successfully completed, but will consider them as courses attempted and therefore are counted 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 Office of the Registrar 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.

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 a student success/academic advisor and a financial aid counselor. The student is expected to complete their 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 a student success/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 undergraduate degree are met, even if the requirements for the second or additional program/degree/major, at the student's current academic level, 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.

Retaking Coursework

Students are eligible to repeat courses, but only the higher grade will be calculated in the GPA and credit towards graduation. If a student completes and passes a course, he/she may only receive Federal Title IV And State aid for one repeated course should he/she decide to retake the same course to earn a higher grade. If a student withdraws from or fails a course, he/she may receive Federal Title IV aid if he/she retakes the course.

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 (Pace of Completion) requirement. This means that repeatedly withdrawing from and/or failing courses may negatively impact a student's quantitative progress over the long term and result in the student failing to meet SAP requirements.

Financial Aid Appeal Process

If a student does not meet the SAP requirements, resulting in a loss of federal and state financial aid eligibility, he/she may appeal this determination in writing by completing and submitting the necessary documentation to the Office of Financial Aid within the designated deadline. The student will be provided with detailed instructions regarding the appeal process at that time. This process requires submitting the Appeal for All Aid form located at aurora.edu/financialaidforms (http://www.aurora.edu/financialaidforms/). The appeal process takes into consideration special circumstances.

University officials will review the appeal and supporting documentation and will be responsible for the final decision regarding financial aid eligibility for the next semester/academic year. The student will be notified in writing of the decision. If approved, the student will be placed on financial aid probation and an academic plan will be prescribed for continued financial aid eligibility. All specifications for the academic plan will be provided to the student in writing and will be monitored on a semester-by-semester basis to determine continued financial aid eligibility.

If a student enrolls in a course(s) over the summer at Aurora University or at another school, he/she must notify the Office of Financial Aid, in writing, upon successful completion of the coursework in order for it to be considered as part of the appeal. To transfer coursework from another institution, a Prior Approval Form must be completed, submitted, and approved by the University Registrar prior to enrolling in the course. An official transcript must be received in the Office of the Registrar documenting successful completion of the coursework.

Conditions for Aurora University Scholarship Renewal

By the end of the spring semester, students must attain a minimum cumulative GPA determined by each scholarship program, as noted in the initial university acceptance letter, to renew the scholarship for the next academic year for a maximum of four years. The financial aid staff will monitor the student's academic progress throughout the academic year.

Renewable GPA	3.0	2.75	2.5
Scholarships	Board of Trustees Presidential Transfer Phi Theta Kappa Alpha Beta Gamma Psi Beta EDRising (Beginning 17-18)	Crimi Deans' Transfer Williams EdRising (Before 17-18)	Deans' Spartan Transfer Cratty Faculty Transfer

If the student falls below the cumulative GPA required at the end of the spring semester, he/she will automatically receive a reduced scholarship level for the upcoming academic year. The student may appeal and will be provided with detailed instructions regarding the scholarship appeal process at that time. This process requires submitting the Scholarship Appeal form located at aurora.edu/financialaidforms (http://www.aurora.edu/financialaidforms/).

University Officials will review the appeal and supporting documentation and will be responsible for the final decision regarding scholarship eligibility for the next academic year. The student will be notified in writing of the decision. If approved, the student will be placed on scholarship probation and a Scholarship Probation Contract will be prescribed for continued scholarship eligibility.

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

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:

a. 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.
   i. 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.
   ii. 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.
   iii. 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.
   iv. 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.

b. 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.

i. 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.

ii. 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.

c. 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.

i. 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.

ii. 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.

iii. "School officials" include

1. 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);
2. persons serving on the board of trustees; or
3. persons (including students) serving on an official university committee, such as a disciplinary or grievance committee.
4. 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.

iv. "Legitimate educational interests" include performing a task or engaging in an activity related to

1. one's regular duties or professional responsibilities,
2. a student's education,
3. the discipline of a student,
4. a service to or benefit for a student,
5. measures to support student success, and
6. the safety and security of the campus.

d. 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.

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Accounting (BS)

Bachelor of Science

Accounting is an influential profession affording real opportunities to contribute to the profitability and operational effectiveness of organizations. As organizations and the economic environment become more complex, accounting records, analyses, and reports become more critical to guiding and controlling the organization. According to the U.S. Department of Commerce, Bureau of Labor Statistics, the demand for accountants has been increasing for a number of years and is expected to continue rising. The accountant's activities address two major concerns in the organization. First, the accountant reports at regular intervals on the progress and financial situation of the organization in order to inform the decisions made by management, creditors, investors, government agencies, and employees. Second, the accountant provides expertise in the interpretation of financial information to answer questions, solve problems, and project future trends.

The Aurora University accounting major is designed to prepare students for careers in public accounting firms, corporations, not-for-profit organizations, and in government service. Students take courses emphasizing managerial and financial accounting to prepare for the Certified Public Accountant (CPA) professional examination. Undergraduate students also benefit from a required professional internship experience in the accounting field.

The undergraduate accounting program is designed for undergraduate students interested in pursuing CPA, CMA, or other industry credentials. The accounting major includes all accounting and business credits required to sit for the CPA examination in Illinois. Students planning on becoming a Certified Public Accountant in Illinois are required by the State of Illinois to complete 30 additional semester hours beyond the bachelor's degree in accounting to be eligible to take the CPA examination (150 total semester hours are required).

Program Requirements

Code	Title	Credits
Required Courses		
ACC-2010	Principles of Financial Accounting	4
ACC-2020	Principles of Managerial Accounting	4
ACC-3110	Intermediate Accounting I	4
ACC-3120	Intermediate Accounting II	4
ACC-3210	Cost Accounting	4
ACC-3310	Federal and State Taxation of Individuals	4
ACC-3320	Federal Taxation of Business Entities	4
ACC-4140	Advanced Accounting	4
ACC-4410	Auditing	4
ACC-4540	Advanced Auditing	4
ACC-4600	Accounting Research	4
ACC-4940	Accounting Internship	4
BUS-1020	Foundations of Management	4
COM-1200	Business Communication	4
BUS-3590	Business Data Analytics	4
BUS-3610	Business Law and Regulation	4
BUS-4990	Contemporary Topics in Business Strategy and Planning	4

ECN-2030	Principles of Economics	4
FIN-3400	Principles of Finance	4
MTH-2100	General Statistics	4
PHL-3200	Business Ethics	4
Total Credits		**84**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Demonstrate knowledge and understanding of the professional auditing standards. Students are required to demonstrate the skills required to apply that knowledge in performing auditing and attestation tasks as certified public accountants.
b. Demonstrate knowledge and understanding of financial accounting statements and preparation. Students are required to demonstrate the skills required to apply that knowledge in performing financial reporting and other tasks as professional accountants.
c. Demonstrate knowledge and understanding of individual and corporate tax compliance and reporting. Students are required to demonstrate the skills required to apply that knowledge in performing tax compliance and reporting tasks as professional accountants.

Actuarial Science (BS)

Bachelor of Science

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

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

Program Requirements

Code	Title	Credits
Mathematics Courses		
MTH-2210	Calculus and Analytic Geometry I	4
MTH-2220	Calculus and Analytic Geometry II	4
MTH-2230	Calculus and Analytic Geometry III	4
MTH-2500	Problem Solving, Modeling, and Design	4

MTH-3100	Financial Engineering	4
MTH-3240	Probability and Statistics I	4
MTH-3250	Linear Algebra	4
MTH-3505	Data Analytics I: Predictive Analytics and Data Analysis	4
MTH-4240	Probability and Statistics II	4
MTH-4505	Data Analytics II: Modeling, Optimization and Statistical Programming	4
MTH-4990	Senior Capstone in the Mathematical Sciences	4
Computer Science Courses		
CSC-1700	Introduction to Computer Programming	4
Business Courses		
ACC-2010	Principles of Financial Accounting	4
ACC-2020	Principles of Managerial Accounting	4
ECN-2030	Principles of Economics	4
FIN-3400	Principles of Finance	4
FIN-4430	Advanced Corporate Finance	4
Total Credits		**68**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

OUTCOME 1
Knowledge of Mathematical Problem Solving: Students will be able to solve correctly a wide variety of problems using both basic mathematics skills and advanced mathematical techniques and to apply these techniques to other disciplines.

1.1 Apply and adapt a variety of appropriate strategies to solve problems.
1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.
1.3 Build new mathematical knowledge through problem solving.
1.4 Monitor and reflect on the process of mathematical problem solving.

OUTCOME 2
Knowledge of Reasoning and Proof: Students will learn to reason and think in abstract terms, construct correct and coherent proofs, and recognize valid mathematical arguments.

2.1 Recognize reasoning and proof as fundamental aspects of mathematics.
2.2 Make and investigate mathematical conjectures.
2.3 Develop and evaluate mathematical arguments and proofs.
2.4 Select and use various types of reasoning and methods of proof.

OUTCOME 3
Knowledge of Mathematical Communication: Students will communicate mathematics clearly both in written and verbal forms.

3.1 Communicate their mathematical thinking coherently and clearly to peers, faculty, and others.
3.2 Use the language of mathematics to express ideas precisely.

3.3 Organize mathematical thinking through communication.
3.4 Analyze and evaluate the mathematical thinking and strategies of others.

OUTCOME 4
Knowledge of Mathematical Connections: Students will learn to draw connections among mathematical branches and related disciplines.

4.1 Recognize and use connections among mathematical ideas
4.2 Recognize and apply mathematics in contexts outside of mathematics
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.

OUTCOME 5
Knowledge of Mathematical Representation: Students will learn to represent and utilize mathematical concepts in various ways.

5.1 Use representations to model and interpret physical, social, and mathematical phenomena.
5.2 Create and use representations to organize, record, and communicate mathematical ideas.
5.3 Select, apply, and translate among mathematical representations to solve problems.

OUTCOME 6
Knowledge of Technology: Students will use technology to deepen mathematical understanding and to enhance problem-solving skills.

6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

OUTCOME 7
Knowledge of Financial Mathematics: Students are able to solve problems in Financial Mathematics covering time value of money, annuities, cash flows, loans and bonds, immunizations, swaps, and determinants of interest rates. Students can relate this knowledge this to other disciplines and effectively use multiple ways to represent it.

7.1 Students demonstrate knowledge and understanding of the Time Value of Money.
7.2 Students demonstrate knowledge and understanding of Annuities.
7.3 Students demonstrate knowledge and understanding of Cash Flow.
7.4 Students demonstrate knowledge and understanding of Loans and Bonds.
7.5 Students demonstrate knowledge and understanding of Immunizations.
7.6 Students demonstrate knowledge and understanding of Swaps.
7.7 Students demonstrate knowledge and understanding of Determinants of Interest Rates.
7.8 Students can relate this knowledge to other disciplines and effectively use multiple ways to represent it.

OUTCOME 8
Knowledge of Probability and Statistics: Students will be able to solve problems in probability and statistics covering distributions, analysis and results of the data, summarizing/displaying data, interpreting data, relationships among variables, characterizing distributions, performing statistical inferences, and proper use of computer software

8.1 Students demonstrate knowledge and understanding of Probability Distributions and Problem Solving.
8.2 Students demonstrate knowledge and understanding of Analysis and Results of Data.
8.3 Students demonstrate knowledge and understanding of Summarizing/Displaying Data.
8.4 Students demonstrate knowledge and understanding of Interpreting Data.
8.5 Students demonstrate knowledge and understanding of Relationships Among Variables.
8.6 Students demonstrate knowledge and understanding of Characterizing Distributions.
8.7 Students demonstrate knowledge and understanding of Performing Statistical Inferences.
8.8 Students can use statistical software effectively.

American Sign Language Minor

Program Requirements

Code	Title	Credits
Required Courses		
CSD-1010	Introduction to American Sign Language	4
CSD-1100	Introduction to Communication Sciences and Disorders	4
CSD-2010	Intermediate American Sign Language	4
CSD-3010	Advanced American Sign Language	4
CSD-3050	Deaf Culture	4
Total Credits		**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No “D” will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

Upon completion of the American Sign Language minor, each student will:

a. Comprehend level-appropriate signed discourse presented and practiced in teacher-directed and student-initiated situations at a normal conversational rate.

b. Produce American Sign Language using the communicative functions presented in the course and practiced in teacher-directed and student-initiated exchanges.

c. Demonstrate an understanding of Deaf history and culture.

Autism Studies (BA)

Bachelor of Arts

Autism is the fastest growing developmental disability in the country, and there is a growing demand for professionals who understand the unique characteristics, strengths, and challenges of individuals with autism. They include teachers, therapists, researchers, counselors, social workers, health care navigators, and medical clinicians. As such, Autism Studies is designed to be a complimentary major, so when paired with another major, will give more breadth, depth, and specificity of knowledge.

Through engaging and transformative educational experiences, the autism studies major will prepare students to provide quality services to individuals with autism and work alongside peers and colleagues with neurodiverse backgrounds. Significant experiential opportunities are provided through immersion in Aurora University's Pathways program as well as involvement with various community partners, which will optimize student skills and understanding.

* Note that this degree does not carry Illinois State Board of Education licensure.

Code	Title	Credits
Required Core Courses		
SPED-2300	Introduction to Autism Studies	4
SPED-2350	Social Implications for Individuals With Autism	4
SPED-3100	Cultural and Media Representation of Autism	4
SPED-3150	Therapeutic and Service Models and Modalities for Autism	4
SPED-3300	Navigating the Bureaucracies Associated with Autism	4
SPED-4100	Collaboration With Families, Providers, and Communities Supporting Those with Autism	4
SPED-4400	Autism Studies Internship	4
Support Courses		
PSY-2100	Principles of Everyday Behavior	4
REC-2250	Therapeutic Recreation for Selected Populations	4
SPED-3815	Strategies and Assistive Technology for Students With Low Incidence Disabilities	4
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] from each of the following categories:
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student

successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

1. Students will understand and be able to describe the diagnostic criteria for Autism Spectrum Disorder, as well as the wide range of characteristics and severity within this disability.

2. Students will be able to describe historic and contemporary contexts and issues associated with autism.

3. Students will gain an understanding of the potential features in the lifespan of individuals with autism including: developmental characteristics; challenges throughout various age ranges and milestones; supports, services, and aides available throughout the lifespan.

4. Students will learn and be able to describe the experience of autism for individuals on the spectrum, their family members, caregivers, and service providers.

5. Students will be able to identify various therapeutic and service models for individuals on the Autism Spectrum.

Biology (BS)

Bachelor of Science

The BS in biology provides a firm foundation in several different fields of science, including biology, chemistry, and mathematics. The BS degree in biology is recommended for students who are interested in pursuing a professional career in the biological sciences, attending graduate school or professional school, or who want a strong, broad-based degree in the natural sciences.

Biologists feel a sense of adventure in the search to understand the living world. The study of biology increases awareness and appreciation of the living world, enhances problem-solving abilities, introduces the practice of science, and forms the foundation for a challenging and rewarding career.

Program Requirements

Code	Title	Credits
Required Biology Courses		
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
BIO-2280 & 2280Z	Microbiology and Microbiology Laboratory	4
BIO-3400	Genetics	4
BIO-3510 & 3510Z	Ecology and Ecology Laboratory	4
BIO-3530	Evolution	4
Selected Courses		
Select 4 semester hours of the following:		4
BIO-3600 & 3600Z	Molecular Biology and Molecular Biology Laboratory	
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	
Experiential Courses		
Select 2-4 semester hours of the following:		2-4
BIO-3790	ACCA: Affiliated Course	
BIO-3940	Biology Internship	
BIO-3970	Research in Biology	
BIO-4990	Senior Capstone Biological Sciences	
Supporting Courses		
Select 12 semester hours of the following:		12
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	
CHM-2450 & 2450Z	Analytical Chemistry and Analytical Chemistry Laboratory	
Total Credits		**42-44**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I

and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*

- Distribution Requirements
  Students will complete one approved course[1] *from each of the following categories:*
  - Artistic Literacy
  - Cultural Literacy
  - Human Inquiry
  - Scientific Inquiry

In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

- Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Outcome 1: Content and Theories of Biology – students should understand and apply the major concepts, theories, and empirical findings in biology. More specifically, students will be able to demonstrate and understanding of

a. Biological evolution and ecological principles

b. The structure and function of the cell as the fundamental unit of life

c. Genetics, heredity and molecular biology

d. The diversity of life, including classification of the major groups of organisms

e. The role of energy in living organisms and systems

Outcome 2: Research Methods of Biology – Students should understand and be able to use basic research methods in biology, including research design, data analysis, and interpretation. More specifically, students will be able to:

a. Analyze biological research studies and draw appropriate conclusions based on data

b. Demonstrate knowledge of the principles of experimental design

c. Apply laboratory and/or field techniques common in the biological sciences

d. Demonstrate knowledge of safe practices in the laboratory and/or field

Outcome 3: Biology and Society – Students should understand interrelationships between biology and society. More specifically students will be able to:

a. Describe the real life applications of biological concepts and theories to a target audience

b. Demonstrate understanding of the relationship between biology and other fields of study, such as business, education, math, history, politics, health, medicine, etc.

Biology for Secondary Education Licensure (BS)

Program Requirements

Code	Title	Credits
Required Biology Courses		
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
BIO-2280 & 2280Z	Microbiology and Microbiology Laboratory	4
BIO-3400	Genetics	4
BIO-3510 & 3510Z	Ecology and Ecology Laboratory	4
BIO-3530	Evolution	4
Selected Courses		
Select 4 semester hours from the following:		4
BIO-3600 & 3600Z	Molecular Biology and Molecular Biology Laboratory	
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	
Experiential Courses		
Select 2-4 semester hours from the following:		2-4
BIO-3790	ACCA: Affiliated Course	
BIO-3940	Biology Internship	
BIO-3970	Research in Biology	
BIO-4990	Senior Capstone Biological Sciences	
Supporting Courses		
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
or CHM-2450/2450Z	Analytical Chemistry	
Additional Required Courses for Secondary Education Biology Licensure Students		
EDU-3200	Content Area Methods for the Secondary Classroom	4
NSM-1400	Earth and Space Science	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
or PHY-2240/2240Z	Physics I (Calculus Based)	

PHY-2220 & 2220Z or PHY-2250/2250Z	General Physics II and General Physics II Laboratory Physics II (Calculus Based)	4
Education Courses for Secondary Education Licensure [3]		
EDU-2100	Foundations of Teaching and Learning	4
EDU-2260	Learning Theories and Applications K-12	4
EDU-3620	Teaching and Assessing Diverse Learners in the Secondary Classroom	4
EDU-3720	Reading Across the Curriculum	4
EDU-4750	Student Teaching	13
EDU-4760	Student Teaching Seminar	2
SPED-2120	Characteristics and Identification of Disabilities and the Law	4
SPED-4620	Collaboration Models for Inclusion	4
Total Credits		**97-99**

[1] A 3.0 major GPA is required one semester prior to student teaching (EDU-4750 Student Teaching and EDU-4760 Student Teaching Seminar).

[2] BIO SED students must take BIO-3510 Ecology & BIO-3530 Evolution.

[3] Secondary education candidates will also complete the supplemental major in secondary education.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
- At least 52 semester hours completed at a senior college.
- Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
- Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
- Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
- ENG-1000 Introduction to Academic Writing
- IDS-1200 Discover What Matters or IDS-3040 Global Justice
- IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
- Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
- Distribution Requirements
  Students will complete one approved course[1] *from each of the following categories:*
  - Artistic Literacy
  - Cultural Literacy
  - Human Inquiry
  - Scientific Inquiry

  In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
  - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

Outcome 1: Content and Theories of Biology – students should understand and apply the major concepts, theories, and empirical findings in biology. More specifically, students will be able to demonstrate and understanding of

a. Biological evolution and ecological principles

b. The structure and function of the cell as the fundamental unit of life

c. Genetics, heredity and molecular biology

d. The diversity of life, including classification of the major groups of organisms

e. The role of energy in living organisms and systems

Outcome 2: Research Methods of Biology – Students should understand and be able to use basic research methods in biology, including research design, data analysis, and interpretation. More specifically, students will be able to:

a. Analyze biological research studies and draw appropriate conclusions based on data

b. Demonstrate knowledge of the principles of experimental design

c. Apply laboratory and/or field techniques common in the biological sciences

d. Demonstrate knowledge of safe practices in the laboratory and/or field

Outcome 3: Biology and Society – Students should understand interrelationships between biology and society. More specifically students will be able to:

a. Describe the real life applications of biological concepts and theories to a target audience

b. Demonstrate understanding of the relationship between biology and other fields of study, such as business, education, math, history, politics, health, medicine, etc.

Biology Minor

Program Requirements

Code	Title	Credits
Required Courses		
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
BIO-2280 & 2280Z	Microbiology and Microbiology Laboratory	4
Selected Courses		
Select 8 semester hours from the following courses:		8
BIO-3400	Genetics	
BIO-3510 & 3510Z	Ecology and Ecology Laboratory	
BIO-3530	Evolution	
BIO-3790	ACCA: Affiliated Course	
BIO-3940	Biology Internship	
BIO-3970	Research in Biology	
BIO-4990	Senior Capstone Biological Sciences	
Total Credits		**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

Outcome 1: Content and Theories of Biology – students should understand and apply the major concepts, theories, and empirical findings in biology. More specifically, students will be able to demonstrate and understanding of

a. Biological evolution and ecological principles

b. The structure and function of the cell as the fundamental unit of life

c. Genetics, heredity and molecular biology

d. The diversity of life, including classification of the major groups of organisms

e. The role of energy in living organisms and systems

Outcome 2: Research Methods of Biology – Students should understand and be able to use basic research methods in biology, including research design, data analysis, and interpretation. More specifically, students will be able to:

a. Analyze biological research studies and draw appropriate conclusions based on data

b. Demonstrate knowledge of the principles of experimental design

c. Apply laboratory and/or field techniques common in the biological sciences

d. Demonstrate knowledge of safe practices in the laboratory and/or field

Black Studies Minor

The Black Studies program explores the experiences of people of African descent throughout the world. The goal of the minor is to make our students knowledgeable of how the black experience has influenced the world psychologically, culturally, spiritually, politically, historically, and artistically. This program integrates research and scholarship on the black experience and encourages students to ask questions about how the black experience has influenced society and been influenced by society. This interdisciplinary minor prepares students for careers or graduate work in the social sciences and humanities.

Program Requirements

Code	Title	Credits
Required Courses		
BST-2010	Introduction to Black Studies	4
SOC-3350	Race, Ethnicity, and Culture	4
Selected Courses		
Select 12 semester hours of the following:		12
ENG-2015	Survey of African-American Literature	
ENG-3150	The Harlem Renaissance	
ENG-3450	Literature of the Diaspora	
BST-3003	The Black Intellectual Tradition	
BST-3240	African Americans in Film	

ENG-3530	Race and Literature
SOC-2250	Social Inequalities
HIS-2350	Africa in World History
HIS-2360	Black Chicago
HIS-3100	The African-American Experience
HIS-3120	History of African-American Masculinity
Total Credits	**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

Program Learning Outcomes:

a. Students will develop a conceptual framework for making and analyzing arguments within a racial context.
b. Students will show an understanding of the intellectual and ethical importance of understanding the experiences of traditionally marginalized peoples.
c. Students will acquire a basic understanding of the events, movements, theories, and texts that have shaped the development of the African Diaspora.

Business Administration (BA)

Bachelor of Arts

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

The business administration major provides a broad exposure to the functional areas of business. The foundational courses focus on business theory and principles as well as practical skills needed for success in the professional workplace. Students completing the major will be prepared for a wide range of job opportunities in small, medium, and large business organizations as well as graduate level programs in business or public administration.

There are many different skills employers look for from business majors, but what makes business graduates stand out is their value even outside of the business world. The skills developed in a business degree program are often highly transferrable. This gives business graduates the flexibility to accommodate changes in their life plans.

There are numerous internship opportunities for students in the business administration program.

Program Requirements

Code	Title	Credits
Required Courses		
ACC-1010	Fundamentals of Accounting	4
BUS-1020	Foundations of Management	4
COM-1200	Business Communication	4
BUS-3280	Operations and Organizational Behavior	4
BUS-3560	Business Innovation and Design Thinking	4
ECN-2030	Principles of Economics	4
FIN-3400	Principles of Finance	4
MKT-2300	Principles of Marketing	4
Selected Courses		
Select 4 semester hours of the following:		4
BUS-3580	Business Research and Insights	
BUS-3590	Business Data Analytics	
Business Capstone		
Select 4 semester hours of the following:		4
BUS-4880	Travel Study in Business & Public Policy	
BUS-4940	Business Internship	
BUS-4990	Contemporary Topics in Business Strategy and Planning	
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing

- IDS-1200 Discover What Matters or IDS-3040 Global Justice
- IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
- Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
- Distribution Requirements
  Students will complete one approved course[1] *from each of the following categories:*
  - Artistic Literacy
  - Cultural Literacy
  - Human Inquiry
  - Scientific Inquiry

In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

- Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Strategic Decision Making – Through application of foundational business principles, students will make strategic decisions intended to solve business-related challenges.

b. Disciplinary Knowledge – Students will accumulate content area knowledge of five core business disciplines: Accounting, Economics, Finance, Marketing and Organizational Behavior.

Business Management (BA)

This major is available on the George Williams College and Woodstock Center campuses.

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

Bachelor of Arts

The Bachelor of Arts in Business Management is designed to prepare students for leadership positions in business, government, and nonprofit organizations. The business management major is designed to provide a broad understanding of the principles of effective management coupled with the applied skills graduates will need to be effective leaders (i.e., operations management, human resource management, project management, etc.). After completing a core curriculum in business management theory and practice, students select an area of specialty that aligns with an industry or career trajectory (i.e., health care management, manufacturing management, supply chain & logistics management, data management, etc.).

Students in the business management major are prepared for management and leadership positions in industry, government, and nonprofit organizations. Career possibilities include human resource management, nonprofit leadership, project management, team leadership, operations and facilities management, etc. In larger organizations, graduates typically expect to obtain entry-level management positions. The management curriculum provides the background necessary to later advance to middle and upper-level management positions. In smaller firms, graduates may enter middle or upper-level management positions. In addition, students are well prepared for graduate-level study in business administration, public administration, marketing communication management, law school, and other graduate school programs.

Program Requirements

Code	Title	Credits
Required Core Courses		
BUS-1020	Foundations of Management	4
BUS-3250	Human Resource Management	4
BUS-4440	Entrepreneurship and Innovation Management	4
MGT-2100	Financial Management	4
MGT-2500	Leading People and Teams	4
MGT-3000	Organizational Development and Change	4
MGT-4230	Facilities and Operations Management	4
MGT-4300	Project Management	4
MGT-4990	Strategic Leadership	4
MKT-2300	Principles of Marketing	4
Selected Specialization [1]		
Select one of the following specializations:		12
Nonprofit Management		
MGT-3110	Nonprofit Management	
MGT-3120	Fundraising, Philanthropy, and Development	
MGT-3130	Grant Writing	
Manufacturing Management		
MGT-3210	Lean Six Sigma	
MGT-3220	Applied Quality	
MGT-3230	Manufacturing and Logistics Information Systems	
Healthcare Services Administration Management		
MGT-3410	Healthcare Management	
MGT-3420	Healthcare Information Systems	
MGT-3430	Healthcare Finance	
Human Resource Management		
MGT-3510	Employee and Labor Relations	
MGT-3520	Employee Training and Development	
MGT-3530	Compensation and Benefits Management	

Agribusiness Management		
MGT-3610	Agribusiness Management	
MGT-3620	Agri-Food Systems	
MGT-3630	Agribusiness Sales and Marketing	
Total Credits		**52**

[1] Not all specializations are offered at all times. Options will vary by location and term. Consult with an academic advisor as to which specializations are offered.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes:

Students will:

a. Effectively lead people in the organization (individuals, team, and the organization).
b. Engage in effective data-driven managerial decision making.
c. Manage within the tools appropriate to organizational context.
d. Utilize strategic planning and thinking to lead and manage.
e. Develop a specialized domain of management knowledge and expertise.

Chemistry (BS)

Bachelor of Science

Chemistry is the study of matter and its transformations at a molecular level. Chemistry helps us understand how and why matter reacts in our world to produce new compounds. It is an area of study that is required by disciplines such as health science, biology, nanotechnology, material science, biochemistry, earth science, biotechnology, and chemical engineering. Discovery of new compounds and materials has been the key to technological and medical advancements from computers to drugs, all of which makes our world a better place in which to live. Skills in research, instrumentation, and communication are critical in the field of chemistry.

The chemistry major consists of core classes in general chemistry, organic chemistry, analytical chemistry, and physical chemistry. Students will also have advanced chemistry courses such as biochemistry, inorganic chemistry, instrumentation methods, and chemical research methods. Students will have hands-on experience with modern instrumentation such as PXRD (Powder X-ray Diffraction), AA (atomic absorption), and FTIR (Fourier Transform Infrared). Students with a chemistry degree can find employment in manufacturing, medicine, pharmaceuticals, government, technology, testing laboratories, and education.

Program Requirements

Code	Title	Credits
Required Core Courses		
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-2420 & 2420Z	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHM-2450 & 2450Z	Analytical Chemistry and Analytical Chemistry Laboratory	4
CHM-3510 & 3510Z	Physical Chemistry I and Physical Chemistry I Laboratory	4
CHM-3520	Physical Chemistry II	3
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	4
CHM-3570	Inorganic Chemistry of Materials	4
CHM-3650 & 3650Z	Instrumental Methods of Analysis and Instrumental Methods of Analysis Laboratory	4
CHM-4500	Chemical Research Methods	1
Required Support Courses		
MTH-2210	Calculus and Analytic Geometry I	4
MTH-2220	Calculus and Analytic Geometry II	4
PHY-2240 & 2240Z	Physics I (Calculus Based) and Physics I (Calculus Based) Laboratory	4
PHY-2250 & 2250Z	Physics II (Calculus Based) and Physics II (Calculus Based) Laboratory	4
Total Credits		**56**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

The Chemistry major includes four outcomes to address conceptual knowledge, laboratory skills, communication skills, and an understanding of ethical/social issues as they pertain to the chemical sciences.

a. Students will demonstrate understanding and application of conceptual and theoretical knowledge of foundational areas of chemistry.
   - Understand and apply basic concepts of general chemistry such as matter, atomic structure, hybridization, thermodynamics, chemical reactions, kinetics, acid and base, and redox chemistry
   - Understand and apply basic concepts of organic chemistry such as functional groups, bonding, reaction types, mechanisms, synthesis, and spectroscopy

- Understand and apply basic concepts of analytical chemistry such as quantitative chemical analysis, titrimetric analysis, statistics treatment of data, and instrumental methods
- Understand and apply basic concepts of physical chemistry such as chemical kinetics, thermodynamics, mechanisms, and quantum mechanics
- Understand and apply basic concepts of inorganic chemistry such as symmetry, bonding, and chemical reactivity
- Understand experimental design

b. Students will demonstrate technical instrumentation skills including those for research methods.
- Accurately apply and demonstrate safety laboratory protocol for the experiments
- Demonstrate sample preparation and accurate data recording
- Demonstrate the use of equipment and glassware in chemistry laboratory
- Demonstrate the understanding of chemistry research methods from data collection and analysis

c. Students will demonstrate science communication skills.
- Communicate application of chemistry topics through writing assignments such as lab reports, proposal writing, white paper, and public communication infographics
- Communicate application of chemistry topics through oral presentations
- Communicate application of chemistry topics through collaborative projects with diverse team members

d. Students will demonstrate understanding of ethics and social issues in the sciences.
- Demonstrate the ability to apply chemical concepts to global issues relating to our environment

Chemistry for Secondary Education Licensure (BS)

Program Requirements

Code	Title	Credits
Required Core Courses		
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-2420 & 2420Z	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHM-2450 & 2450Z	Analytical Chemistry and Analytical Chemistry Laboratory	4
CHM-3510 & 3510Z	Physical Chemistry I and Physical Chemistry I Laboratory	4
CHM-3520	Physical Chemistry II	3
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	4
CHM-3570	Inorganic Chemistry of Materials	4
CHM-3650 & 3650Z	Instrumental Methods of Analysis and Instrumental Methods of Analysis Laboratory	4
CHM-4500	Chemical Research Methods	1
Required Support Courses		
MTH-2210	Calculus and Analytic Geometry I	4
MTH-2220	Calculus and Analytic Geometry II	4
PHY-2240 & 2240Z	Physics I (Calculus Based) and Physics I (Calculus Based) Laboratory	4
PHY-2250 & 2250Z	Physics II (Calculus Based) and Physics II (Calculus Based) Laboratory	4
Education Courses for Secondary Education Licensure [2]		
EDU-2100	Foundations of Teaching and Learning	4
EDU-2260	Learning Theories and Applications K-12	4
EDU-3620	Teaching and Assessing Diverse Learners in the Secondary Classroom	4
EDU-3720	Reading Across the Curriculum	4
EDU-4750	Student Teaching	13
EDU-4760	Student Teaching Seminar	2
SPED-2120	Characteristics and Identification of Disabilities and the Law	4
SPED-4620	Collaboration Models for Inclusion	4
Additional Required Courses for Secondary Education Chemistry Licensure [2]		
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
EDU-3200	Content Area Methods for the Secondary Classroom	4
NSM-1400	Earth and Space Science	4
Total Credits		**111**

[1] A 3.0 major GPA is required one semester prior to student teaching (EDU-4750 Student Teaching and EDU-4760 Student Teaching Seminar).

[2] Secondary education candidates will also complete the supplemental major in secondary education.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
- At least 52 semester hours completed at a senior college.
- Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).

- Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

The Chemistry major includes four outcomes to address conceptual knowledge, laboratory skills, communication skills, and an understanding of ethical/social issues as they pertain to the chemical sciences.

a. Students will demonstrate understanding and application of conceptual and theoretical knowledge of foundational areas of chemistry.
   - Understand and apply basic concepts of general chemistry such as matter, atomic structure, hybridization, thermodynamics, chemical reactions, kinetics, acid and base, and redox chemistry
   - Understand and apply basic concepts of organic chemistry such as functional groups, bonding, reaction types, mechanisms, synthesis, and spectroscopy
   - Understand and apply basic concepts of analytical chemistry such as quantitative chemical analysis, titrimetric analysis, statistics treatment of data, and instrumental methods
   - Understand and apply basic concepts of physical chemistry such as chemical kinetics, thermodynamics, mechanisms, and quantum mechanics
   - Understand and apply basic concepts of inorganic chemistry such as symmetry, bonding, and chemical reactivity
   - Understand experimental design

b. Students will demonstrate technical instrumentation skills including those for research methods.
   - Accurately apply and demonstrate safety laboratory protocol for the experiments
   - Demonstrate sample preparation and accurate data recording
   - Demonstrate the use of equipment and glassware in chemistry laboratory
   - Demonstrate the understanding of chemistry research methods from data collection and analysis

c. Students will demonstrate science communication skills.
   - Communicate application of chemistry topics through writing assignments such as lab reports, proposal writing, white paper, and public communication infographics
   - Communicate application of chemistry topics through oral presentations
   - Communicate application of chemistry topics through collaborative projects with diverse team members

d. Students will demonstrate understanding of ethics and social issues in the sciences.
   - Demonstrate the ability to apply chemical concepts to global issues relating to our environment

Education Outcomes

a. Candidates will demonstrate content knowledge in their program.
b. Candidates will demonstrate the ability to plan instruction.
c. Candidates will demonstrate success in Clinical Placements.
d. Candidates will demonstrate ability to impact student learning.
e. Candidates will demonstrate the dispositions necessary for professional educators.
f. Programs will demonstrate ability to produce effective educators.

Chemistry Minor

Program Requirements

Code	Title	Credits
Required Courses		
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-2420 & 2420Z	Organic Chemistry II and Organic Chemistry II Laboratory	4

Selected Courses	
Students must choose at least four semester hours offered in the chemistry program at the 2000-level or above.	4
Total Credits	**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

The Chemistry minor includes two outcomes to address conceptual knowledge and communication skills as they pertain to the chemical sciences.

1. Students will demonstrate understanding and application of conceptual and theoretical knowledge of foundational areas of chemistry.

- Understand and apply basic concepts of general chemistry such as matter, atomic structure, hybridization, thermodynamics, chemical reactions, kinetics, acid and base, and redox chemistry
- Understand and apply basic concepts of organic chemistry such as functional groups, bonding, reaction types, mechanisms, synthesis, and spectroscopy
- Understand experimental design

2. Students will demonstrate science communication skills.

- Communicate application of chemistry topics through writing assignments such as lab reports, proposal writing, white paper, and public communication infographics
- Communicate application of chemistry topics through oral presentations
- Communicate application of chemistry topics through collaborative projects with diverse team members

Coaching and Youth Sport Development Minor

Program Requirements

Code	Title	Credits
SPM-2210	Sports in Society	4
SPM-2300	Coaching Principles and Techniques	4
SPM-3320	Sport-Based Youth Development	4
EXS-2500	Prevention and Care of Athletic Injuries and Illness	4
EXS-3480	Sport Psychology	4
Total Credits		**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

a. Students will be able to articulate an individual coaching philosophy intended to build and motivate a team.
b. Students will be able to recognize common sports injuries and administer appropriate sport first aid.

Communication (BA)

Bachelor of Arts

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

The abilities to communicate effectively in speaking and writing are among the top skills employers seek when hiring college graduates. The communication major is designed to prepare students for careers in a wide variety of professional fields in the private, government, and non-profit sectors. Communication graduates work in areas of leadership, human resources, public relations, education, media, journalism, and politics, among many others. Students will identify and develop their passions and strengths as they participate in engaging courses and complete challenging projects.

The program focuses on the core competencies of professional speaking and writing, media literacy, and research. The communication major is

also an excellent double major option, as these skills are relevant in any professional workplace. Examples include double majors with political science and public policy (for careers in law and politics), marketing (for careers in public relations, advertising, and event planning), graphic design (for careers in video/audio, gaming, user experience, and broadcast), and English (for careers in technical and professional writing, journalism, speech writing, and many more). Communication is a highly versatile degree that is anchored in the timeless skills of speaking and writing.

Students will be offered three specializations to further develop their skills in marketable career paths: Multimedia Production, Public Relations and Event Planning, or Journalism and Professional Writing. Students will graduate from the program having completed a required internship and a clear path to a successful career or graduate school.

Program Requirements

Code	Title	Credits
Required Core Courses		
COM-1200	Business Communication	4
COM-2160	Human Communication and Relationships	4
COM-2220	Digital Content Writing	4
COM-3050	Audience Analysis and Research	4
COM-4991	Communication Capstone	4
Select one of the following courses:		4
COM-3310	Media Criticism	
COM-3810-9	Selected Topics in Communication	
COM-4940	Communication Internship	
Specialization Courses [1]		**16**
Select one of the following specializations:		
Multimedia Production		
COM-2850	Visual Communication	
COM-3150	Multimedia Writing and Storytelling	
COM-3350	Interactive Media	
COM-3710	Multimedia Production	
Public Relations and Event Planning		
COM-2240	Public Relations	
COM-3245	Public Relations Strategy and Production	
COM-3590	Program and Event Management	
MKT-2370	Integrated Marketing Communication and Brand Building	
Journalism and Professional Writing		
COM-2010	Professional and Technical Writing	
COM-2210	Digital Media and Society	
COM-3150	Multimedia Writing and Storytelling	
COM-3230	Communication and Content Marketing	
Total Credits		**40**

[1] Not all specializations are offered at all locations/modalities.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

- Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
  - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
  - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. **Oral Communication**: Students will be able to communicate effectively in professional writing and public presentation.

b. **Interpersonal Competence**: Students will demonstrate the ability to interact effectively and assertively with others in professional contexts.

c. **Professional Writing**: Students will be able to communicate effectively in professional writing.

d. **Message Analysis**: Students will demonstrate the ability to critically analyze messages in the media and in public discourse.

e. **Specialization-Specific Outcomes**:

i. Multimedia Production Specialization – Visual Communication

ii. Public Relations & Event Planning - Strategic Communication

iii. Journalism and Prof Writing Specialization – Media Writing

Computer Science (BS)

Bachelor of Science

The Bachelor of Science degree program in computer science focuses on theory and practical skill development to prepare students for a career in the field of computer science. The program provides a breadth of focus on the foundational concepts of computer science while allowing students to choose additional coursework appropriate to their post-graduation goals. Students are exposed to current technologies and best practices, learn teamwork skills, and develop an awareness of ethical and social
issues within this field.

All students in the major take core coursework that develops their programming skills and provides foundational knowledge in the field. Students choose either the software engineering track or information technology track to complete their major requirements. Students interested in pursuing graduate study are encouraged to complete the software engineering track and additional math coursework.

Program Requirements

Code	Title	Credits
Required Computer Science Courses		
CSC-1700	Introduction to Computer Programming	4
CSC-2150	Data Structures & Algorithms	4
CSC-2300	Computer Systems and Architecture	4
CSC-4500	Database Design and Implementation	4
CSC-4990	Computer Science and Engineering Capstone	4
Required Mathematics Courses		
MTH-2100	General Statistics	4
MTH-3270	Discrete Mathematics	4
Other Required Course		
Select any 1000/2000 COM course		4
Select one of the following tracks:		**20**
Information Technology		
CSC-2200	Web Application Development	
CSC-2450	Operating Systems Admininstration	
CSC-3350	Networks and Security	
CSC-3400	Computer Security	
CYB-4610	Ethical Hacking	
or CYB-4620	Digital Forensics	
Software Engineering		
CSC-2200	Web Application Development	
CSC-3250	Object Oriented Software Design and Development	
CSC-3510	Software Testing Verification, Validation and Quality Assurance	
CSC-3700	Advanced Web Application Development	
CSC-4450	Programming Languages	
Total Credits		**52**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than “C”).

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
  - At least 52 semester hours completed at a senior college.
  - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
  - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Problem Solving - Create well-designed computing problem solutions

b. State-of-the-art technologies - Demonstrates proper use of state-of-the-art technologies and tools appropriate

c. Requirements elicitation and fulfillment - Can analyze and negotiate requirements

d. Teamwork and communication - Work effectively as a member of a problem-solving team and communicate effectively

Computer Science Minor

Program Requirements

Code	Title	Credits
Required Courses		
CSC-1700	Introduction to Computer Programming	4
CSC-2150	Data Structures & Algorithms	4
CSC-2300	Computer Systems and Architecture	4
Selected Courses		
Students must choose eight semester hours offered in the computer science program; four of which must be at the 3000-level or above.		8
Total Credits		**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.

b. A minor shall comprise a minimum of 18 semester hours.

c. At least 25% of the credits applied to a minor must be earned at AU.

d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.

e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.

f. No "D" will apply toward minors.

g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Criminal Justice (BA)

Bachelor of Arts

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

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

With these purposes in mind, the goal of the criminal justice program is to provide students with opportunities to develop both a theoretical and a practical understanding of the complexities involved in the processes of the justice system. Criminal justice majors are encouraged to seek and secure internship opportunities in one or more professional capacities within the functional agencies of the criminal justice system and in other community service agencies.

Program Requirements

Code	Title	Credits
Required Courses		
CRJ-1010	Introduction to Criminal Justice System	4
CRJ-2150	Correctional Services	4
CRJ-2220	Criminal Justice Report Writing	4
CRJ-2300	Criminology	4
CRJ-2420	Criminal Law	4
CRJ-2500	Policing America	4
CRJ-3610	Research Methods	4
CRJ-4800	Strategic Planning and Ethics	4
Selected Courses		
Select 8 semester hours of the following:		8
CRJ-3010	International Crime and Justice	
CRJ-3100	Security Leadership	
CRJ-3150	Probation and Parole	
CRJ-3180	Constitutional Law and the Judicial System	
CRJ-3200	Homeland Security	
CRJ-3300	Criminal Investigation	
CRJ-3310	Forensic Science	
CRJ-3340	Juvenile Justice	
CRJ-3350	Terrorism and Counterterrorism	
CRJ-3400	Criminal Evidence and Procedure	
CRJ-3500	Organized Crime	
CRJ-3550	Cyber Crime Investigations	
CRJ-3700	Forensic Investigation of Child Abuse and Neglect	
CRJ-3710	Serial and Mass Murder	
CRJ-3720	Criminal Profiling	
CRJ-3810-9	Selected Topics in Criminal Justice	
CRJ-4810-9	Selected Topics of Criminal Justice	
CRJ-4400	Introduction to Intelligence Policy	
CRJ-4940	Criminal Justice Internship	
Total Credits		**40**

[1] Students seeking additional forensic psychology coursework should consult the Supplemental Course Listing (p. 132) section for guidance in major and free elective course selection.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Students will demonstrate knowledge of the basic functions of the criminal justice core areas (law enforcement, the court system and corrections).
b. Students will demonstrate the ability to use the concepts, language and theories of criminology to explain criminal behavior.

c. Students will demonstrate the ability to communicate effectively, orally and in writing, using appropriate scholarly references and technologies.
d. Students will demonstrate the ability to assess the quality of research in criminology and criminal justice publications and other media.
e. Students will acquire knowledge about careers in the justice system through experiential learning, resume building, leadership development, and interviewing skills.
f. Students will apply collaborative skills, ethical reasoning, analytic skills, and knowledge about crime and justice to evaluate contemporary social policies and propose solutions.

Criminal Justice Minor

Program Requirements

Code	Title	Credits
Required Course		
CRJ-1010	Introduction to Criminal Justice System	4
Selected Courses		
Choose 16 semester hours offered in the criminal justice courses program [1]		16
Total Credits		**20**

[1] Except CRJ-4940 Criminal Justice Internship.

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

a. Students will demonstrate knowledge of the basic functions of the criminal justice core areas (law enforcement, the court system and corrections).
b. Students will apply collaborative skills, ethical reasoning, analytic skills, and knowledge about crime and justice to evaluate contemporary social policies and propose solutions.

Cybersecurity (BS)

This major is offered in the traditional format.

Bachelor of Science

The Bachelor of Science degree program in Cybersecurity prepares students for a career in cybersecurity. Through core coursework, students develop an understanding of programming and the technical skills needed to secure an organization's systems. Students choose additional coursework to either deepen their technical skills or to prepare them to manage a cybersecurity operation. Students are exposed to current technologies and best practices, learn teamwork skills, and develop an awareness of ethical and social issues within this field.
Majors will choose either the technical analyst track that further prepares them to implement and maintain a secure infrastructure for an organization, or the policy and management track where they will develop the skills and ethical framework to establish and oversee a secure infrastructure for an organization.

Program Requirements

Code	Title	Credits
Required Courses		
CSC-1700	Introduction to Computer Programming	4
CYB-1100	Foundations in Cybersecurity Management	4
CSC-2150	Data Structures & Algorithms	4
CSC-2300	Computer Systems and Architecture	4
CSC-2450	Operating Systems Admininstration	4
CSC-3350	Networks and Security	4
Required Mathematics		**8**
MTH-2100	General Statistics	4
MTH-3270	Discrete Mathematics	4
Select one of the following tracks:		**16**
Policy and Management		
CYB-2100	Communicating, Problem Solving, and Leading in Cybersecurity	
CYB-3100	Cybersecurity Governance	
CYB-3300	Risk Management and Organizational Resilience	
CYB-4500	Cybersecurity Program Development	
Technical Analyst		
CSC-3400	Computer Security	
CYB-3600	Cryptography and Encryption	
CYB-4610	Ethical Hacking	
CYB-4620	Digital Forensics	
Total Credits		**56**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the

degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).

- Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. **Problem Solving**
   Students will be able to create and implement well designed computing and cybersecurity problem solutions demonstrating correct, efficient, and well-structured code.

b. **Requirements Fulfillment**
   Students will be able to implement and evaluate a complete, efficient, and correct cybersecurity solution given a set of technical, compliance requirements that solve a real-world cybersecurity problem.

c. **Advanced Technical Knowledge**
   Students will demonstrate an understanding of newer technologies and tools used to secure an organization's systems, recognize their professional responsibility to stay current in the field, and use informed judgements and best practices used in cybersecurity to design or implement solutions.

d. **Teamwork and Communication**
   Students will be able to effectively contribute as a member of a cybersecurity problem-solving team and communicate effectively within a group using best practices commonly used in the cybersecurity field.

Early Childhood Special Education with ESL/Bilingual (BA)

Bachelor of Arts

The Early Childhood Special Education with ESL/Bilingual major will prepare candidates to utilize social and emotional learning competencies to educate the whole child. Coursework is designed to focus on typical and atypical development with an emphasis on research.

Aurora University has designed its licensure programs around the concept of achieving excellence in teaching and learning through "professional education communities." The unit has identified three major concepts at the heart of the Early Childhood Special Education ESL/Bilingual program: collaboration, curriculum, and community. The Early Childhood Special Education ESL/Bilingual program aligns with the unit's conceptual framework by providing candidates with a well-designed program of study that includes major theorists and approaches to early childhood education. Introduced and reinforced within the program will include theorists and researchers like Vygotsky, Piaget, Bronfenbrenner, Bloom, Gardner, Erikson, Montessori, and Reggio. The unit's philosophy mirrors the university's commitment to inclusiveness. Teacher candidates in the Early Childhood Special Education with ESL/Bilingual program will purposefully collaborate with all others, design and implement curriculum to meet the needs of all children Birth-Gr. 2, and work to enrich the lives and learning of all children in their diverse communities. The unit's philosophy holds that the fundamental purpose of educating the whole child, Birth-Gr. 2 is to foster and facilitate the developmental potential of all children, typical and atypical. Moreover, teacher candidates will bring to their classrooms the power to transform the lives of their early learners. This approach honors the mission of Aurora University: "An inclusive community dedicated to the transformative power of learning."

The Early Childhood Special Education with ESL/Bilingual major leads to a Professional Educator License (PEL). An Early Childhood Special Education with ESL/Bilingual major must satisfy requirements set forth by the state of Illinois and Aurora University in both Early Childhood Special Education with ESL/Bilingual, and General Education. It is therefore essential, all freshmen and transfer students meet often and work with an advisor from the Crouse Center for Academic Advising to ensure that all course requirements will be met, and for all candidates to understand that some courses will only be offered in the fall and some courses offered only in the spring semester.

Admission to the School of Education

Admission to Aurora University does not guarantee admission to a major in the School of Education.

Admission Criteria

To be accepted into the School of Education, teacher candidates are required to have completed a Criminal Background Check (CBC), TB Test, Statement of Understanding for Initial Licensure Requirements, School of Education Application, and have established their ELIS (Educator Licensure Information System for Illinois).

Please note that a cumulative major GPA of 3.0 is required one semester prior to student teaching (ECS-4750 Student Teaching Internship in Early Childhood Education and ECS-4760 Student Teaching Seminar.)

Program Requirements

Code	Title	Credits
Required General Education and Common Courses		
EDU-2300	Technology for Teachers	4
EDU-3380	Methods of Reading/Language Arts in Grades 3-6	4
PSY-1100	General Psychology	4
ESL/Bilingual Courses		
EDU-2110	Foundations of ESL and Bilingual Education [1]	2
EDU-2140	Assessment of English Learners [1]	4
EDU-3120	Methods and Materials for Teaching ESL [1]	4
EDU-3170	Methods and Materials for Teaching in Bilingual Programs [1]	4
EDU-3150	Linguistics for Teaching English Language Learners [1]	4
EDU-3510	Cross Cultural Studies for Teaching ELLs [1]	4
Early Childhood Special Education Courses		
ECS-2050	Introduction to Early Childhood Education [1]	2
ECS-2100	Child Growth and Development and the Social and Emotional Characteristics of the Young Child -- Birth to Age 8 [1]	4
ECS-2200	Legal Aspects of Early Childhood/Special Education -- Birth to Age 8 [1]	2
ECS-2300	Speech and Language Development of the Young Child -- Birth to Age 8 [1]	4
ECS-2400	Infants and Children with Special Needs -- Birth to Age 8 [1]	2
ECS-2500	Health, Safety and Nutrition for the Young Child, Birth to Gr. 2 [1]	2
ECS-3100	Curriculum and Classroom Environment -- Birth to Age 8 [1]	4
ECS-3200	Observation and Assessment of the Young Child [1]	2
ECS-3300	Collaborating With Families, Professionals, and the Community [1]	2
ECS-3400	Methods and Practices for Infants and Toddlers [1]	2
ECS-3410	Methods and Practices for Preschoolers [1]	2
ECS-3420	Methods of Teaching Early Reading and Writing [1]	4
ECS-3430	Methods of Teaching Early Mathematical Thinking [1]	2
ECS-3440	Methods of Teaching Early Science, Social Studies, and the Arts [1]	2
ECS-4100	Early Childhood Practicum Field Experience -- Birth to Age 3 [1]	2
ECS-4200	Early Childhood Practicum Field Experience -- Preschool [1]	2
ECS-4300	Early Childhood Field Experience -- K-2 [1]	2
ECS-4750	Student Teaching Internship in Early Childhood Education	13
ECS-4760	Student Teaching Seminar	2
Total Credits		**91**

[1] A 3.0 major GPA is required one semester prior to student teaching.

Areas of Endorsement/Minor

Biology, bilingual/ESL, health education, mathematics, music, Spanish, and special education.

Courses Required for Professional Educator License (PEL)

The requirements of the State of Illinois for licensure in Early Childhood Special Education with ESL/Bilingual are outcome based. The program consists of a series of courses that enable teacher candidates to meet the required outcomes. The outcomes of these courses are aligned with the Illinois Professional Teaching Standards, Council on Exceptional Children, Early Learning Standards, ACEI, and the National Association for the Education of Young Children, In TASC, SEL, AU Conceptual Framework, and SOE/AU. The outcomes are met in both the major and the general education coursework.

The following courses are required for graduation:

Code	Title	Credits
English		
ENG-1000	Introduction to Academic Writing	4
ENG-3185	Multicultural Literature for Children and Young Adults	4
Mathematics		
MTH-1210	Mathematics for Elementary Teachers I	4
MTH-1220	Mathematics for Elementary Teachers II	4
NSM-2500	Integrated Mathematics and Science for Teachers	4
Social Sciences		
HIS-1200	American History I (to 1877)	4
or HIS-1210	American History II (since 1877)	
Science		
BIO-1150	Life Science for Educators	3
NSM-1400	Earth and Space Science	4
Total Credits		**31**

Illinois State Board of Education (ISBE) Program Changes

The School of Education is continuously redesigning its programs based on current research, ISBE mandates, state law, and the university's conceptual framework. All teacher candidates must be cognizant of the possibility that a redesign may alter requirements

listed in the catalog and the program of study could be subjected to new required program changes.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Retention Criteria

In order to enroll in student teaching, a teacher candidate must be fully admitted to the School of Education. Candidates must have a cumulative major GPA of 3.0, pass the Illinois State Board of Education Content Area Test, and have no outstanding dispositions.

Exit Criteria

Candidates must demonstrate satisfactory progress through completion of all required coursework and credit hours, including student teaching and successful completion of the edTPA, in order to be recommended for teacher licensure.

Learning Outcomes

a. Candidates will demonstrate mastery of content knowledge.
   - Understands the central concepts, theory and tools of inquiry in all content areas of Early Childhood Education
   - Human Development and Learning: Students will understand how individuals grow, develop and learn and will provide learning opportunities that support intellectual social, emotional, and physical development of children birth to age 8.
b. Candidates will demonstrate the ability to plan instruction.
   - The competent early childhood candidate plans, implements varied instructional approaches and evaluates integrated, conceptually sound, meaningful learning experiences; which may include appropriate uses of technology, for children birth to age 8.
   - Candidates will understand and recognize how children and families differ in their perspectives and approaches to learning and will create opportunities for collaboration, growth and learning that are developmentally and culturally appropriate and that are adapted for children birth to age 8.
c. Candidates will demonstrate success in Clinical Field Placements.
   - The competent early childhood candidate demonstrates an ability to work effectively, serving children of two different age groups (infant/toddler, preprimary, or primary age), with varying abilities, and in various settings.
   - Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.
d. Candidates will demonstrate the dispositions necessary for professional educators.
   - Candidates are collaborative learners who continuously demonstrate knowledgeable, reflective and critical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies.

Elementary Education (BA)

Bachelor of Arts

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

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

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

The elementary education major leads to a Professional Educator License (PEL). An Elementary Education major must satisfy requirements for both the state and the university in both Elementary Education and General Education. It is therefore essential that the entering freshman and transfer students work closely with an academic advisor from the Center for Student Success in order to ensure that all course requirements will be met and for all candidates to understand that some courses will only be offered in the fall and some courses offered only in the spring semester.

Admission to the School of Education

Admission to the university does not guarantee admission to a major in the School of Education.

Admission Criteria

To be accepted into the School of Education, teacher candidates are required to have completed a Criminal Background Check (CBC), TB Test, Statement of Understanding for Initial Licensure Requirements, School of Education Application, and have established their ELIS (Educator Licensure Information System for Illinois).

Please note that a cumulative major GPA of 3.0 is required one semester prior to student teaching (EDU-4750 Student Teaching and EDU-4760 Student Teaching Seminar).

Program Requirements

Code	Title	Credits
Required Elementary Education Courses		
EDU-2100	Foundations of Teaching and Learning [1]	4
EDU-2260	Learning Theories and Applications K-12 [1]	4
EDU-2300	Technology for Teachers [1]	4
EDU-3120	Methods and Materials for Teaching ESL [1]	4
EDU-3330	Science Inquiry Methods [1]	4
EDU-3350	Democracy, Diversity, and Social Justice For Teachers [1]	4
EDU-3355	Assessment [1]	4
EDU-3360	Mathematics Methods [1]	4
EDU-3365	Methods of Reading and Language Arts in Primary Grades [1]	4
EDU-3380	Methods of Reading/Language Arts in Grades 3-6 [1]	4
EDU-3420	Fine Arts Methods [1]	2
EDU-3500	Physical Education Methods [1]	2
EDU-4750	Student Teaching	13
EDU-4760	Student Teaching Seminar	2
SPED-2120	Characteristics and Identification of Disabilities and the Law [1]	4
Total Credits		**63**

[1] A 3.0 major GPA is required one semester prior to student teaching (EDU-4750 Student Teaching and EDU-4760 Student Teaching Seminar).

Courses Required for Professional Educator License:
The requirements of the State of Illinois for licensure in elementary education are outcomes based. Our program consists of a series of courses that enable candidates to meet the required outcomes. The outcomes of these courses are aligned with the Illinois Professional Teaching Standards (IPTS), the Association of Childhood Education International (ACEI) standards, the Illinois State Board of Education Content and Social Emotional standards, In TASC standards, Aurora University School of Education standards, and the Aurora University Conceptual Framework. These outcomes are met not only in Aurora University's education courses, but also in many of the courses required to meet Aurora University's General Education requirements. In meeting the requirements of licensure, candidates also meet the requirements of General Education.

The following courses are required to meet these outcomes:

Code	Title	Credits
English		
ENG-1000	Introduction to Academic Writing	4
ENG-3185	Multicultural Literature for Children and Young Adults	4
Mathematics		
MTH-1210	Mathematics for Elementary Teachers I	4
MTH-1220	Mathematics for Elementary Teachers II	4
NSM-2500	Integrated Mathematics and Science for Teachers	4
Social Sciences		
HIS-1200	American History I (to 1877)	4
or HIS-1210	American History II (since 1877)	
PSY-3350	Child and Adolescent Development	4
Science		
BIO-1150	Life Science for Educators	3
NSM-1400	Earth and Space Science	4
Total Credits		**35**

Elective Courses: Candidates will have 15 hours of electives. They are encouraged to use these electives towards a STEM or Special Education Minor, or an ESL/Bilingual Endorsement.

Areas of Endorsement/Minor

The following are acceptable areas of endorsement/minor: Biology, Bilingual/ESL, health education, mathematics, music, Spanish, and Special Education.

It is strongly advised candidates take the required coursework necessary for an ESL/Bilingual and/or special education endorsement to make them more marketable and more highly qualified. The Crouse Center for Academic Advising can provide advisement about specific requirements for endorsements.

Illinois State Board of Education (ISBE) Program Changes

The School of Education is continuously redesigning its programs based on current research, ISBE mandates, state law, and the university's conceptual framework. All teacher candidates must be cognizant of the possibility that a redesign may alter requirements listed in the catalog and the program of study could be subjected to new required program changes.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Retention Criteria

In order to enroll in student teaching, a teacher candidate must be fully admitted to the School of Education, have a cumulative major GPA of 3.0, pass the Illinois State Board of Education Content Area Test, and have no outstanding dispositions.

Exit Criteria

Candidates must demonstrate satisfactory progress through completion of all required coursework and credit hours, including student teaching, and successful completion of the edTPA in order to be recommended for teacher licensure.

Learning Outcomes

a. Candidates will demonstrate content knowledge in their program.
b. Candidates will demonstrate the ability to plan instruction.
c. Candidates will demonstrate success in Clinical Placements.
d. Candidates will demonstrate the dispositions necessary for professional educators.

English (BA)

Bachelor of Arts

The English program offers courses in the study of literature, in the production of various kinds of writing, and in the analysis of language. Students who choose to major in English will take courses in all three areas, thereby encompassing both breadth and depth. The latitude offered in the distribution of the required credit hours will enable students

to place their desired emphasis upon any of these three areas. English majors on the General Studies track are required to complete 40 semester hours in English coursework. English majors on the Secondary Education track are required to take 38 hours in English coursework.

In literature courses, students will pay special attention to the form and language of literary works in several genres; they will study the relationships among works written during major periods of literature; and they will explore the ways in which works of literature are related to other cultural products with which they share these periods.

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

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

Program Requirements

Code	Title	Credits
Required Core Courses		
ENG-2420	American Literature I, 1500-1865	4
or ENG-2430	American Literature II, 1865-Present	
ENG-2520	British Literature I	4
or ENG-2530	British Literature II	
ENG-2260	Critical Approaches to Literature	4
ENG-4990	Senior Seminar in English	4
General Studies Emphasis [1]		
Internship		
ENG-3940	English Internship	4
Language Course		
Select 4 semester hours of the following:		4
ENG-2100	Linguistics	
ENG-2450	Grammar	
ENG-3100	Stylistics	
ENG-3550	Language, Literacy, and Cognition	
Advanced Writing Course		
Select 4 semester hours of the following:		4
ENG-2060	Introduction to Creative Writing	
ENG-3020	Advanced Academic Writing	
WRI-3810-9	Selected Topics in Writing	
Selected Courses		
Select 12 semester hours of the following:		12
ENG-2015	Survey of African-American Literature	
ENG-2210	Poetry	
ENG-2230	Introduction to U.S. Latino/a Literature	
ENG-2250	Novel	
ENG-2410	Literature and the Environment	
ENG-3060	Fiction Writing	
ENG-3150	The Harlem Renaissance	
ENG-3240	Poetry Writing	
ENG-3500	Contemporary World Literature	
ENG-3510	Gender and Literature	
ENG-3530	Race and Literature	
ENG-3810-9	Selected Topic in English	
ENG-4060	Advanced Creative Writing	
ENG-3010	Creative Nonfiction	
Total Credits		**40**

[1] Select at least 12 hours at the 3000-level

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*

- Artistic Literacy
- Cultural Literacy
- Human Inquiry
- Scientific Inquiry

In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:

- Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

1. Understanding of canonical and non-canonical works of literature written in English

2. Understanding of the structures and uses of the English language

3. Compose successful expository, interpretive, argumentative, and research-based writing specific to the discipline of English

4. Understanding of the role that literary criticism and critical theory play in the understanding of literature and in the discipline of English

English for Secondary Education Licensure (BA)

Program Requirements

Code	Title	Credits
Required Core Courses		
ENG-2260	Critical Approaches to Literature	4
ENG-2420	American Literature I, 1500-1865	4
or ENG-2430	American Literature II, 1865-Present	
ENG-2520	British Literature I	4
or ENG-2530	British Literature II	
ENG-4990	Senior Seminar in English	4
Other Courses [2]		
Language Courses		
ENG-2450	Grammar	4
ENG-3550	Language, Literacy, and Cognition	4
Advanced Writing Course		
Select four semester hours of the following:		4
ENG-2060	Introduction to Creative Writing	
ENG-3020	Advanced Academic Writing	
WRI-3810-9	Selected Topics in Writing	
Young Adult Literature Course		
EDU/ENG-3185	Multicultural Literature for Children and Young Adults	4
Selected Courses		
Select 8 semester hours of the following:		8
ENG-3500	Contemporary World Literature	
ENG-3510	Gender and Literature	
ENG-3530	Race and Literature	
Education Courses for Secondary Licensure [3]		
EDU-2100	Foundations of Teaching and Learning	4
EDU-2260	Learning Theories and Applications K-12	4
EDU-3620	Teaching and Assessing Diverse Learners in the Secondary Classroom	4
EDU-3720	Reading Across the Curriculum	4
EDU-4750	Student Teaching	13
EDU-4760	Student Teaching Seminar	2
SPED-2120	Characteristics and Identification of Disabilities and the Law	4
SPED-4620	Collaboration Models for Inclusion	4
Additional Required Courses for Secondary Education English Licensure Students [3]		
COM-1560	Public Speaking	4
EDU-3200	Content Area Methods for the Secondary Classroom	4
ENG-2260	Critical Approaches to Literature	4
ENG-2450	Grammar	4
ENG-3185	Multicultural Literature for Children and Young Adults	4
ENG-3550	Language, Literacy, and Cognition	4
Total Credits		**103**

[1] A 3.0 major GPA is required one semester prior to taking student teaching (EDU-4750 Student Teaching & EDU-4760 Student Teaching Seminar).

[2] Select at least 12 hours at the 3000-level

[3] Secondary education candidates will also complete the supplemental major in secondary education.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
- At least 52 semester hours completed at a senior college.
- Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation

credit, and block credit, shall not count toward the residency requirement).
- Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
- Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
- ENG-1000 Introduction to Academic Writing
- IDS-1200 Discover What Matters or IDS-3040 Global Justice
- IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
- Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
- Distribution Requirements
  Students will complete one approved course[1] from each of the following categories:
  - Artistic Literacy
  - Cultural Literacy
  - Human Inquiry
  - Scientific Inquiry

In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:

- Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. The student will demonstrate an understanding of canonical and non-canonical works of literature written in English.
- Ability to analyze individual works of literature
- Ability to explain relationships between literary works and the historical or cultural contexts that shape their production and interpretation
- Ability to explain the reasons for the evolving nature of the literary canon and its significance

b. The student will demonstrate an understanding of the structures and uses of the English language.
- Ability to reflect critically upon the operations of components of linguistic structures, such as grammar, linguistic variety, or the social issues surrounding language use
- Ability to reflect critically upon the processes of language acquisition and literacy and the ways that language in print and non-print media affects cognition

c. The student will compose successful expository, interpretive, argumentative, and research-based writing specific to the discipline of English.
- Compose writing that is focused, purposeful, coherent, fluid, and articulate
- Compose successful works of creative, technical, or advanced academic writing

d. The student will demonstrate an understanding of the role that literary criticism and critical theory play in the understanding of literature and in the discipline of English.
- Ability to understand, evaluate, and incorporate literary criticism into one's reading, writing, and speaking about literary texts
- Written and oral expression of the individual English Major's stance as a reader of literature, a critical writer, and a student of the English language

Education Outcomes

a. Candidates will demonstrate content knowledge in their program.
b. Candidates will demonstrate the ability to plan instruction.
c. Candidates will demonstrate success in Clinical Placements.
d. Candidates will demonstrate ability to impact student learning.
e. Candidates will demonstrate the dispositions necessary for professional educators.
f. Programs will demonstrate ability to produce effective educators.

Environmental Studies and Sustainability (BA)

Bachelor of Arts

The B.A. in Environmental Studies and Sustainability program combines a grounding in the natural sciences, social sciences, and humanities with an integrative focus on learning experiences designed to nurture the ability to communicate across disciplines and tackle real world problems. The conservationist Aldo Leopold once lamented that education is "learning to see one thing by going blind to another." Specialists are, of course, absolutely essential to addressing the profound environmental challenges facing humanity today. But the challenges are so deep, their nature so complex, and their scope so global that meaningful responses require visionaries who can appreciate, integrate, and communicate across different ways of understanding to chart new paths forward. The B.A. in Environmental Studies and Sustainability is an interdisciplinary major designed with this foundational principle in mind.

With its broad curriculum, this program is intended as a second major to supplement another field of study. By selecting this major, students will be poised to address environmental issues within whichever professional sector they seek ultimate employment, including but not limited to science, public policy, law, management, business, education, and social

science. The curriculum will enable students to explore regional and global environmental issues through a variety of lenses in order to understand the ways in which humans impact and are impacted by the natural world. By exploring environmental issues from an interdisciplinary perspective, the B.A. in Environmental Studies and Sustainability will nicely supplement the more rigorous training that a student receives in their primary discipline, and broaden their career possibilities to include "green" opportunities within their professional sector of choice.

Program Requirements

Code	Title	Credits
Required Core Courses		
ENV-1000	Introduction to Environmental Studies	4
ENV-2150	Environmental Ethics	4
ENV-4500	Environmental Solutions	4
Environmental Science		
BIO-2200	Humans and the Environment	4
Environmental History		
HIS-3410	Global Environmental History	4
Environmental Expression		
Select one of the following courses:		4
ART-2300	Art and the Environment	
COM-2260	Global Issues in Documentary Film	
ENG-2410	Literature and the Environment	
Environmental Social Sciences		
Select one of the following courses		4
PSC-3100	Environmental Politics	
SOC-3580	Environmental Justice and Advocacy	
Selected Courses [1]		
Select two of the following courses:		8
BIO-381X: Selected Topics in Biology		
ENG-381X: Selected Topics in English		
ENV-381X: Selected Topics in Environmental Studies and Sustainabillity		
HIS-381X: Selected Topics in History		
Total Credits		**36**

[1] Courses that meet this requirement will vary each academic year. The list of eligible courses will be shared in advance of registration.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than “C”).
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than “C”), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

Students who complete the Environmental Studies and Sustainability major will be able to:

a. Utilize an interdisciplinary approach to describe and understand human and natural systems and their interdependent nature;

b. Critically evaluate strategies to address environmental problems;
c. Reflect critically on their values, roles, and responsibilities as citizens, consumers, and members of society and as actors in the natural world;
d. Communicate clearly and effectively, orally and in writing.

Exercise Science (BS)

Bachelor of Science

Exercise science is defined by the American College of Sports Medicine (ACSM) as "the study of physiological and functional adaptations to movement." A student majoring in exercise science will work with individuals to develop fitness and exercise programs. Others will help patients recover from chronic diseases and improve cardiovascular function, body composition and flexibility. In addition to working with this population, exercise science majors will work with athletes in developing sports-specific strength and conditioning programs to improve sports performance. Students graduating with a degree in exercise science are prepared to sit for the Certified Exercise Physiologist (EP-C) exam through the American College of Sports Medicine (ACSM) and become a Certified Strength and Conditioning Specialist through the National Strength and Conditioning Association (NSCA) required for employment by most agencies in the fitness industry.

Students majoring in exercise science will chose one of three emphases:

a. Sports Performance
b. Clinical Exercise Physiology (CEP), or
c. Athletic Training.

Graduates will work as certified personal trainers, certified strength and conditioning specialists, wellness or health promotion coordinators, certified cancer exercise trainers, or fitness experts in corporate or government facilities and military bases. This major is also a great launching pad for graduate studies in exercise science, sports psychology, exercise physiology, nutrition, physical therapy, and athletic training post-graduate programs.

Aurora University offers students the opportunity to earn a bachelor's degree in Exercise Science and a master's degree in Athletic Training in five years via a 3+2 dual degree option. Students majoring in exercise science – athletic training emphasis may apply to the master's degree program in the third year after completion of all outlined prerequisites. If admitted, they will begin their Master of Science in Athletic Training coursework during their fourth year while concurrently completing their Bachelor of Science degree in Exercise Science.

Program Requirements

Code	Title	Credits
Required Core Courses		
EXS-1000	Career Exploration in Exercise Science	2
EXS-3460	Sports Nutrition	4
EXS-2230	Olympic Style Weightlifting I	1
EXS-2235	Olympic Style Weightlifting II	1
EXS-3215	Kinesiology	4
EXS-3230	Physiology of Exercise	4
EXS-3550	Principles of Strength Training and Conditioning	4
HLS-2660	Anatomy and Physiology I	4
HLS-2670	Anatomy and Physiology II	4
Selected Emphasis		
Select one of the following emphases:		16-17
Sports Performance		
EXS-3240	Biomechanics	
EXS-3600	Research Methods in Exercise Science	
EXS-4120	Exercise Science Capstone	
EXS-4250	Exercise Science Internship	
EXS-4350	Advanced Sports Performance and Program Design	
Clinical Exercise Physiology (CEP)		
EXS-3250	Clinical Exercise Testing and Prescription	
EXS-3600	Research Methods in Exercise Science	
EXS-4020	Exercise & Physical Activity Management for Special Population	
EXS-4120	Exercise Science Capstone	
EXS-4250	Exercise Science Internship	
Pre-Athletic Training		
CHM-1200 & 1200Z	Principles of Chemistry and Principles of Chemistry Laboratory	
EXS-1800	Responding to Emergencies	
EXS-2500	Prevention and Care of Athletic Injuries and Illness	
EXS-3480	Sport Psychology	
HLS-1100	Medical Terminology	
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	
Total Credits		**44-45**

Note: In addition to completing the Athletic training emphasis, students applying for the Master of Science in Athletic Training Dual Degree 3 + 2 Program will need to complete the following prerequisites by the end of the third year. Students must have a 3.00 cumulative undergraduate GPA by the start of the 5000-level courses otherwise the student will be removed from the Athletic Training emphasis. Please see the Graduate Catalog (https://catalog.aurora.edu/graduate/programs/master-science-athletic-training-msat/) for additional details about this program.

Code	Title	Credits
MTH-1310	Precalculus	4
MTH-2100	General Statistics	4
Total Credits		**8**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:

- At least 52 semester hours completed at a senior college.
- Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
- Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Students will be able to assess nutritional status and account for its effect on exercise, athletic performance, and weight management.
b. Students will have an understanding of kinesthetic movement and the physiological effects of exercise.
c. Students will understand the various ways to engage in injury prevention and care.
d. Students will design, plan, implement and evaluate safe and effective health and/or exercise programs based on the specific populations and their desired performance or health outcomes.
e. Students will understand risk management and liability within a health and fitness environment.
f. Students will demonstrate the ability to work with clients and other exercise specialists on proper exercise techniques, test administration and evaluation, and problem-solving any challenges.

Finance (BS)

Bachelor of Science

The finance major prepares students to assume the various positions available in financial management. The curriculum is designed to meet industry licensing standards to equip students to achieve career objectives.

A career in finance is both challenging and rewarding, and successful majors in this field are in high demand. Study in finance requires careful attention to detail since finance blends concepts from accounting, economics, and statistics into the coursework. For those who enjoy the challenge of analytical work and the responsibility of managing financial resources, finance is a great fit. Students enrolled in this program take basic coursework in the functional areas of finance, accounting, and economics.

In-depth study in finance includes coursework in corporate finance, investments and portfolio management, financial markets, and taxation. Students also benefit from a professional internship experience in the finance field.

Program Requirements

Code	Title	Credits
Required Courses		
ACC-2010	Principles of Financial Accounting	4
ECN-2030	Principles of Economics	4
FIN-2010	Personal Finance	4
FIN-3400	Principles of Finance	4
FIN-3480	Financial Markets and Institutions	4
FIN-3810-9	Selected Topics in Finance	4
or ECN-3810-9	Selected Topics in Economics	
FIN-4250	Investments and Portfolio Management	4
FIN-4430	Advanced Corporate Finance	4
FIN-4940	Finance Internship	4
MTH-2100	General Statistics	4
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

Knowledge Outcomes:

a. Financial System: Students will be able to understand and appraise the role of major financial markets, financial institutions, and major types of financial instruments allocating capital domestically and globally.
b. Financial Management: Students will be able to understand and apply the concepts, principles, and tools of financial management used to make capital and financing decisions by the firm.
c. Valuation and Risk: Students will be able to understand and apply the principles of valuation and the nature of risk to assess investment alternatives.

Application Outcome:

a. Application of Knowledge: Students will be able to apply the knowledge and financial tools they have acquired in producing a solid financial analysis of an organization.

Gender Studies Minor

Program Requirements

Code	Title	Credits
Required Courses		
ENG-3510	Gender and Literature	4
SOC-3430	Issues in the Study of Gender and Sexuality	4
Selected Courses		
Select 12 semester hours of the following:		12
BIO-3540	Biological Anthropology	
COM-3500	Intercultural Communication	
ENG-2230	Introduction to U.S. Latino/a Literature	
HIS-3150	Women in American History	
LTS-1300	Latinos and Latinas in the United States	
PHL-3500	Philosophy of Love and Sex	
PSC-3300	Comparative Public Policy	
SOC-2150	Cultural Anthropology	
SOC-3570	Politics of Intimate Relations	
Total Credits		**20**

In addition to these, selected topics courses in various disciplines with content related to gender studies may count for the minor hours with prior approval of the Department Chair.

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.

c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

Students will demonstrate:

a. Understanding of contemporary theories of gender and sexuality;
b. Application of theoretical framework in the interpretation of texts;
c. Understanding of intersections between gender and various academic disciplines.

General Education

General Education at Aurora University

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

Students in their first year at Aurora University develop foundational academic skills in quantitative reasoning, argument-based writing, discussion, and critical reading. Specifically, students satisfy the quantitative and formal reasoning requirement through coursework or examination. They take the university's core composition course ENG-1000 Introduction to Academic Writing. They also take IDS-1200 Discover What Matters and IDS-1150 First Year Experience. While the quantitative and formal reasoning requirement and composition course focus on key academic skills, the IDS-1200 Discover What Matters course is focused on guiding students to reflect upon their interests, skills, and values and to consider how these might inform career and life aspirations. The IDS-1150 First Year Experience course is focused on orientating students to college life; engaging them in campus activities and community service; assisting students in the development of essential academic, college, and life skills; and providing opportunities to meet and work with faculty and staff from across campus.

Adult Degree Completion students and undergraduate AU Online students engage in IDS-3040 Global Justice, rather than the first year IDS courses, given the extensive life experience that they bring to their studies. The course sets a tone of inquiry, careful reading, critical thinking, and the communication and application of ideas.

During their junior year, students participate in an assessment, advising, and mentoring process through IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II. Students demonstrate their learning to this point in the curriculum through campus-wide assessment. They receive guidance in relation to their final two years of study, including ways they can broaden their experiences or strengthen their skill sets. Attention is given to the steps students need to take to pursue their interests beyond college, whether in their lives, careers or graduate study. Students also receive one-on-one mentoring with major faculty where these conversations may best take place. The university is committed to assessing within its General Education program six categories of learning outcomes. These include:

- Artistic Literacy
- Discovery and Reflection
- Quantitative and Formal Reasoning
- Cultural Literacy
- Human Inquiry
- Scientific Inquiry
- Integration and application (ADC and Online students only)

In addition, the university is committed to assessing the following two University Learning Outcomes in both the General Education program and the major programs:

- Effective Communication
- Critical Thinking

The university is committed to measuring the achievement of the program's outcomes and using assessment as a rationale for program revisions.

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

Finally, there is a commitment within the core curriculum to engage with primary sources, (i.e., original writings, research or productions by scholars, experts, artists or thinkers). Interaction with primary sources, rather than other people's interpretations of them only, marks the entry into the process of inquiry and critical thinking. The ultimate aim is a curriculum grounded in the university's core values, which provides the kind of transformative education articulated in the university's mission and vision statements.

General Studies (BA)

Bachelor of Arts

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

The general studies degree is a Bachelor of Arts program that allows students to tailor their bachelor's degree to meet their personal and

professional goals. This interdivisional major allows for maximum transfer credit application and course option flexibility. Students seeking the Bachelor of Arts in General Studies may not double major.

Program Requirements

All students pursuing this option must complete, or satisfy via transfer credit, all required General Education Requirements. Courses completed at regionally accredited colleges or universities are considered for articulation into AU credit.

Other Requirements:

- Minimum of 120 semester hours total, including at least 52 semester hours at a senior college
- Minimum of 30 semester hours at Aurora University (includes General Education Courses completed at AU), including the last 24 semester hours in the degree
- Minimum of 30 semester hours numbered 3000 or above (15 must be completed at Aurora University)
- Minimum 2.0/4.0 GPA

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Graphic Design (BA)

Bachelor of Arts

In Aurora University's graphic design program, students will develop a sense of design, an ability to communicate visually, and proficiency with digital design tools, all of which are necessary to succeed in the professions of creative design and production. Students will be prepared to pursue a number of careers after graduation: graphic illustrators, multimedia artists, commercial designers, photographers, web developers, user experience (UX) specialist, and more.

The program covers the essentials of modern design, which includes coursework in color, typography, and layout, but also incorporates a foundation in the basics of drawing and art. Coursework is built around challenging design activities and emphasizes critical thinking and creative problem solving. The classes are presented in both studio and computer labs to develop an understanding of design and the transference of this knowledge to the user experience. Students work with industry standard software on both the macOS and Windows platforms enabling graduates agility and adaptiveness to the specific software and platform used in their specific workplace environment. The Graphic Design program also requires students to complete a graphic design internship as part of their degree requirements. Upper-level courses provide numerous experiential opportunities to apply theories and principles of graphic design to real and simulated design challenges. As a culminating capstone experience intended to support a graduate's successful career launch, students will produce a comprehensive portfolio of their work that demonstrates the development of their design skills.

Program Requirements

Code	Title	Credits
Required Courses		
ART-1020	Around the World in 80 Masterpieces	4
ART-2100	Introduction to Drawing	4
ART-2670	Introduction to Digital Photography	4
ART-3810-9	Selected Topics in Art	4
or GRD-3810-9	Selected Topics	
GRD-2650	Graphic Design and Typography	4
COM-2850	Visual Communication	4
GRD-3250	Digital Layout and Design	4
COM-3350	Interactive Media	4
GRD-4940	Graphic Design Internship	4
GRD-4990	Digital Portfolio Capstone	4
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Design Problem Solving: Analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems.

b. Proficiency with Digital Tools: Utilize relevant applications of tools and technology in the creation, reproduction, and distribution of visual messages.

c. Application of Design Principles: Apply graphic design principles in the ideation, development, and production of visual messages.

Health Science (BS)

Bachelor of Science

A challenging career in the health sciences rewards those with a passion for healthcare. This interdisciplinary major provides highly motivated students with foundational knowledge to practice in the ever changing world of healthcare. The curriculum will prepare students to practice as culturally competent, interdisciplinary, evidence-based practitioners. In addition, students may take courses in their respective concentration area to prepare them for graduate programs in healthcare. Career/graduate school options include pharmacy, occupational therapy, physician's assistant, chiropractic, dentistry, medicine, optometry, community health, and other medical programs. A clinical/field experience or internship in one of the health care professions is highly recommended for all health science students.

Program Requirements

Code	Title	Credits
Required Courses		
HLS-1000	Introduction to Healthcare	2
HLS-1100	Medical Terminology	2
HLS-2000	Healthcare Systems and Informatics	4
HLS-2020	Culturally Competent and Interprofessional Healthcare	4
HLS-2660	Anatomy and Physiology I	4
HLS-2670	Anatomy and Physiology II	4
HLS-3000	Epidemiology	4
HLS-3010	Healthcare Ethics	4
HLS-3020	Evidence-Based Healthcare	4
HLS-4000	Research Methods and Biostatistics	4
MTH-2100	General Statistics	4
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Demonstrate ethical, interprofessional, and culturally sensitive behaviors within healthcare settings.
   i. Students will understand their own values and beliefs, and those of others, in order to work effectively and successfully with individuals from different cultural backgrounds and from other healthcare fields.
   ii. Students will demonstrate the capability to critically examine and report on central issues in clinical ethics.
b. Locate, critically analyze, and apply data to support evidence-based healthcare.
   i. Students will learn clinical reasoning and the process of analyzing data for best practices in health care.
   ii. Students will analyze population patterns of health-related risk factors and critically evaluate findings to inform change.
c. Communicate effectively with lay persons and healthcare professionals.
   i. Students will be able to define, pronounce and interpret medical terminology for use with other medical professionals.
   ii. Students will develop appropriate communication strategies when receiving information and responding to patients with sociocultural openness.
d. Understand healthcare and healthcare systems in the United States.

i. Students will be able to explain the various careers in healthcare and their requirements for licensure and certification.

ii. Students will articulate an understanding of the various healthcare systems, their safety and quality concerns, and their information systems.

e. Comprehend anatomical and physiological principles and foundations of knowledge.

Healthcare Administration (BS)

Bachelor of Science

A health care administration degree prepares student to work in the management and organization of health care delivery systems and health services. Students will be prepared to work in hospitals, private practice, governmental agencies, insurance companies, rehabilitation centers, surgical centers, long-term care facilities, and nonprofit organizations. Students will take courses in business, health science, and healthcare administration to round out their skillset and prepare them for the workforce. The required internship will allow students to gain real-world work experience in the healthcare industry and will help them secure their first job. The Bachelors of Science in Healthcare Administration curriculum aligns with the Commission on Accreditation of Healthcare Management Education (CAHME).

Code	Title	Credits
Core Courses:		
HLS-1000	Introduction to Healthcare	2
HLS-2000	Healthcare Systems and Informatics	4
HLS-3010	Healthcare Ethics	4
HLS-3100	Healthcare Policy and Law	4
HLS-4000	Research Methods and Biostatistics	4
HLS-4100	Managing and Leading Healthcare Organizations	4
HLS-4940	Healthcare Administration Internship	4
Professional Support Courses:		
ACC-1010	Fundamentals of Accounting	4
HLS-1100	Medical Terminology	2
MKT-2300	Principles of Marketing	4
PSC-2160	Economics for Public Policy	4
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcome

a. Define the role of managers and administrators in healthcare organizations.

i. Students will understand their own values and beliefs, and career aspirations, as they explore careers in healthcare organizations.

ii. Students will demonstrate the capability to critically examine and report on central issues in professional ethics.

b. Demonstrate management and leadership skills to plan, organize, and direct healthcare organizations.

i. Students will learn total quality management, project management, and information management.

ii. Students will learn how to use innovation to lead healthcare organizations.

c. Apply budget information, financial analysis, and marketing strategies to making decisions within healthcare organizations.

i. Students will be able to understand the financial and economic impact of healthcare organizations on our society.

ii. Students will develop appropriate marketing strategies for healthcare organizations.

d. Understand healthcare and healthcare systems in the United States.

i. Students will be able to explain the various careers in healthcare and their requirements for licensure and certification.

ii. Students will articulate an understanding of the various healthcare systems, their safety and quality concerns, and their information systems.

e. Evaluate laws and policy regulations as well as apply appropriate legal decisions to the administration of healthcare organizations.

i. Students will demonstrate an understanding of both public and private programs for financing the delivery of healthcare in the United States.

ii. Students will demonstrate the factors that influence successful policy and law implementation as it relates to the healthcare industry.

History (BA)

Bachelor of Arts

The Bachelor of Arts in History program at AU is designed to provide students with a strong foundation in research, methodology, critical thinking, writing, and public speaking. The rigorous curriculum ensures breadth and depth of preparation, geared to prepare students for graduate studies or careers in a variety of fields. Through an array of course choices covering all regions of the world and exciting topics, students can customize the major to suit their interests, while developing the knowledge of history needed to be productive global citizens.

Those who love history constantly ask: "What can I do with a history major?" The answer is "Quite a lot!" Some history majors pursue a course of study that will bring them licensure to teach social studies at the secondary level. Others pursue satisfying career opportunities in such fields as museum and archival work, government, communications, publishing, law, historical administration, and the travel industry. For students who are considering graduate school, the program is very effective in preparing students for the rigors of master's or doctoral-level programs. AU graduates successfully compete for admission at the national and international level and have been accepted to outstanding graduate schools across the U.S. and abroad.

In addition to covering the essential bases, the history program is also highly individualized. Close relationships between students and faculty mentors are central to the program, and through coursework and on-campus activities and organizations, students have abundant opportunities to gain practical experience. Many also participate in independent study coursework to explore areas of particular interest. Exciting off-campus experiences are available as well, including internships and study abroad programs. Aurora University history students have interned at such places as the Aurora Historical Society, the Chicago Historical Society, Naper Settlement, and the National Archives in Washington D.C. Archives on campus, including the Doris M. Colby Memorial Archives and the Jenks Memorial Collection of Adventual Materials, as well as the Schingoethe Center for Native American Cultures, also enable students to do hands-on research and gain practical work experience.

Students majoring in history are also encouraged to combine the history major with another major or with one or more minors. Bringing this kind of variety into a program greatly enhances the history major and stimulates students' thoughts about how they could turn their love of history into a rewarding career.

Program Requirements

Code	Title	Credits
Required Survey Courses		
Select 12 semester hours of the following:		12
HIS-1200	American History I (to 1877)	
HIS-1210	American History II (since 1877)	
HIS-1300	World History I (to 1500)	
HIS-1400	World History II (since 1500)	
Required Courses		
HIS-2200	Introduction to Historical Methods	4
HIS-3400	Problems in History	4
HIS-4990	Senior Seminar in History	4
Selected Courses		
Select 16 semester hours of the following: [1]		16
PHL-2250	Origins of Greek Philosophy	
HIS-2400	Ancient Egypt, Greece, and Rome	
HIS-2350	Africa in World History [2]	
HIS-2360	Black Chicago	
HIS-2620	Russian History to 1917	
HIS-2630	Russian and Soviet History Since 1917	
HIS-2760	Religion in America	
HIS-2810-9	Selected Topics in History	
HIS-3050	American Urban History	
HIS-3100	The African-American Experience	
HIS-3120	History of African-American Masculinity	
HIS-3150	Women in American History	
HIS-3200	United States History Since the 1960s	
ART-3360	Renaissance and Revival	
HIS-3410	Global Environmental History [3]	

HIS-3450	Latin American History [2]	
HIS-3650	Hitler and the Nazi Revolution	
HIS-3700	History of the Middle East [2]	
HIS-3750	History of East Asia [2]	
HIS-3800	Religion and Politics in World History	
HIS-3810-9	Selected Topics in History	
HIS-4100	Readings Seminars in U.S., European, Non-Western, Latin American Or Intellectual History	
HIS-4940	History Internship	
Total Credits		**40**

[1] With at least four semester hours in non-Western history, and at least 8 hours from courses numbered at the 3000-level or higher.

[2] Non-Western history courses. (HIS-2810-9 Selected Topics in History, HIS-3810-9 Selected Topics in History and HIS-4100 Readings Seminars in U.S., European, Non-Western, Latin American Or Intellectual History sometimes fulfill this requirement depending on the topic offered.

[3] Required selection for secondary education majors

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. **Historical Content**
   Students will demonstrate understanding major events, movements, developments, and ideas in history.

b. **Source Analysis**
   Students will analyze primary and secondary sources critically and effectively.

c. **Knowledge of Discipline**
   Students will demonstrate knowledge of the nature and development of history as a discipline of study.

d. **Academic Skills**
   Students will conduct research and communicate their ideas clearly and effectively, both orally and in writing.

History for Secondary Education Social Studies Licensure (BA)

Program Requirements

Code	Title	Credits
Required Courses		
HIS-1200	American History I (to 1877)	4
HIS-1210	American History II (since 1877)	4
HIS-1300	World History I (to 1500)	4
HIS-1400	World History II (since 1500)	4

HIS-2200	Introduction to Historical Methods	4
HIS-3400	Problems in History	4
HIS-3410	Global Environmental History	4
HIS-4990	Senior Seminar in History	4
Selected Courses		
Select 12 semester hours of the following: [2]		12
ART-3360	Renaissance and Revival	
HIS-2350	Africa in World History [3]	
HIS-2360	Black Chicago	
HIS-2400	Ancient Egypt, Greece, and Rome	
HIS-2620	Russian History to 1917	
HIS-2630	Russian and Soviet History Since 1917	
HIS-2760	Religion in America	
HIS-2810-9	Selected Topics in History	
HIS-3050	American Urban History	
HIS-3100	The African-American Experience	
HIS-3120	History of African-American Masculinity	
HIS-3150	Women in American History	
HIS-3200	United States History Since the 1960s	
HIS-3450	Latin American History [3]	
HIS-3650	Hitler and the Nazi Revolution	
HIS-3700	History of the Middle East [3]	
HIS-3750	History of East Asia [3]	
HIS-3800	Religion and Politics in World History	
HIS-3810-9	Selected Topics in History	
HIS-4100	Readings Seminars in U.S., European, Non-Western, Latin American Or Intellectual History	
HIS-4940	History Internship	
PHL-2250	Origins of Greek Philosophy	
Education Courses for Secondary Education Licensure		
EDU-2100	Foundations of Teaching and Learning	4
EDU-2260	Learning Theories and Applications K-12	4
EDU-3620	Teaching and Assessing Diverse Learners in the Secondary Classroom	4
EDU-3720	Reading Across the Curriculum	4
EDU-4750	Student Teaching	13
EDU-4760	Student Teaching Seminar	2
SPED-2120	Characteristics and Identification of Disabilities and the Law	4
SPED-4620	Collaboration Models for Inclusion	4
Additional Required Courses for Secondary Education Social Science-History Licensure Students		
ECN-2030	Principles of Economics	4
EDU-3200	Content Area Methods for the Secondary Classroom	4
PSC-1300	Introduction to U.S. Government	4
SOC-1100	Introduction to Society	4
Total Credits		**99**

[1] A 3.0 major GPA is required one semester prior to student teaching (EDU-4750 Student Teaching and EDU-4760 Student Teaching Seminar).

[2] With at least four semester hours in non-Western history, and at least 8 hours from courses numbered at the 3000-level or higher.

[3] Non-Western history courses. (HIS-2810-9 Selected Topics in History, HIS-3810-9 Selected Topics in History and HIS-4100 Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History sometimes fulfill this requirement depending on the topic offered.

[4] Secondary education candidates will also complete the supplemental major in secondary education.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:

- Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Historical Content: Understanding of the major events, movements, developments, and ideas of American, Western, and non-Western history.
b. Historical Understanding: Demonstration of historical awareness – that primary sources are fundamentally different from secondary sources, that there are multiple voices in any set of primary sources, that one must interpret these documents to account for these multiple voices, that not all sources are equally valid and so must be evaluated and corroborated, and that sources must be interpreted within their historical context.
c. Knowledge of Discipline: Understanding of history as an academic discipline – the changing definitions of history over time, the differences between history and other disciplines in terms of content and methodology, the interdisciplinary nature of history, and the major stages, theories, and controversies in the development of history as a discipline.
d. Academic Skills: Ability to think critically, read and conduct research effectively, and communicate clearly, orally and in writing.

Education Outcomes

a. Candidates will demonstrate content knowledge in their program.
b. Candidates will demonstrate the ability to plan instruction.
c. Candidates will demonstrate success in Clinical Placements.
d. Candidates will demonstrate ability to impact student learning.
e. Candidates will demonstrate the dispositions necessary for professional educators.
f. Programs will demonstrate ability to produce effective educators.

Homeland Security Minor

The minor in homeland security is built on the existing body of knowledge in homeland security and emergency management as well as developing research, with an emphasis on lessening the impacts of disasters on society's most vulnerable citizens. The proposed minor prepares students for public service and partnership with the local community (private, nonprofit, and public), and will provide opportunities for students to transfer acquired skills into the work environment, thereby contributing to economic development and a society more prepared to meet hazards, emergencies, terrorist threats, or disasters.

Program Requirements

Code	Title	Credits
Required Courses		
CRJ-3200	Homeland Security	4
CRJ-3350	Terrorism and Counterterrorism	4
Selected Courses		
Select 12 semester hours of the following:		12
CRJ-2400	Principles of Emergency Management	
CRJ-3100	Security Leadership	
CRJ-3550	Cyber Crime Investigations	
CRJ-4400	Introduction to Intelligence Policy	
Total Credits		**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

a. Students will demonstrate an understanding of the collaborative relationships between the twenty-two agencies that comprise the Department of Homeland Security (DHS).
b. Students will demonstrate the ability to examine the problems involved in interagency coordination and information flow of intelligence support to homeland security policy makers.

Human Animal Studies (BS)

Bachelor of Science

The human-animal studies major is an interdisciplinary major designed to give students a variety of skills allowing them to become professionals in animal related fields. After a core of courses addressing the human animal bond and animal care, as well as statistics and psychology, in the third year of study students will choose either the Animal Assisted Therapy Track, or the Animal Welfare Track. Each track involves more interdisciplinary courses, and each requires a semester-long four credit hour internship. Experiential learning and a familiarity with the relevant literature is addressed throughout the program.

Program Requirements

Code	Title	Credits
Required Core Courses		
HAS-1200	Introduction to Animal Science	4
HAS-2210	Animals in Society	4
HAS-3200	Animal Welfare	4
HAS-3300	Prevention and Control of Animal and Zoonotic Diseases	4
MTH-2100	General Statistics	4
PSY-1100	General Psychology	4
Professional Track Courses		
Select a track for 16 semester hours		16
Therapy Track		
SPED-2120	Characteristics and Identification of Disabilities and the Law	
or PSY-3460	Exceptional Individual	
REC-2250	Therapeutic Recreation for Selected Populations	
or REC-2400	Recreation as a Therapeutic Intervention	
HAS-3600	Animal Assisted Therapy	
HAS-3940	Animal Studies Internship	
Welfare and Bonding Track		
HAS-3320	Forensic Investigations Involving Animals	
HAS-3400	Animals and Public Policy	
HAS-3500	Behavior, Training, and Rehabilitation of Animals	
HAS-3940	Animal Studies Internship	
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Students will demonstrate knowledge of the history of human-animal interactions, the economic importance of animals, and the cultural significance of animals in different societies.
b. Students will demonstrate knowledge of techniques to promote the health, welfare, and appropriate behavior of animals.
c. Students will demonstrate professional behavior and both written and oral communication skills.

Latin American and Latino/a Studies Minor

The Latin American and Latino/a Studies program is an interdisciplinary program that asks students to study the socio-economic, cultural, and educational factors impacting the U.S. Latinx community. The goal of the minor is to help our students broaden their knowledge of the Latino/a population by exploring historical developments that impact the

transnational identities of individuals and their families. This program also applies a critical examination of Latino cultures and key factors shaping U.S. Latino/a/x communities. Students are required to complete a course internship with a corporation, non-profit organization, or other work-place industry partner. The goal of this final internship capstone is to allow students to apply their skills in identifying and examining trends and opportunities among Latinos/as in a work-place experience. The interdisciplinary minor also prepares students for law school, graduate school, or additional career exploration.

Program Requirements

Code	Title	Credits
Required Courses		
LTS-1200	Introduction to Latino Cultural Studies	4
LTS-1300	Latinos and Latinas in the United States	4
LTS-2940	Latino Community Internship	4
or LTS-3940	Latino Community Internship	
HIS-3450	Latin American History	4
Selected Courses		
Select 4 semester hours of the following:		4
ENG-2230	Introduction to U.S. Latino/a Literature	
THE-2630	Latinx Theatre	
LTS-3350	Politics and Policy in the Latino Community	
SPN-1120	Elementary Spanish I	
SPN-1220	Elementary Spanish II	
SPN-2200	Intermediate Spanish I	
SPN-2300	Intermediate Spanish II	
SPN-3450	Conversation and Culture Through Spanish Language Films	
Total Credits		**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

a. Students will describe and critically examine the U.S. Latino experience through multidisciplinary perspectives, specifically, historical, political, social, cultural, educational, and economic lenses.
   - Demonstrate understanding of the history of Latinos/as in the United States and relationship to Spanish speaking countries
   - Identify and discuss key themes in the critical study of Latina/o/x culture, including the effects of migration, urbanization, and acculturation on the Latino population in the United States
   - Explain the growth and development of Latina/o/x communities in the United States over the past several decades
   - Demonstrate self-awareness of personal history and attitudes towards U.S. Latinos and cultures
   - Use Critical thinking and research skills to advance arguments supported with evidence, both in writing and via public speaking
b. Students will discuss and evaluate contemporary topics facing Latinos/as in the United States, including but not limited to identity formation, family life, generational and socio-cultural change, and questions of race, class, and gender.
   - Examine factors that impact the integration of Latinos/as in U.S. landscape in venues such as politics, education, economics and health-care
   - Analyze historical and geographic evidence and statistical and demographic data regarding diverse Latina/o populations in the United States, and identify major themes emerging from this data
   - Use an interdisciplinary perspective to evaluate how Latinos fare in the United States vis-à-vis diverse issues

Marketing (BS)

Bachelor of Science

Marketing is a fundamental activity in corporate and not-for-profit organizations. The emphasis on metrics, cost-effective operations, value delivery systems, customer satisfaction and brand loyalty in today's economy make marketing a priority in all business settings. The marketing major prepares students for careers in digital marketing, product development, brand management, advertising, personal selling, and consumer research. Practical application of marketing theory is highlighted in the required capstone experience.

The Marketing program is designed to help students gain the integrated communication, marketing, management, and research skills needed for success in today's high-tech, big data business environment. The program prepares students to work in a fast growing career field by combining the foundations of digital marketing with relevant applications and analytical techniques.

Coursework examines the ways that digital technology affects communication and marketing strategies. Students learn to plan, implement, and measure the results of marketing campaigns using various software, web, and social media platforms. The curriculum also includes real-world case studies, providing opportunities for students to leverage the analysis and marketing channels that are widely used in today's business settings.

Program Requirements

Code	Title	Credits
Required Courses		
COM-2220	Digital Content Writing	4
COM-2850	Visual Communication	4
MKT-2300	Principles of Marketing	4
MKT-2370	Integrated Marketing Communication and Brand Building	4

MKT-2390	Marketing Research for Consumer Insight	4
MKT-3330	Strategic Sales and Customer Relationship Management	4
MKT-3630	Digital Strategy and Automation	4
MKT-4940	Marketing Internship	4
MKT-4990	Contemporary Topics in Marketing	4
Selected Course		
Select 4 semester hours of the following:		4
BUS-3590	Business Data Analytics	
MKT-3710	Data Mining and Visualization	
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] from each of the following categories:
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. **Segmentation and Targeting**
   Students will be able to summarize multiple segmentation strategies and identify an appropriate segmentation approach to define a specific target market for an identified brand.

b. **Positioning**
   Students will be able to develop a strong positioning statement based on the defined target market that creates a clear point of differentiation for a specified brand.

c. **Promotion Mix**
   Students will be able to recall a range of promotional opportunities and assess which promotional tools are most effective for a specific scenario.

d. **Data Application**
   Students will be able to interpret basic data sets and use the information to make marketing decisions.

Mathematics (BS)

Bachelor of Science

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

Program Requirements

Code	Title	Credits
Required Courses		
MTH-2210	Calculus and Analytic Geometry I	4
MTH-2220	Calculus and Analytic Geometry II	4
MTH-2230	Calculus and Analytic Geometry III	4
MTH-2500	Problem Solving, Modeling, and Design	4
MTH-3240	Probability and Statistics I	4
MTH-3250	Linear Algebra	4
MTH-4990	Senior Capstone in the Mathematical Sciences	4
Computer Science Courses		
CSC-1700	Introduction to Computer Programming	4
Selected Courses		
Select 12 semester hours of the following:		12
MTH-3100	Financial Engineering	
MTH-3270	Discrete Mathematics	
MTH-3300	Differential Equations and Numerical Analysis	
MTH-3320	Applied Geometry	
MTH-3505	Data Analytics I: Predictive Analytics and Data Analysis	
MTH-4240	Probability and Statistics II	
MTH-4300	Introduction to Real Analysis	
MTH-4450	Abstract Algebra	
MTH-4505	Data Analytics II: Modeling, Optimization and Statistical Programming	
Total Credits		**44**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Knowledge of Mathematical Problem Solving: Students will be able to solve correctly a wide variety of problems using both basic mathematics skills and advanced mathematical techniques and to apply these techniques to other disciplines. (Mathematical content and its application) [Communication, Critical Thinking]
   - Apply and adapt a variety of appropriate strategies to solve problems
   - Solve problems that arise in mathematics and those involving mathematics in other contexts
   - Build new mathematical knowledge through problem solving
   - Monitor and reflect on the process of mathematical problem solving
b. Knowledge of Reasoning and Proof: Students will learn to reason and think in abstract terms, construct correct and coherent proofs, and recognize valid mathematical arguments. (Logic and reasoning) [Critical Thinking]

- Recognize reasoning and proof as fundamental aspects of mathematics
- Make and investigate mathematical conjectures
- Develop and evaluate mathematical arguments and proofs
- Select and use various types of reasoning and methods of proof

c. Knowledge of Mathematical Communication: Students will communicate mathematics clearly both in written and verbal forms. (Communication Skills) [Communication, Critical Thinking]
   - Communicate their mathematical thinking coherently and clearly to peers, faculty, and others
   - Use the language of mathematics to express ideas precisely
   - Organize mathematical thinking through communication
   - Analyze and evaluate the mathematical thinking and strategies of others

d. Knowledge of Mathematical Connections: Students will learn to draw connections among mathematical branches and related disciplines. (Interconnection between mathematical branches and related disciplines (science)) [Communication, Critical Thinking]
   - Recognize and use connections among mathematical ideas
   - Recognize and apply mathematics in contexts outside of mathematics
   - Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole

e. Knowledge of Mathematical Representation: Students will learn to represent and utilize mathematical concepts in various ways. (Representation and utilization of mathematical concepts) [Communication, Critical Thinking]
   - Use representations to model and interpret physical, social, and mathematical phenomena
   - Create and use representations to organize, record, and communicate mathematical ideas
   - Select, apply, and translate among mathematical representations to solve problems

f. Knowledge of Technology: Students will use technology to deepen mathematical understanding and to enhance problem-solving skills. (Use of technology) [Critical Thinking]
   - Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

Mathematics for Secondary Education Licensure (BS)

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

Program Requirements

Code	Title	Credits
Required Core		
MTH-2210	Calculus and Analytic Geometry I	4
MTH-2220	Calculus and Analytic Geometry II	4
MTH-2230	Calculus and Analytic Geometry III	4
MTH-2500	Problem Solving, Modeling, and Design	4
MTH-3240	Probability and Statistics I	4
MTH-3250	Linear Algebra	4
MTH-3320	Applied Geometry	4
MTH-4300	Introduction to Real Analysis	4
MTH-4450	Abstract Algebra	4
MTH-4990	Senior Capstone in the Mathematical Sciences	4
Computer Science Courses		
CSC-1700	Introduction to Computer Programming	4
Required Education Courses [2]		
EDU-2100	Foundations of Teaching and Learning	4
EDU-2260	Learning Theories and Applications K-12	4
EDU-3620	Teaching and Assessing Diverse Learners in the Secondary Classroom	4
EDU-3720	Reading Across the Curriculum	4
EDU-4750	Student Teaching	13
EDU-4760	Student Teaching Seminar	2
SPED-2120	Characteristics and Identification of Disabilities and the Law	4
SPED-4620	Collaboration Models for Inclusion	4
Additional Courses Required for Secondary Education Mathematics Licensure Students [2]		
EDU-3200	Content Area Methods for the Secondary Classroom	4
EDU-3240	Secondary Methods in Mathematics and Computer Science	4
Total Credits		**91**

[1] A 3.0 major GPA is required one semester prior to student teaching (EDU-4750 Student Teaching & EDU-4760 Student Teaching Seminar).

[2] Secondary education candidates will also complete the supplemental major in secondary education.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than “C”).

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).

- Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

Department Outcomes:

a. Knowledge of Mathematical Problem Solving: Students will be able to solve correctly a wide variety of problems using both basic mathematics skills and advanced mathematical techniques and to apply these techniques to other disciplines. (Mathematical content and its application) [Communication, Critical Thinking]
   - Apply and adapt a variety of appropriate strategies to solve problems
   - Solve problems that arise in mathematics and those involving mathematics in other contexts
   - Build new mathematical knowledge through problem solving
   - Monitor and reflect on the process of mathematical problem solving

b. Knowledge of Reasoning and Proof: Students will learn to reason and think in abstract terms, construct correct and coherent proofs, and recognize valid mathematical arguments. (Logic and reasoning) [Critical Thinking]
   - Recognize reasoning and proof as fundamental aspects of mathematics
   - Make and investigate mathematical conjectures
   - Develop and evaluate mathematical arguments and proofs
   - Select and use various types of reasoning and methods of proof

c. Knowledge of Mathematical Communication: Students will communicate mathematics clearly both in written and verbal forms. (Communication Skills) [Communication, Critical Thinking]
   - Communicate their mathematical thinking coherently and clearly to peers, faculty, and others
   - Use the language of mathematics to express ideas precisely
   - Organize mathematical thinking through communication
   - Analyze and evaluate the mathematical thinking and strategies of others

d. Knowledge of Mathematical Connections: Students will learn to draw connections among mathematical branches and related disciplines. (Interconnection between mathematical branches and related disciplines (science)) [Communication, Critical Thinking]
   - Recognize and use connections among mathematical ideas
   - Recognize and apply mathematics in contexts outside of mathematics
   - Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole

e. Knowledge of Mathematical Representation: Students will learn to represent and utilize mathematical concepts in various ways. (Representation and utilization of mathematical concepts) [Communication, Critical Thinking]
   - Use representations to model and interpret physical, social, and mathematical phenomena
   - Create and use representations to organize, record, and communicate mathematical ideas
   - Select, apply, and translate among mathematical representations to solve problems

f. Knowledge of Technology: Students will use technology to deepen mathematical understanding and to enhance problem-solving skills. (Use of technology) [Critical Thinking]
   - Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software

Education Outcomes

a. Candidates will demonstrate content knowledge in their program.
b. Candidates will demonstrate the ability to plan instruction.
c. Candidates will demonstrate success in Clinical Placements.
d. Candidates will demonstrate ability to impact student learning.

e. Candidates will demonstrate the dispositions necessary for professional educators.
f. Programs will demonstrate ability to produce effective educators.

Mathematics Minor

Program Requirements

Code	Title	Credits
Required Courses		
MTH-2210	Calculus and Analytic Geometry I	4
MTH-2220	Calculus and Analytic Geometry II	4
MTH-2230	Calculus and Analytic Geometry III	4
Selected Courses		
Select 8 semester hours of additional courses offered in the mathematics program at the 3000-level or above [1]		8
Total Credits		**20**

[1] Excluding EDU-3240 Secondary Methods in Mathematics and Computer Science, MTH-2810-9 Selected Topics in Mathematics/MTH-3810-9 Selected Topics in Mathematics/MTH-4810-9 Selected Topics in Mathematics, MTH-3830 Directed Study in Mathematics/MTH-4830 Directed Study in Mathematics, MTH-4970 Research in Mathematics, MTH-4980 Independent Study in Mathematics, and MTH-4990 Senior Capstone in the Mathematical Sciences.

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Student Learning Outcomes

These outcomes are a subset of the department outcomes and are all embedded in the calculus sequence required for the minor.

a. Knowledge of Mathematical Problem Solving: Students will be able to solve correctly a wide variety of problems using both basic mathematics skills and advanced mathematical techniques and to apply these techniques to other disciplines. (Mathematical content and its application) This will be evidenced through the sub-indicators:
   - Apply and adapt a variety of appropriate strategies to solve problems.
   - Solve problems that arise in mathematics and those involving mathematics in other contexts.
b. Knowledge of Mathematical Communication: Students will communicate mathematics clearly in written form. (Communication Skills) This will be evidenced through the sub-indicators:
   - Use the language of mathematics to express ideas precisely.
   - Organize mathematical thinking through communication.
c. Knowledge of Mathematical Connections: Students will learn to draw connections among mathematical branches and related disciplines. (Interconnection between mathematical branches and related disciplines (science)) This will be evidenced through the sub-indicators:
   - Recognize and use connections among mathematical ideas
   - Recognize and apply mathematics in contexts outside of mathematics
d. Knowledge of Mathematical Representation: Students will learn to represent and utilize mathematical concepts in various ways. (Representation and utilization of mathematical concepts) This will be evidenced through the sub-indicators:
   - Create and use representations to organize, record, and communicate mathematical ideas.
   - Select, apply, and translate among mathematical representations to solve problems.
e. Knowledge of Technology: Students will use technology to deepen mathematical understanding and to enhance problem-solving skills. (Use of technology) This will be evidenced through the sub-indicators:
   - Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

Museum Studies Minor

The Aurora University museum studies minor is designed to train students for entry level jobs in museums and to prepare them for graduate school. It is designed to fit with the student's major area of study. The core courses provide a working knowledge and historic foundation of the role of museums in society and the variety of jobs held by museum professionals. The program offers extensive opportunities for experiential learning through practical application and internships in area museums and in the collections of Aurora University: The Schingoethe Center for Native American Cultures and the Jenks Memorial Collection of Adventual Materials. Students majoring in history, art, English, education, and the sciences may desire a minor in museum studies.

Program Requirements

Code	Title	Credits
Required Courses		
MST-1110	Introduction to Museum Studies	4
MST-3940	Internship in Museum Studies	4
Selected Courses		
Select 8 semester hours of the following:		8
MST-2200	Museum Exhibitions	
MST-2250	Museum Methods	

MST-2300	Museum Education	
Additional Selected Courses		
Select 4 semester hours of the following:		4
ART-1210	Two-Dimensional Design	
ART-1310	Three-Dimensional Design	
ART-2100	Introduction to Drawing	
ART-2530	Native American Art	
ART-2540	Art and Power	
ART-2620	Art and Death	
GRD-3250	Digital Layout and Design	
COM-3500	Intercultural Communication	
HIS-1200	American History I (to 1877)	
HIS-1210	American History II (since 1877)	
SOC-2150	Cultural Anthropology	
Total Credits		**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

a. Students will understand the social, historical, and cultural importance of museums as well as the variety of interdisciplinary careers available in the field.
b. Students will communicate clearly and effectively in writing.
c. Students will communicate clearly and effectively in oral presentations.

Music (BA)

Bachelor of Arts

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

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

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

Program Requirements

Code	Title	Credits
Required Music Courses		
MUS-1070	Recital Attendance [1]	0
MUS-2600	Musicianship I	4
MUS-2610	Musicianship II	4
MUS-2620	Musicianship III	4
MUS-2630	Musicianship IV	4
MUS-3400	Conducting	2
MUS-3410	Music History I	4
MUS-3450	Music History II	4
MUS-3510	Music History III	4
MUS-4100	Vocal Pedagogy	2
or MUS-4300	Piano Pedagogy	
MUS-4990	Senior Recital/Capstone	1
Ensemble		
Select 8 semester hours of Ensemble [2]		8
Applied Music Courses		
Select 7 semester hours [3]		7
Total Credits		**48**

1 CR/NCR for all semesters enrolled.
2 1 semester hour each. Ensemble must be approved by Music Depeartment faculty.
3 See course descriptions.

Pianists must take one semester of Choral Ensemble and MUS-2300 Piano Accompanying.

Vocalists must take two semesters of Applied Piano Study (0.5 semester hours each) or placement by instructor permission

Music Lessons

For courses in the list below, applied music study is offered in the form of a weekly individual lesson for either 0.5 semester hour for one 30-minute lesson or 1.0 semester hour for one 60-minute lesson (except where noted). A final jury examination is required. Applied lessons may require attendance at studio classes and/or live concerts, some of which may be off-campus and/or evenings with additional ticket charges. Instructor or Department Chair approval is required for a student to confirm their registration in lessons.

Code	Title	Credits
MUS-1410	Beginning Classical Guitar (0.5 semester hours only)	0.5
MUS-2200	Applied Piano for Non-Majors	0.5-1
MUS-2030	Applied Voice for Non-Majors	0.5-1
MUS-2230	Applied Woodwinds	0.5-1
MUS-2240	Applied Brass	0.5-1
MUS-2250	Applied Strings	0.5-1
MUS-2260	Applied Classical Guitar	0.5-1
MUS-2270	Applied Organ	0.5-1
MUS-3030	Intermediate Applied Voice	0.5-1
MUS-3200	Intermediate Applied Piano	0.5-1
MUS-4030	Advanced Applied Voice	1
MUS-4200	Advanced Applied Piano	1

Recommended Electives

Code	Title	Credits
MUS-1930	Chamber Ensemble (Additional ensembles - Opera Workshop.)	0.5
MUS-2100	Diction for Singers I	2
MUS-2110	Diction for Singers II	2
MUS-3130	Vocal Literature	2
MUS-3330	Keyboard Literature	2
MUS-3500	Applied Conducting	0.5-1
MUS-4400	Audio Recording and the Business of Music	2

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

Upon completion of the B.A. in Music, the student will:

a. Demonstrate knowledge in music theory and musicianship (critical thinking, effective communication);
b. Demonstrate knowledge in the history of music (effective communication, responsible citizenship);
c. Demonstrate proficiency in musical performance (effective communication, discovery and reflection).

Music Minor

Program Requirements

Code	Title	Credits
Required Courses		
MUS-2600	Musicianship I	4
MUS-2610	Musicianship II	4
Selected Courses		
Select two of the following:		8
MUS-3410	Music History I	
MUS-3450	Music History II	
MUS-3510	Music History III	
Ensemble Requirement		
Select four semesters of Ensemble approved by faculty. Pianists may use Accompanying as their ensemble.		4
Applied Music Requirement		
Select four semesters of a single instrument or voice course (0.5 or 1 semester hour per semester) [1]		2-4
Total Credits		**22-24**

[1] Plus MUS-2200 Applied Piano for Non-Majors for non-majors or above with instructor permission (0.5)

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

A minor in Music should be the outward accomplishment predicated by a strong dedication to musical study, without the stringent requirements of the major course of study. Because the minor requirements are roughly the equivalent of half of the music major minus the final recital, the learning outcomes reflect that level of rigor. Students, of course, can go further than intermediate accomplishment in any area they wish, and often do, without becoming music majors at Aurora University.

a. Students will demonstrate intermediate knowledge in music theory and aural skills.
   - Artifact: final examination in Musicianship II
b. Students will demonstrate intermediate knowledge of and methods used in the history of music.
   - Artifact: final examination in their second semester of music history. (nota bene: students can choose without regard to the sequence of the courses
c. Students will demonstrate intermediate proficiency in musical performance.
   - Artifact: music jury rubric from semester 4 of their applied lessons compared to semester 1.

Musical Theatre (BA)

Bachelor of Arts

It is the belief of the AU theatre faculty that the best musical theatre artist will develop through a combination of rigorous interdisciplinary study and performance opportunities. A professional career in musical theatre begins with a core understanding and practical application of acting, vocal performance, musicianship, and dance. In professional quality productions and in musical theatre specific classes, students will learn and develop the skills needed for a career in musical theatre and a variety of other arts and non-arts affiliated fields. As students progress through the program, faculty will work collaboratively with them to prepare them for entrance into the world of performing arts, graduate study, and/or any career goal that could be enhanced with musical theatre training.

On stage, students are provided the opportunity to be involved in high caliber productions and work directly with professional directors, designers, and other theatre artists and musicians. The theatre department explores a variety of themes and styles in these productions while maintaining a very high standard for everyone involved. Each year students and faculty also participate in many other special activities, such as student productions, collaborations with the music department, and special events on campus. A student's activity level is only limited by his or her desire to be involved. Musical theatre students must also be actively involved in productions presented by the department. Each musical theatre major must substantially participate in at least four main stage productions (and at least one of those must include backstage work). Quality of student participation will be gauged by theatre faculty and will be assessed as part of annual reviews.

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

Program Requirements

Code	Title	Credits
Required Courses		
MUS-1910	University Chorale (1 credit per semester x 4 semesters)	4
MUS-2200	Applied Piano for Non-Majors (0.5 credit per semester x 2 semesters)	1
MUS-2600	Musicianship I	4
MUS-2610	Musicianship II	4
MUS-3030	Intermediate Applied Voice (1 credit per semester x 8 semesters)	8
THE-1300	Introduction to Acting	4

THE-1500	Stagecraft I	4
THE-2300	Scene Study for the Actor	4
THE-2310	Voice and Movement for the Actor	4
THE-2400	Introduction to Musical Theatre Performance	4
THE-2440	Musical Theatre Dance Styles I	2
THE-3400	Musical Theatre Scene Study	4
THE-3440	Musical Theatre Dance Style II	2
THE-3640	Musical Theatre History	4
THE-4440	Musical Theatre Dance Styles III	2
THE-4900	Senior Capstone Preparation	1
THE-4990	Senior Capstone Project	3
Total Credits		**59**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Student will be able to analyze theatre and musical scripts and performances perceptively and evaluate them critically.
b. Student will be able to identify specific repertories and comparative standards of production quality.
c. Student will be able to demonstrate a working knowledge of technologies and tools applicable to musical theatre acting, dance and vocal technique.
d. Students will be able to demonstrate achievement of professional, entry-level competence in the genre of musical theatre performance

Nursing (BSN)

Bachelor of Science in Nursing

This major is available on the Aurora and George Williams College campuses.

Program Description

The Bachelor of Science in Nursing (BSN) degree program prepares baccalaureate nurse generalists to provide direct and indirect nursing care to patients, families, groups, communities, and populations. With a liberal education foundation, students develop an understanding of the discipline of nursing in order to engage in direct care of the sick in and across all environments, health promotion and clinical prevention, and population based health care. Successful completion of the degree qualifies graduates to take the National Council Licensure Examination-RN (NCLEX-RN), required for licensure as a registered professional nurse (RN).

Program Mission

To prepare a diverse population of professional nurses for ethical practice, transformational leadership, and life-long learning.

Program Vision

To prepare baccalaureate nurse generalists to transform healthcare delivery in a rapidly changing world.

Program Goals

a. Prepare graduates to practice as baccalaureate generalists to be providers of direct and indirect care; designers, coordinators, and mangers of care; and members of the nursing profession who are leaders and advocates for patients and the profession.
b. Prepare graduates to practice as baccalaureate generalists through a liberal education in the sciences and the arts and a comprehensive nursing curriculum based on established standards.
c. Prepare graduates to practice as baccalaureate generalists committed to lifelong learning, professional excellence, ethical practice, and integrity.

Roles for Which the BSN Degree Program is Preparing Its Graduates

Baccalaureate nursing generalist: Provider of care, designer/manager/coordinator of care, and member of a profession.

Program Standards

The BSN degree program is based on the American Association of Colleges of Nursing's *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).

The baccalaureate degree program 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.

BSN Program (Pre-licensure) Admission

Aurora University offers a Bachelor of Science in Nursing (BSN) degree program. Further application information, including application deadlines, are located on the Aurora University BSN admission website (https://aurora.edu/academics/undergraduate/nursing/admission-requirements.html). Two admission tracks are available for the pre-licensure BSN degree option:

- Direct admission from high school
- Admission for students into the professional phase of the nursing program

Direct Admission

Direct admission into the BSN program is offered to qualified incoming freshmen who have met the admission standards for Aurora University and have declared nursing as their intended major prior to enrolling at Aurora University. A high school cumulative GPA of B or higher (or 3.0 or higher on a 1-4 scale) qualifies students for direct admission status to the BSN program.

Admission Requirements for Current AU Students and Transfer Students

There is a competitive, program-specific admission process for a limited number of seats in the BSN program for current AU students and/or transfer students desiring to enter the professional phase of the nursing program. All applications for current AU students and/or transfer students are reviewed for acceptance by the Chief Nursing Officer. Admission to the nursing major is competitive, and meeting the minimum academic qualifications does not guarantee admission to the nursing program.

In addition to the Aurora University undergraduate admission requirements, students applying to the BSN degree program are required to meet the following:

- A minimum cumulative grade point average (GPA) of 2.75/4.0 scale (3.42/5.0) at a regionally accredited higher education institution.
- All nursing prerequisite courses taken must be completed with a "C" or better, with no "D" or "F" grades. Courses taken after provisional admission and prior to the beginning of the 3000-level nursing courses must be completed with a "C" or better. The courses include:

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
BIO-2280	Microbiology	3
CHM-1200 & 1200Z	Principles of Chemistry and Principles of Chemistry Laboratory	4
HLS-2660	Anatomy and Physiology I	4
HLS-2670	Anatomy and Physiology II	4
HLS-3050	Pathophysiology [1]	4
MTH-2100	General Statistics [3]	4
NUR-1214	Professional Nursing, Culture, and Health Care [2]	4
PSY-1100	General Psychology	4
PSY-3250	Lifespan Development	4

[1] Students transferring to Aurora University may substitute NUR-3300 in place of HLS-3050 Pathophysiology
[2] NUR-1214 Professional Nursing, Culture, and Health Care can be waived for all students who transfer in 15 or more credits earned post-high school graduation.
[3] Students who transfer to Aurora University must complete either MTH-1100 College Algebra, MTH-1030 Dealing With Data, or MTH-2100 General Statistics. Students who start at Aurora University need to complete MTH-1100 College Algebra or MTH-1030 Dealing With Data and MTH-2100 General Statistics.

- All science prerequisites must have been completed within the last ten years.
- An interview may be requested at the discretion of the School of Nursing Admissions, Policies, and Standards Committee.
- Applicants who are graduates of foreign secondary schools where the primary language is not English must obtain a composite score of at least 550 (or a 213-220) on the computer-based test from the Test of English as a Foreign Language (TOEFL) or ESL Level 109.
- Students are required to have successfully completed 60 semester hours (SH) prior to entering the nursing program. Of those 60 SH, a maximum of 20 SH remaining will be allowed at the time the applicant's file is reviewed for admission the semester prior to beginning clinical courses (i.e., 12 SH fall or spring and 8 SH summer).

Additional Requirements

Progression Requirements for the Direct Admission Students

The academic record of each direct admission student in the BSN program will be reviewed at the end of every semester. In that review, it will be determined which students are in good academic standing as a nursing student and which nursing students will be put on academic probation in the following semester. The review will include, at a minimum, the following progression standards:

- All nursing prerequisite courses taken from the list below are to be completed with a grade of "B" or better (no "C," "D," "F," or "W" grades)

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
BIO-2280 & 2280Z	Microbiology and Microbiology Laboratory	4
CHM-1200	Principles of Chemistry	3
CHM-1200Z	Principles of Chemistry Laboratory	1
HLS-2660	Anatomy and Physiology I	4
HLS-2670	Anatomy and Physiology II	4
HLS-3050	Pathophysiology	4
MTH-2100	General Statistics	4
PSY-3250	Lifespan Development	4

- Of the nursing pre-requisite courses listed above, students must earn a grade of "B" or higher.
- Cumulative grade point average (GPA) must be 3.00 or higher.
- Remain in good academic standing with the university.

Review

Direct admission nursing students who have met the progression standards will remain nursing students in good academic standing in the BSN program. Those not meeting one or more progression standards listed above will be placed on academic probation in the BSN program.

Academic Probation in the BSN Program

Students placed on academic probation will have one semester to meet the progression standards and end their probationary status. At the next end-of-semester review of academic records, students on probation who have met the progression standards will be removed from probationary status and returned to the status of good academic standing in the BSN program. Those who have not met the progression standards will be dismissed from the nursing program and will be helped to find an alternate academic major.

Students can only be placed on probation once. Students who have been on probation previously and returned to good academic standing once, and subsequently do not meet the progression standards will be dismissed from the nursing program and will be helped to find an alternate academic major.

There is no appeal process for dismissal.

Students may not enter the NUR 3000-level courses on probation. Students who are placed on probation in the semester prior to entering the NUR 3000-level courses will have one semester to meet the progression standards and end their probationary status. The program will require sufficient time to review the academic records of such students. This review period will impact the student's progression into the NUR 3000-level courses.

Program Requirements for Students in the 3000- and 4000-Level Nursing Courses

Program requirements include, but are not limited to, fingerprint criminal background check(s) and drug screening(s), documentation of immunizations/immunity to vaccine-preventable diseases and other health requirements, health insurance, core performance standards, American Heart Association healthcare provider CPR certification, clinical attire and equipment requirements, program-specific expenses and fees, and access to private transportation.

Progression Standards for the 3000– and 4000-Level Nursing Courses

When a nursing student begins the 3000/4000-level nursing course sequence, progression and dismissal policies outlined in the annual School of Nursing Baccalaureate Student Handbook (https://aurora.edu/documents/academics/nursing/nursing-student-handbook-2020-2021.pdf) will apply.

Program Requirements

Nursing Major – Pre-licensure Program

Code	Title	Credits
BSN Core Course Prerequisites [1]		
BIO-1310	Biology of Cells for Nursing	4
or BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	
BIO-2280	Microbiology	3
CHM-1200 & 1200Z	Principles of Chemistry and Principles of Chemistry Laboratory [2]	4
HLS-2660	Anatomy and Physiology I	4
HLS-2670	Anatomy and Physiology II	4
HLS-3050	Pathophysiology	4
MTH-2100	General Statistics	4
NUR-1214	Professional Nursing, Culture, and Health Care [3]	4
PSY-1100	General Psychology	4
PSY-3250	Lifespan Development	4
Nursing Course Requirements		
NUR-3000	Introduction to Professional Nursing	3
NUR-3050 & NUR-3051Z & NUR-3052Z	Principles of Nursing I and Principles of Nursing I Laboratory and Principles of Nursing I Clinical	7
NUR-3110 & NUR-3111Z & NUR-3112Z	Principles of Nursing II and Principles of Nursing II Laboratory and Principles of Nursing II Clinical	6
NUR-3160	Pharmacological Concepts	4
NUR-3260 & NUR-3261Z	Health Assessment, Education and Promotion and Health Assessment, Education and Promotion Laboratory	4
NUR-3450 & NUR-3452Z	Psychiatric-Mental Health Nursing and Psychiatric-Mental Health Nursing Clinical	4
NUR-4050	Nursing Research	3

NUR-4200 & NUR-4202Z	Nursing: a Global Community Outlook and Nursing: a Global Community Outlook Clinical	4
NUR-4300 & NUR-4302Z	Medical Surgical Nursing I: Collaborative Practice in Health and Illness and Medical Surgical Nursing I: Collaborative Practice in Health and Illness Clinical	7
NUR-4500 & NUR-4502Z & NUR-4503Z	Nursing Care of the Family and Nursing Care of the Family/OB Clinical and Nursing Care of the Family/PED Clinical	7
NUR-4600	Leadership Ethics and Policy	3
NUR-4605	NCLEX Review	1
NUR-4800 & NUR-4802Z	Medical Surgical Nursing II: Collaborative Practice in Health and Illness and Medical Surgical Nursing II: Collaborative Practice in Health and Illness Clinical	6
Total Credits		**98**

[1] All prerequisite courses must be taken prior to beginning 3000-level nursing courses

[2] CHM-1310/Z, 1320/Z, 2410/Z, 2420/Z or 2450/Z also meet this requirement.

[3] This course will be waived for all students who transfer in 15 or more credits earned post-high school graduation.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").

b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] from each of the following categories:
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

Graduates are prepared to enter the profession of nursing as contributing members of the discipline to promote, maintain, and restore the health of patients in a variety of settings. Graduates are prepared to:

a. Integrate knowledge from the liberal arts and sciences education into one's professional nursing practice (*Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice*);

b. Assume a professional nurse leadership role to assure quality nursing practice in the delivery of health services (*Essential II: Basic Organizational and Systems Leadership for Quality*);

c. Integrate scholarly inquiry and research into evidenced based nursing practice (*Essential III: Scholarship for Evidence Based Practice*);

d. Ethically mange data, information, knowledge, and technology to achieve desired quality outcomes (*Essential IV: Information Management and Application of Patient Care Technology*);

e. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments (*Essential V: Health Care Policy, Finance, and Regulatory Environments*);

f. Utilize multiple interprofessional and intraprofessional methods of communication to collaborate effectively in delivering safe, patient-centered care throughout the lifespan and in a variety of settings (*Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes*);
g. Perform competently, effectively, and ethically as a baccalaureate nurse to promote, maintain, and restore the health of vulnerable populations (*Essential VII: Clinical Prevention and Population Health*);
h. Demonstrate caring and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families, self and others (*Essential VIII: Professionalism and Professional Values*);
i. Integrate critical thinking and professional values into the clinical decision making process (*Essential VIII: Professionalism and Professional Values*);
j. Accept responsibility for lifelong learning, global citizenship and service in the nursing profession (*Essential IX: Baccalaureate Generalist Nursing Practice*);
k. Articulate a personal philosophy of nursing which guides one's practice as an educator, researcher, advocate, manager, and provider of care (*Essential IX: Baccalaureate Generalist Nursing Practice*).

Parks and Recreation Leadership (BS)

Bachelor of Science

The parks and recreation field involves managing and leading the recreation programs and business operating systems in settings such as community, state, and national parks; resorts; youth camps; college campuses; assisted living centers; outdoor education centers; and nature centers. The Parks and Recreation Leadership program prepares students to design, manage, and lead recreation programs in all of those settings. The program enables students to develop core values of integrity, citizenship, excellence, and lifelong learning and acquire foundational parks and recreation knowledge and skills. Additionally, the development of written and oral communication skills and critical thinking are addressed throughout the curriculum.

Program Requirements

Code	Title	Credits
Required Courses		
REC-1760	Leisure and Society	4
REC-2220	Recreation Leadership	4
REC-3330	Recreation Programming	4
REC-3400	Outdoor Recreation and Education	4
REC-3500	Outdoor Recreation Skills	4
REC-4780	Parks and Recreation Leadership Internship	4
REC-4980	Senior Seminar in Parks and Recreation Leadership	4
Required Supportive Courses		
BIO-2200	Humans and the Environment	4
MTH-2100	General Statistics	4
SPM-4370	Facilities and Special Events	4
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet

distribution requirements are 4 semester hours apiece, with the following exceptions:

- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Articulate an understanding of the range of career opportunities in the field of parks and recreation leadership and an understanding of the knowledge, skills and certifications required to obtain employment in the student's chosen niche (campus recreation, youth sports, outdoor recreation, community center, etc.).
b. Articulate an understanding of effective strategies for leading recreation program staff and participants.
c. Demonstrate the ability to plan and develop recreation programs, including the ability to use information technology to plan, document, and report the outcomes of recreation programs.
d. Demonstrate the ability to plan and develop outdoor recreation activities, including meals, necessary equipment and supplies, and risk management.

Physical Education with Teaching Licensure K-12 (BA)

Bachelor of Arts

The preparation of a competent and caring physical educator is accomplished through a comprehensive curriculum requiring a rigorous, interdisciplinary academic program. The learning environment, inclusive of classroom and field experiences, is structured to develop within the individual measurable behaviors in effective communication, critical thinking, problem solving, creative planning, and leadership skills. Student development is nurtured through close, personal contact with faculty in an authentic learning environment, characterized by opportunities for applied learning and dynamic delivery systems based upon learner needs and characteristics. Students who desire to teach physical education must possess a strong commitment to meeting the learning needs of the "whole child" through physically oriented activities that are appropriate for the age, ability, capability, and interests of their students. The Physical Education Teacher Licensure K–12 program is closely aligned with the School of Education and promotes the philosophy of "Achieving Excellence in Teaching and Learning through Professional Education Communities." This major encompasses an endorsement in middle school health education. Majors will engage in clinical experiences at the elementary, middle school, and high school levels.

The physical education major leads to a Professional Educator License (PEL). A Physical Education major must satisfy requirements for both the state and the university in both Physical Education and General Education. It is therefore essential that the entering freshman and transfer students work closely with an academic advisor from the Center for Student Success in order to ensure that all course requirements will be met, and for all candidates to understand that some courses will only be offered in the fall and some courses offered only in the spring semester.

Admission to the School of Education

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

Admission Criteria

To be accepted into the School of Education, teacher candidates are required to have completed, a Criminal Background Check (CBC), TB Test, Statement of Understanding for Initial Licensure Requirements; School of Education Application, and have established their ELIS (Educator Licensure Information System for Illinois).

Please note that a cumulative major GPA of 3.0 and passing the physical education content test are prerequisites to student teaching and are required to be met one semester prior to student teaching (EDU-4750 Student Teaching and EDU-4760 Student Teaching Seminar).

Program Requirements

Code	Title	Credits
Professional Core Courses for Teaching		
HLS-2650	Essentials of Anatomy and Physiology	4
PED-1320	Foundations of Dance [1]	1
PED-1510	Foundations of Teaching K-12 Physical Education [1]	2
PED-2080	First Aid and CPR (or current American Red Cross First Aid/CPR card on file) [1]	1
PED-2400	Inclusive Physical Ed Characteristics/ID Disability and the Law [1]	4
PED-2510	K-12 Student Learning Through Fitness Activities [1]	4
PED-2520	K-12 Student Learning Through Sport Activities [1]	4
PED-2600	Motor Development [1]	2
PED-3000	An Integrated Approach to Teaching K-5 Physical Education [1]	4
PED-3025	Enhancing Cultural Awareness Through Dance [1]	2
PED-3050	An Integrated Approach to Teaching 6-12 Physical Education [1]	4
PED-3060	Curriculum Development and Administration of K-12 Physical Education [1]	2
PED-3150	Assessing Student Learning in Health and Physical Education [1]	4
EXS-3215	Kinesiology [1]	4
Education Core Courses		
EDU-2260	Learning Theories and Applications K-12 [1]	4
EDU-3510	Cross Cultural Studies for Teaching ELLs [1]	4
EDU-3720	Reading Across the Curriculum [1]	4
EDU-4750	Student Teaching	13
EDU-4760	Student Teaching Seminar	2
PSY-3350	Child and Adolescent Development	4
SPED-3750	Prosocial Skills and Challenging Behaviors [1]	4
Required Minor in School Health Education		
HLS-2080	Nutrition and Health Promotion	4
HED-3260	Strategies in Health Promotion [1]	4

HED-3300	Planning for Health Education [1]	4
HED-4300	Methods in Health Education [1]	4
SWK-2050	Drugs and Human Behavior: Substance Abuse Evaluation and Treatment [1]	4
Total Credits		**97**

[1] A 3.0 major GPA is required one semester prior to student teaching (EDU-4750 Student Teaching and EDU-4760 Student Teaching Seminar.

Illinois State Board of Education Program Changes

The School of Education is continuously redesigning its programs based on current research, ISBE mandates, state law and the university's conceptual framework. All teacher candidates must be cognizant of the possibility that a redesign may alter requirements listed in the catalog and the program of study could be subjected to new required program changes.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements

     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Retention Criteria

Teacher candidates must maintain a major GPA of 3.0 to remain in the physical education major. Teacher candidates must earn a grade of "C" or better in all General Education, School of Education (EDU), and Physical Education (PED) courses.

In order to enroll in student teaching, a teacher candidate must be fully admitted to the School of Education, have a cumulative major GPA of 3.0, pass the Illinois State Board of Education Content Area Tests (PE content test 144 & health content test 211), and have no outstanding Disposition Alerts in order to student teach.

Exit Criteria

Candidates must demonstrate satisfactory progress through completion of all required coursework and credit hours, including student teaching and successful completion of the edTPA, in order to be recommended for teacher licensure.

Learning Outcomes

a. Candidates will demonstrate content knowledge in their program.
b. Candidates will demonstrate the ability to plan instruction.
c. Candidates will demonstrate ability to impact student learning by displaying the ability to use multiple forms of authentic and traditional assessment to determine achievement, provide feedback to students, guide instruction, and analyze the appropriateness of various pedagogies.
d. Candidates will demonstrate the dispositions necessary for professional educators.

Political Science and Public Policy (BA)

Bachelor of Arts

Politics and public policy strongly influence the public, private, and nonprofit sectors of the economy. They determine everything from the amount of tax dollars allocated to the National Park Service and national defense, to the minimum wage companies must pay employees, to the permissible political activities of nonprofits, to the licensing requirements professionals (e.g., accountants, educators, and nurses) must satisfy before they are legally eligible to work in their discipline. No industry or social element is immune to the effects of politics and public policy.

The Aurora University political science and public policy program couples content area instruction in government, economics, and domestic and foreign policymaking with practical experience in electoral campaigns, public opinion polling, political communication, policy analysis, and advocacy to provide students with a versatile skillset that can be marketed to a diverse array of employers. Students might spend one semester producing a political advertisement that could be used by a political party or interest group to swing public opinion in its favor, or they might work with a team to design and implement a survey that could be used by a government agency to gauge popular support for a proposed policy. In another semester, students might craft a grassroots lobbying campaign or analyze data to develop solutions to a pressing social problem.

Upon completion of the political science and public policy program, students will be prepared for careers in public policy and administration, government service, advocacy, and other fields. The program is also an ideal second major for students studying business, criminal justice, education, marketing, psychology, or social work. For students who are considering graduate or law school, the program is very effective in preparing them for the highly competitive Graduate Record Examination and the Law School Admissions Test. Our graduates have successfully competed for admission at the national level. Aurora University political science and public policy graduates have been accepted to outstanding graduate and law schools across the United States.

Program Requirements

Code	Title	Credits
Required Foundational Courses		
PSC-1050	Introduction to Public Policy	4
PSC-2160	Economics for Public Policy	4
PSC-2700	Research Methods for Public Policy	4
Required Methods Courses		
PSC-2550	Political Advocacy: From the Grassroots to K Street	4
PSC-2600	Designing Political Campaigns	4
PSC-3130	Gauging Public Opinion	4
PSC-3410	Pressing the Agenda: Politics of Media	4
Required Issues-Based Course		
Select 4 semester hours of the following:		4
PSC-3300	Comparative Public Policy	
PSC-3340	U.S. Domestic Policy	
PSC-3380	U.S. Foreign Policy	
Required Capstone Courses		
PSC-4700	Capstone in Political Science and Public Policy	4
PSC-4940	Internship in Political Science and Public Policy	4
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] from each of the following categories:
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:

- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. **Political and Public Policy Perspective**
Students will approach social, economic, and political problems through a political and public policy lens. Students will demonstrate an ability to define public policy problems, generate policy recommendations, specify the evaluative criteria on which those options may be assessed, and examine the effectiveness of a public policy.

b. **Data Analysis**
Students will use scientific reasoning and data analytics to make political and public policy recommendations.

c. **Communication**
Students will demonstrate written and oral communication skills appropriate to careers in politics, public policy, and political science. In addition, students will be able to communicate professionally to diverse audiences, recognizing that the method and style of the communication might change based on the intended recipient.

Psychology (BA)

Bachelor of Arts

This major is available on the Aurora campus and the Woodstock Center locations.

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

Psychology is the scientific study of the mind and behavior. A bachelor of arts degree in psychology can prepare students for a variety of career options, including careers in the human services, business management, personnel, counseling, behavioral instruction, or as a family worker and youth advocate. The major is also an excellent preparation for graduate study in a variety of areas including psychology, business, education, social work, and law. As a psychology major, students will study human behavior from a lifespan developmental perspective including both abnormal and normal behavior as it is affected by the learning process, personality development, motivation, the cultural environment, and interaction with others.

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

Program Requirements

Code	Title	Credits
Required Courses		
PSY-1100	General Psychology	4
PSY-3380	Brain and Behavior	4
PSY-3410	Career Exploration in Psychology	4
PSY-3500	Statistics in the Behavioral Sciences	4
PSY-3520	Research Methods in Psychology	4
PSY-4700	Contemporary Issues in Psychology	4
Group A		
Select 8 semester hours of the following:		8
PSY-2300	Learning and Motivation	
PSY-3350	Child and Adolescent Development	
or PSY-3360	Adult Development and Aging	
PSY-3400	Cognitive Psychology	
PSY-3450	Social Psychology	
Group B		
Select 4 semester hours of the following:		4
PSY-2340	Personality	
PSY-3470	Industrial/ Organizational Psychology	
PSY-3660	Psychological Disorders	
PSY-3700	Clinical and Counseling Psychology	
Selected Courses		
Select 4 semester hours of the following: [1]		4
PSY-3210	Applied Behavior Analysis	
PSY-3460	Exceptional Individual	
PSY-3810-9	Selected Topics in Psychology	
PSY-4810-9	Selected Topics in Psychology	
PSY-3940	Psychology Internship	
PSY-4940	Psychology Internship	
PSY-4200	Sensation and Perception	
PSY-4520	Psychological Assessment	

SOC-3430	Issues in the Study of Gender and Sexuality	
Total Credits		**40**

[1] Students may also select another four semester hour course from Group A or B list.

Students seeking professional preparation for the Registered Behavior Technician (RBT) certification or additional coursework in forensic psychology should consult the Supplemental Course Listing section for guidance in major and free elective course selection.

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
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   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
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   - Distribution Requirements
     Students will complete one approved course[1] from each of the following categories:
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. **Knowledge Base in Psychology**
   i. Describe key concepts and principles
   ii. Describe applications of psychology
b. **Scientific Inquiry and Critical Thinking**
   i. Use scientific reasoning to interpret psychological phenomena and engage in integrative thinking and problem solving
   ii. Demonstrate psychology information literacy
   iii. Interpret, design, and conduct basic psychological research
   iv. Demonstrate ethical standards to evaluate psychological science and practice
   v. Demonstrate proficiency in probabilistic reasoning and statistical analysis
c. **Professional Development**
   i. Demonstrate effective writing in the field
   ii. Exhibit effective presentation skills in the field
   iii. Develop meaningful professional direction for life after graduation

School Health Education Minor

This minor qualifies an individual for a middle school health endorsement in the state of Illinois. An endorsement allows a licensed educator to teach health education in the middle school full time, but in the high school a licensed educator may teach health education only part time. If a student majoring in K–12 physical education would like to qualify for the secondary school health endorsement, they must also pass the Illinois State Board of Education (ISBE) Health Content Area Exam.

Program Requirements

Code	Title	Credits
BIO-1060	Human Biology	4
BIO-2080	Nutrition and Health Promotion	4
HED-3260	Strategies in Health Promotion	4
HED-3300	Planning for Health Education	4

HED-4300	Methods in Health Education	4
SWK-2050	Drugs and Human Behavior: Substance Abuse Evaluation and Treatment	4
Total Credits		**24**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

a. Candidates will demonstrate content knowledge in their program.
b. Candidates will demonstrate the ability to plan instruction.
c. Candidates will demonstrate the dispositions necessary for professional educators.

Secondary Education - Supplemental Major (Biology, English, Mathematics, Social Science-History)

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

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

Aurora University has designed its Professional Educator Licensure programs around the concept of achieving excellence in teaching and learning through collaboration in professional learning communities. To achieve the unit's overarching goal of a collaborative community of learners, we have developed our programs around three main organizing concepts: the collaborative educator, the curriculum, and the community and society. These concepts, taken together, are the foundation of experiences designed to transform teacher candidates who will make a difference in the lives of grades 9–12 students. They will facilitate their influence to transform the lives of their students. Our program goals complement the mission of Aurora University: an inclusive community dedicated to the transformative power of learning.

A student seeking a Professional Educator Licensure with a grade-level endorsement of secondary level (grades 9–12) must satisfy state requirements both in the primary major, the supplemental major, and the General Education requirements. It is therefore essential that entering freshman work closely with an academic advisor to ensure all course requirements will be achieved. It is advisable for students to work toward fulfillment of Illinois State Board of Education (ISBE) requirements early in their academic careers. It is also essential teacher candidates apply to the School of Education as soon as the decision to teach is made. Candidates seeking licensure in one of the Aurora University ISBE-approved secondary subject areas must apply to the School of Education for acceptance no later than the end of the sophomore year, or upon admission to the university as a transfer student in the case of those who have completed the sophomore year. Aurora University is approved by ISBE to offer the following secondary teacher licensure programs: biology, chemistry, English, mathematics, and social science-history.

Admission to the School of Education

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

Admission Criteria

To be accepted into the School of Education, teacher candidates are required to have completed a Criminal Background Check (CBC); TB Test; Statement of Understanding for Initial Licensure Requirements; School of Education Application; and have established their ELIS (Educator Licensure Information System for Illinois).

Please note that a cumulative GPA of 3.0 is a prerequisite to student teaching.

Program Requirements

Courses Required for State Licensure in Secondary Education

The required and selected courses in the "approved" major plus the following professional education courses must be satisfactorily completed for state licensure (total number of semester hours varies according to each program):

Education Courses for Biology, English, Mathematics, and Social Science-History Licensure Students [1]

Code	Title	Credits
EDU-2100	Foundations of Teaching and Learning	4
EDU-2260	Learning Theories and Applications K-12	4
EDU-3720	Reading Across the Curriculum	4
EDU-3620	Teaching and Assessing Diverse Learners in the Secondary Classroom	4
SPED-2120	Characteristics and Identification of Disabilities and the Law	4
SPED-4620	Collaboration Models for Inclusion	4
EDU-4750	Student Teaching	13
EDU-4760	Student Teaching Seminar	2
Total Credits		**39**

[1] A 3.0 cumulative GPA is required one semester prior to student teaching (EDU-4750 Student Teaching & EDU-4760 Student Teaching Seminar).

Additional Required Courses for Secondary Education Biology Licensure Students [1]

Code	Title	Credits
EDU-3220	Secondary Methods in Science	4
PHY-2240 & 2240Z	Physics I (Calculus Based) and Physics I (Calculus Based) Laboratory	4
PHY-2250 & 2250Z	Physics II (Calculus Based) and Physics II (Calculus Based) Laboratory	4
NSM-1400	Earth and Space Science	4
Total Credits		**16**

[1] A 3.0 cumulative GPA is required one semester prior to student teaching (EDU-4750 Student Teaching & EDU-4760 Student Teaching Seminar).

Additional Required Courses for Secondary Education Chemistry Licensure Students [1]

Code	Title	Credits
EDU-3220	Secondary Methods in Science	4
NSM-1400	Earth and Space Science	4

[1] A 3.0 cumulative GPA is required one semester prior to student teaching (EDU-4750 Student Teaching & EDU-4760 Student Teaching Seminar).

Additional Required Courses for Secondary Education English Licensure Students [1]

Code	Title	Credits
EDU-3230	Secondary Methods in English	4
ENG-2260	Critical Approaches to Literature	4
ENG-2450	Grammar	4
ENG-3185	Multicultural Literature for Children and Young Adults	4
ENG-3550	Language, Literacy, and Cognition	4
COM-1560	Public Speaking	4
Total Credits		**24**

[1] A 3.0 cumulative GPA is required one semester prior to student teaching (EDU-4750 Student Teaching & EDU-4760 Student Teaching Seminar).

Additional Required Courses for Secondary Education Social Science-History Licensure Students [1]

Code	Title	Credits
ECN-2030	Principles of Economics	4
EDU-3250	Secondary Methods in Social Studies	4
HIS-3410	Global Environmental History	4
PSC-1300	Introduction to U.S. Government	4
SOC-1100	Introduction to Society	4
Total Credits		**20**

[1] A 3.0 cumulative GPA is required one semester prior to student teaching (EDU-4750 Student Teaching & EDU-4760 Student Teaching Seminar).

Additional Required Courses for Secondary Education Mathematics Licensure Students [1]

Code	Title	Credits
EDU-3240	Secondary Methods in Mathematics and Computer Science	4
Total Credits		**4**

[1] A 3.0 cumulative GPA is required one semester prior to student teaching (EDU-4750 Student Teaching & EDU-4760 Student Teaching Seminar).

Approved Professional Educator Licensure Grade-Level Endorsements

Aurora University offers ISBE- and CAEP-approved licensure programs in:

Early Childhood Special Education with ESL/Bilingual Birth-Grade 2

Elementary Education 1-6

Secondary Education 9–12 - Content Areas of:

- Biology
- Chemistry
- English
- Mathematics
- Social Science-History

Special Education pre-K–age 21: Type 10 Learning Behavior Specialist 1 (LBS I)

Physical Education K–12: Type 10

Students who wish to add an endorsement to their 9-12 PEL (Professional Educator License) are required to make an appointment to meet with their advisor in the Center for Student Success to:

- receive information about the specific courses required by the State of Illinois;
- receive information about endorsements offered by Aurora University; and
- receive information about requirements and prerequisites.

Approved Endorsement Areas

Aurora University offers ISBE- and CAEP-approved endorsement areas in:

- Bilingual/ESL (can be added to elementary and secondary)
- Computer Science (secondary)
- English (secondary)
- Health Education
- Mathematics (secondary)
- Physical Education (K-12)

- Social Science-History (secondary)
- Special Education (may require additional semesters to complete; can be added to elementary and secondary)

Supplemental Endorsement Course Guidance

Due to new legislation passed at the end of December 2019 to help relieve the teacher shortage in the state of Illinois, teacher candidates now have the opportunity to add subsequent endorsements to their initial teaching PEL-Professional Educator License with 18-20 hours of content coursework in the endorsement area and a passing score on the ILTS exam required for the endorsement.

Required for an endorsement in Elementary Education plus the ILTS Content Test

Code	Title	Credits
EDU-2260	Learning Theories and Applications K-12	4
EDU-3330	Science Inquiry Methods	4
EDU-3360	Mathematics Methods	4
EDU-3365	Methods of Reading and Language Arts in Primary Grades	4
EDU-3380	Methods of Reading/Language Arts in Grades 3-6	4
Pass ILTS Elementary Education Content Test		
Total Credits		**20**

Required for an endorsement in Early Childhood plus the ILTS Content Test

Code	Title	Credits
ECS-2100	Child Growth and Development and the Social and Emotional Characteristics of the Young Child -- Birth to Age 8	4
ECS-3200	Observation and Assessment of the Young Child	2
ECS-3300	Collaborating With Families, Professionals, and the Community	2
ECS-3410	Methods and Practices for Preschoolers	2
ECS-3420	Methods of Teaching Early Reading and Writing	4
ECS-3430	Methods of Teaching Early Mathematical Thinking	2
ECS-3440	Methods of Teaching Early Science, Social Studies, and the Arts	2
Pass ILTS Early Choldhood Content Test		
Total Credits		**18**

Required for an endorsement in Special Education LBSI (K-21) plus the ILTS Content Test

Code	Title	Credits
SPED-2120	Characteristics and Identification of Disabilities and the Law	4
SPED-3750	Prosocial Skills and Challenging Behaviors	4
SPED-3820	Psychological Assessment of Students with Disabilities	4
SPED-4550	Reading Disabilities Theory and Interventions	4
SPED-4620	Collaboration Models for Inclusion	4
Pass ILTS Content Test		
Total Credits		**20**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] from each of the following categories:
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] from the following category:

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Retention Criteria

In order to enroll in student teaching, a teacher candidate must be fully admitted to the School of Education, must have a cumulative major GPA of 3.0, pass the Illinois State Board of Education (ISBE) Content Area Test, and have no outstanding dispositions. Candidates must demonstrate satisfactory progress, through completion of all required coursework and credit hours, including student teaching, successful completion of all Illinois State Board of Education Licensure exams, including successful completion of edTPA as determined by ISBE and Pearson, in order to be recommended for Professional Educator Licensure.

The School of Education is continuously redesigning its programs based on current research, state law and our conceptual framework. Students must be aware a mandated ISBE redesign may alter some of the requirements currently stated in this catalog, and programs are subject to newly adopted changes.

Social Work (BSW)

Bachelor of Social Work

This major is available on the Aurora, Woodstock, and George Williams College of Aurora University locations.

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

The Bachelor of Social Work degree is a four-year program accredited by the Council on Social Work Education. It is built on a strong liberal arts base that prepares students for beginning social work practice with communities, groups, families, and individuals in a variety of settings with diverse populations and problems. This program prepares students to pursue graduate study in social work and future professional licensure (regulated by state). Graduates of the BSW program are eligible to apply for advanced standing in the Aurora, AU Online or Woodstock Center MSW programs. Excellent scholarship in course and fieldwork is required to be eligible for advanced standing.

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

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

Career opportunities for graduates with a BSW degree cover a wide variety of social services in private and public agencies, working at micro, mezzo, and macro levels of social work practice. Examples of avenues for employment include general social services, addictions, health services and rehabilitation, child and family welfare, youth services, geriatric services, juvenile justice services, shelter services, and refugee resettlement.

BSW Social Work Generalist Curriculum

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

Field Instruction

Field instruction is an integral part of the BSW curriculum. Each BSW student secures field work in one agency where they receive instruction from a qualified, approved field Instructor holding an advanced degree. Students are required to complete a minimum of 450 clock hours over two semesters, which typically equates to 15 hours each week. Students are to be enrolled in SWK-4210 Field Instruction I and SWK-4220 Field Instruction II with co-requisite courses during their field experience. All BSW field students engage weekly to discuss their field learning with peers and their Field Liaison/Course Instructor through the field seminar course sequence.

Students completing a track must complete their field placement at a corresponding site. Students completing the Addictions Track must complete a minimum of 500 hours. In order to begin an addiction placement, students should have the first two track courses completed and meet with either the Addictions Track Coordinator or their designee.

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

Addictions Track

BSW students in the Addictions Track take three courses in the Addictions sequence as well as complete their BSW field placement in an addictions-approved agency. Students must clock an additional 50 hours of field work towards the addictions track (for a total of 500 hours). The following collection of courses satisfy track requirements. Note that a "B" or better in each course is required to utilize the courses toward the track.

Code	Title	Credits
SWK-2050	Drugs and Human Behavior: Substance Abuse Evaluation and Treatment	4

SWK-3750	Addictions Counseling I	4
SWK-4700	Addictions Counseling II	4
Total Credits		**12**

Upon successful completion of the track requirements, students are able to take the Illinois Alcohol and other Drug Abuse Counselor (CADC) examination for state licensure. The courses can be taken as part of the elective requirements for the BSW. The School of Social Work is accredited by the Illinois Certification Board (ICB) at the advanced accreditation level. This means students successfully completing our program will sit for the exam at the CADC level.

Coursework to assist with completion of Board registered Co-occurring Substance Use and Mental Health Disorders (CODP I) certificate is also available. A meeting with the Addictions Track Coordinator is required to enroll in the SWK-5600 Co-Occurring Substance Use and Mental Health Disorders (CODP I) course.

Note: It should be noted that completing this course without obtaining your CADC would NOT lead to qualification of the CODP I registration educational requirements. Obtaining the CADC is considered a prerequisite prior to obtaining the CODP I.

Child Welfare Track

The Child Welfare Track is available to BSW students and prepares students to enter the Child Welfare Profession with the primary focus on the safety of children and the preservation of the family. Students will learn how to work with vulnerable populations, address issues surrounding families in turmoil, the protection of children from abuse and neglect, preserving the family, and when necessary, finding temporary and permanent placements for children who cannot safely remain home or return to their biological homes. Aurora University has a University Partnership Agreement with The Illinois Department of Child and Family Services; through this partnership, specific child welfare-focused classes and child welfare Internship experiences, students are well prepared to enter the Child Welfare Profession. The following collection of courses satisfy track requirements. Note that a "B" or better in each course is required to utilize the courses toward the track.

Code	Title	Credits
SWK-3760	Effects of Trauma on Children	4
SWK-4720	Social Work With Vulnerable Children and Families	4
SWK-4725	Child Welfare Services	4
Total Credits		**12**

The track offers the opportunity to work with all aspects of the family and the child's environment. Coursework focuses on educating students regarding child welfare history, practice and theory, specific intervention skills while also challenging biases and assumptions regarding this vulnerable population.

Potential benefits of this track:

- Increased job opportunities due to specialized knowledge and training
- Students will build skills in applying social work theories and practice to issues being addressed in the child welfare field and in the Juvenile Court system.
- Upon graduation, students will be CWEL (Child Welfare Employee License) eligible, which will increase marketability in the Child Welfare Job force.

Practice areas are broad and may include employment in a private child welfare social service agency or potential employment with the Illinois Department of Children and Family Services as a Child Welfare Specialist. The child welfare track also provides a strong foundation for work outside of the direct child welfare field, for example, clinical trauma-focused work with children and families, court advocacy, CASA (court appointment Special Advocate) positions, and post-adoption work.

Full-Time/Part-Time Study

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

Advanced Standing for Graduate Work

Students who have earned a BSW degree at Aurora University or through other BSW programs accredited by the Council on Social Work Education and who have demonstrated excellence in scholarship in coursework and in the field are eligible to apply for advanced standing in the MSW program at Aurora University. If granted, advanced standing allows the student to apply BSW courses toward a maximum of 30 semester hours of the MSW degree. The MSW degree at Aurora University consists of 60 semester hours.

Admission to the BSW Program

Students must be admitted to the School of Social Work before beginning the social work coursework in the junior year. Students declare their intention to pursue social work as their major in their freshman and sophomore years and can begin taking 1000- and 2000-level social work classes prior to formal admission to the BSW program. Formal admission to the School of Social Work occurs during the fall or spring semester of the sophomore year. Applicants to the BSW program are expected to have completed approximately 60 semester hours of General Education coursework and have an overall grade point average of 2.50 on a 4.0 scale. Students must submit the required program application materials (obtained from the School of Social Work or online from the school's web page). The formal admission process may include an interview with a BSW faculty member once application materials are submitted. Students may apply for fall, spring, or summer admission. A criminal background check is required with the program application (cost is incurred by the student).

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

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

rights and well-being of clients and others to whom students relate in a professional role.

Statement of Criminal Background Notification

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

Transfer Credit

a. Experiential Credit: Academic credit for life experience and previous work experience may not be applied in lieu of any portion of the field practicum requirements, nor may it be substituted for any of the social work courses.
b. From a Community College: Students transferring with an associate of arts or science degree may be ready to start the social work curriculum provided they have completed sufficient General Education coursework that also serves as social work prerequisites/corequisites. Students transferring with an applied degree in human services or a specific area of the human services may apply their coursework toward general elective credit. Specific questions about transfer procedures should be directed to the Director of Transfer Admission in the Office of Admission.
c. From a CSWE-accredited BSW Program: Social work courses completed no more than five years before the date of the student's first enrollment in the BSW program and satisfying the social work generalist requirements may be substituted with the approval of the BSW Program Chair.

Program Requirements

Supportive Liberal Arts Requirements

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

Code	Title	Credits
PSY-1100	General Psychology (or suitable transfer course)	4
PSC-1300	Introduction to U.S. Government (or suitable transfer course)	4
SOC-1100	Introduction to Society (or suitable transfer course)	4

BSW Social Work Generalist Curriculum

Code	Title	Credits
Required Generalist Knowledge, Values and Skills Courses [1]		
SWK-2500	Survey of Contemporary Social Work	4
SWK-3140	Social Work with Groups	4
SWK-3150	Social Welfare: Institutions and Policy	4
SWK-3210	Human Behavior in the Social Environment I: Infancy to Adolescence	4
SWK-3400	Human Behavior in the Social Environment II: Adult Lifespan	4
SWK-4010	Social Work with Communities and Organizations	4
SWK-4110	Social Work Practice With Individuals [2]	4
SWK-4140	Social Work Practice With Families	4
SWK-4200	Research Methods in Social Work	4
Required Field Instruction [2]		
SWK-4210	Field Instruction I [2]	4
SWK-4220	Field Instruction II	4
Total Credits		**44**

1 Students are expected to maintain a cumulative grade point average of 2.80 in all social work coursework, along with an overall 2.5 GPA. Full regulations are contained in the BSW Handbook.
2 SWK-4210 Field Instruction I and SWK-4110 Social Work Practice With Individuals are taken concurrently.

Optional Coursework

Track in Addictions

(must obtain a "B" or better to utilize the courses toward this track)

Code	Title	Credits
SWK-2050	Drugs and Human Behavior: Substance Abuse Evaluation and Treatment	4
SWK-3750	Addictions Counseling I	4
SWK-4700	Addictions Counseling II	4
Total Credits		**12**

Track in Child Welfare

(must obtain a "B" or better to utilize the courses toward this track)

Code	Title	Credits
SWK-3760	Effects of Trauma on Children	4
SWK-4720	Social Work With Vulnerable Children and Families	4
SWK-4725	Child Welfare Services	4
Total Credits		**12**

Social Work Electives

Code	Title	Credits
SWK-2050	Drugs and Human Behavior: Substance Abuse Evaluation and Treatment	4
SWK-2150	Violence in America	4
SWK-3760	Effects of Trauma on Children	4
SWK-3810-9	Selected Topics in Social Work	4
SWK-4810-9	Selected Topics in Social Work	4
SWK-4710	Expressive Therapies for Children	4
SWK-4720	Social Work With Vulnerable Children and Families	4
SWK-4725	Child Welfare Services	4

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:

- At least 52 semester hours completed at a senior college.
- Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
- Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Criteria for Academic Performance

The BSW degree program requires all students enrolled in the program to earn a minimum cumulative grade point average of 2.5 in the three prerequisite liberal arts General Education supportive courses. In addition, students are expected to maintain a cumulative grade point average of 2.80 in all social work coursework. Full regulations are contained in the BSW Handbook.

Criteria for Personal/Professional Performance

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

Leave of Absence

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

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

Sociology (BA)

Bachelor of Arts

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

such broad scope and relevance for research, theory, and application of knowledge.

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

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

Upon completion of our program, students either choose to continue their education in graduate school or find employment in the following areas: social services— in rehabilitation, case management, group work with youth or the elderly, recreation, or administration; community planning and development—in fund-raising for social service organizations, nonprofits, or environmental groups; criminal justice—in law enforcement, probation, parole or other criminal justice work; private business—in advertising, marketing and consumer research, insurance, real estate, human resources, training, or sales; applied research—in social media, law firms, community organizations, and government; academic settings—in admissions, alumni relations, or advancement offices; health services—in family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions, and insurance companies; publishing, journalism, and public relations—in writing, research, and editing; public services at the federal, state, and local levels—in such areas as transportation, housing, agriculture, and labor; teaching—in elementary and secondary schools, in conjunction with appropriate certificate.

Program Requirements

Code	Title	Credits
Required Courses		
SOC-1100	Introduction to Society	4
SOC-3480	Globalization and Social Change	4
PSY-3500	Statistics in the Behavioral Sciences	4
or CRJ-3610	Research Methods	
SOC-4310	Seminar in Sociological Theory and Practice I	4
SOC-4320	Seminar in Sociological Theory and Practice II	4
Selected Courses		
Select 20 semester hours of the following: [1]		20
LTS-1200	Introduction to Latino Cultural Studies	
LTS-1300	Latinos and Latinas in the United States	
SOC-2150	Cultural Anthropology	
SOC-2250	Social Inequalities	
CRJ-2300	Criminology	
SOC-3200	Social Problems and Social Action	
SOC-3350	Race, Ethnicity, and Culture	
SOC-3430	Issues in the Study of Gender and Sexuality	
PSY-3450	Social Psychology	
SOC-3510	Human Rights and Responsibilities	
SOC-3570	Politics of Intimate Relations	
SOC-3700	Politics of Global Health and Medicine	
SOC-2810-9	Selected Topics in Sociology	
SOC-3810-9	Selected Topics in Sociology	
SOC-4810-9	Selected Topics in Sociology	
SOC-4980	Independent Study in Sociology	
Total Credits		**40**

[1] Must select at least 4 semester hours from courses numbered at the 3000-level or higher.

Highly Recommended Courses

Code	Title	Credits
MTH-2100	General Statistics	4
SOC-2940	Community Internship	2-4
SOC-3940	Sociology Internship	2-4
SOC-4940	Community Internship	2-4

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice

- IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
- Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
- Distribution Requirements
  Students will complete one approved course[1] *from each of the following categories:*
  - Artistic Literacy
  - Cultural Literacy
  - Human Inquiry
  - Scientific Inquiry

In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

- Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

Candidates will demonstrate:

a. Knowledge of sociological concepts and theories;
b. Empirical research skills;
c. Critical thinking and creative problem solving skills;
d. Communication skills – reading, comprehension, writing, speaking;
e. Assessment skills.

Spanish (BA)

Bachelor of Arts

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

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

Those students with sufficient experience or background in Spanish are encouraged to begin coursework at the 2000-level. The Elementary Spanish I course (SPN-1120 Elementary Spanish I) and Elementary Spanish II course (SPN-1220 Elementary Spanish II) do not count as part of the credits earned toward a major, but can be used for the Spanish minor.

Program Requirements

Code	Title	Credits
Required Courses		
SPN-2200	Intermediate Spanish I	4
SPN-2300	Intermediate Spanish II	4
SPN-3200	Advanced Spanish: Conversation and Phonetics	4
SPN-3300	Spanish Translation	4
SPN-4990	Spanish Capstone Seminar	4
Selected Courses		
Select 4 semester hours of the following:		4
SPN-3650	Language and Community Immersion	
SPN-3880	Travel Study in Spanish	
Select 12 semester hours of the following:		12
SPN-3450	Conversation and Culture Through Spanish Language Films	
SPN-3500	Advanced Spanish Literature	
SPN-3600	Latin American Civilization and Culture	
SPN-3800	Advanced Grammar and Composition in Spanish	
Other Courses		
Select 4 semester hours of the following:		4
LTS-1200	Introduction to Latino Cultural Studies	
LTS-1300	Latinos and Latinas in the United States	
ENG-2230	Introduction to U.S. Latino/a Literature	
HIS-3450	Latin American History	
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation

credit, and block credit, shall not count toward the residency requirement).

- Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
   - An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
   - Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

Upon completion of a minor or major area of study in a foreign language at AU, each student will:

a. Communicate in a grammatically correct manner (effective communication, intellectual development).

b. Demonstrate core knowledge related to areas such as literature, media, current events/topics (critical thinking, effective communication, responsible citizenship).

c. Demonstrate proficiency in using the second language (effective communication, discovery, reflection).

d. Identify realistic career goals and how speaking, writing, listening and reading in and with the Spanish language will assist them.

Spanish Minor

Program Requirements

Code	Title	Credits
SPN-1120	Elementary Spanish I [1]	4
SPN-1220	Elementary Spanish II [1]	4
SPN-2200	Intermediate Spanish I	4
SPN-2300	Intermediate Spanish II	4
Select any other 3000-level Spanish course		4
Total Credits		**20**

[1] Those students with sufficient experience or background in Spanish are encouraged to begin coursework at the 2000-level. These students will complete the 20 semester hours required for the minor through additional courses at the 3000-level or higher. Please see an academic advisor for details.

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Learning Outcomes

Upon completion of a minor or major area of study in a foreign language at AU, each student will:

a. Communicate in a grammatically correct manner (effective communication, intellectual development).

b. Demonstrate core knowledge related to areas such as literature, media, current events/topics (critical thinking, effective communication, responsible citizenship).

c. Demonstrate proficiency in using the second language (effective communication, discovery, reflection).

d. Identify realistic career goals and how speaking, writing, listening and reading in and with the Spanish language will assist them.

Special Education with ESL/Bilingual (BA)

Bachelor of Arts

The special education major with an endorsement in ESL/Bilingual seeks to prepare candidates to utilize a variety of theoretical and research-based practices to enable students with disabilities to reach their full potential. Moreover, candidates will gain experience in the varied settings and roles of the special educator, including expanding consulting and collaborative roles in the inclusive classroom. The major will allow candidates to complete all coursework for Illinois State Board of Education Professional Educator Licensure as a Learning Behavior Specialist I (LBS I) Ages 5-21 and earn an endorsement in ESL/Bilingual.

Licensure requires teachers to build a knowledge base to identify and intervene with students who exhibit a wide range of disabilities, including learning disabilities, cognitive impairments (intellectual disabilities and traumatic brain injury), autism, social/emotional disabilities, and physical disabilities/other health impaired. In addition, teacher candidates will have opportunities to work with K-12 students who are ESL and or bilingual speakers. Moreover, although the license will cover grades K–12 (or age 21 for some students), candidates will have a working knowledge of issues and strategies appropriate for the grades P–12. Furthermore, varied clinical practice and field experiences are considered an integral part of all courses so that the candidate can apply theory to practice and practice to theoretical conceptualizations. The field experiences culminate in a semester-long student teaching experience in special education.

In addition to the coursework, students will need to complete the following state tests to receive licensure as an LBS I Age 5-21: Learning Behavior Specialist I (#155 content area) and Special Education General Curriculum Test (#163 content area). Please note, the state requires two content area tests due to the K–12 span of curriculum covered by the licensure. A more recently added Illinois State Board of Education (ISBE) requirement is passage of the edTPA during the student teaching experience; passage of this assessment is now required for licensure in the state of Illinois. Please note, this assessment requires all students to pay a significant fee to take the assessment, therefore students should plan accordingly. Due to state requirements, this is a particularly challenging major, requiring significant coursework to cover all disability types and levels. While it is possible to complete the coursework in the four-year experience at Aurora University, timely completion will necessitate careful planning. During the freshman and sophomore years, candidates generally focus on completing their General Education requirements and begin their major by taking the introductory special education courses. The junior and senior years are devoted to upper-level special education courses that demonstrate the breadth of the Ages 5 to 21 years teaching experience and to allow the special educator to collaborate with the regular education teacher. While there is some flexibility in when university-wide General Education courses are taken, the order in which the special education courses must be taken is less flexible due to the fact that discipline knowledge builds over the span of the special education coursework. Additionally, some special education courses are offered only once per year. Again, candidates should keep in close contact with an advisor in the Crouse Center for Academic Advising and the Department Chair of Special Education in order to complete this major on schedule.

Admission to the Major

Admission to Aurora University does not guarantee admission to a major in the School of Education. Admission to the major requires that the student first be accepted into the School of Education.

Admission Criteria

To be accepted into the School of Education, teacher candidates are required to have completed a Criminal Background Check (CBC), TB Test, sign the Statement of Understanding for Initial Licensure Requirements, School of Education Application, and set up their ELIS (Educator Licensure Information System for Illinois). Please note that a cumulative major GPA of 3.0 and passing the ISBE Content area tests are prerequisites to student teaching and are required to be met one semester prior to student teaching.

Acceptance into the special education program requires a 3.0 average; the same guidelines for probationary status apply. If probationary status is granted, a formal review will be conducted by the Program Chair after completion of the first three courses, where progress toward a 3.0 average must be noted or the applicant will not be able to continue the program. This may necessitate retaking courses where the grade was less than a "B."

Program Requirements

Code	Title	Credits
Required Courses		
EDU-2110	Foundations of ESL and Bilingual Education	2
EDU-2140	Assessment of English Learners	4
EDU-3120	Methods and Materials for Teaching ESL	4
EDU-3150	Linguistics for Teaching English Language Learners	4
EDU-3170	Methods and Materials for Teaching in Bilingual Programs	4
SPED-2120	Characteristics and Identification of Disabilities and the Law [1]	4
SPED-3510	Diversity Studies for Teaching Ells and Students With Disabilities	4
SPED-3560	Literacy Learning for Students with Disabilities	4
SPED-3750	Prosocial Skills and Challenging Behaviors	4
SPED-3815	Strategies and Assistive Technology for Students With Low Incidence Disabilities [1]	4
SPED-3820	Psychological Assessment of Students with Disabilities [1]	4
SPED-4500	Mathematics and Science Methods for Students With Disabilities [1]	4
SPED-4550	Reading Disabilities Theory and Interventions [1]	4
SPED-4620	Collaboration Models for Inclusion [1]	4
SPED-4750	Student Teaching in Special Education	13
or SPED-4770	Student Teaching in Special and Elementary Education	

SPED-4760	Seminar for Student Teaching in Special Education	2
or SPED-4780	Student Teaching in Special and Elementary Education Seminar	
Total Credits		**69**

[1] A 3.0 GPA is required one semester prior to student teaching.

Additional General Education Courses Required for ISBE Licensure

There are general education requirements (beyond university requirements), based on ISBE Licensure requirements, which include:

Code	Title	Credits
A two-course sequence in mathematics:		
MTH-1210	Mathematics for Elementary Teachers I [1]	4
MTH-1220	Mathematics for Elementary Teachers II [1]	4
Three total science courses are required by ISBE, covering biology, physical sciences and earth science, with four-year Aurora University candidates taking the following courses:		
BIO-1150	Life Science for Educators [2]	3
NSM-1400	Earth and Space Science [2]	4
NSM-2500	Integrated Mathematics and Science for Teachers (or a physical science, such as chemistry or physics from another institution) [2,3]	4
HIS-1200	American History I (to 1877) [2]	4
or HIS-1210	American History II (since 1877)	

[1] Or their equivalent in upper-level mathematics coursework or passage of a proficiency test. Students who matriculate to Aurora University with advanced background in mathematics should talk with an advisor to ascertain if both or either of the above mathematics classes are required.

[2] Transfers may petition for other equivalencies; students are encouraged to talk with an advisor about science equivalencies.

[3] Or a physical science, such as chemistry or physics from another institution.

Retention Criteria

Teacher candidates should be aware that continuation in the special education major requires that candidates maintain a 3.0 grade point average in the major. Candidates will not be able to proceed to upper-level special education courses (those with prerequisites) if this grade point average is not sustained. Again, a probationary period may be extended, based on the recommendation of the candidate's advisor and the program chair. In order to enroll in student teaching, a teacher candidate must be fully admitted to the School of Education. Candidates must maintain a 3.0 grade point average in the major; pass the Illinois State Board of Education (ISBE) Content Area Test and have no outstanding dispositions issues.

The School of Education is continuously redesigning its programs based on current research, ISBE mandates, state law and the university's conceptual framework. All teacher candidates must be cognizant of the possibility that a redesign may alter requirements listed in the catalog and the program of study could be subjected to new required program changes.

Learning Outcomes

Teacher candidates completing the undergraduate program in Special Education with ESL/Bilingual will demonstrate:

a. Teacher candidates will demonstrate mastery of content knowledge for students in Pre-K-12 grades.
   i. Understands the central concepts, theory, and tools of inquiry in all content areas of Pre-K-12 education.
   ii. Understands how individuals grow, develop and learn and will provide learning opportunities that support the intellectual, social, emotional, and physical development of students Pre-K-12.
b. Teacher candidates will demonstrate the ability to plan instruction.
   i. Plans, implements varied instructional approaches in varying subject and evaluates integrated, conceptually sound, meaningful learning experiences; which may include appropriate uses of technology, for students Pre-K-12.
   ii. Understands and recognizes how students and families differ in their perspectives and approaches to learning and will create opportunities for collaboration, growth, and learning that are developmentally and culturally appropriate and adapted for students Pre-K-12.
c. Teacher candidates will demonstrate success in Clinical Field Placements.
   i. Demonstrates an ability to work effectively across all subjects in all grades, serving students (Pre-K-12), with varying abilities.
   ii. Use knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for every Pre-K-12 student.
d. Teacher candidates will demonstrate dispositions necessary for professional educators.
   i. Candidates are collaborative learners who continuously demonstrate knowledgeable, reflective and critical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies.

Special Education Minor

The minor in special education is designed to prepare regular education teachers to meet the needs of children with special needs in their classrooms. This minor will also enable regular education teachers to earn a subsequent endorsement in special education K-21 provided they earn a minimum grade of C in each course and earn a passing score on the ILTS LBS1 Content Test.

Program Requirements

Code	Title	Credits
Required Courses		
SPED-2120	Characteristics and Identification of Disabilities and the Law	4
SPED-3750	Prosocial Skills and Challenging Behaviors	4
SPED-3820	Psychological Assessment of Students with Disabilities	4
SPED-4550	Reading Disabilities Theory and Interventions	4

SPED-4620	Collaboration Models for Inclusion	4
Total Credits		**20**

Regulations Governing Minors

a. Minors at Aurora University are optional. They are not required for graduation.
b. A minor shall comprise a minimum of 18 semester hours.
c. At least 25% of the credits applied to a minor must be earned at AU.
d. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the Academic Dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
e. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
f. No "D" will apply toward minors.
g. A maximum of four (4) semester hours of credit/no credit coursework will apply toward a minor.

Sport Management (BA)

Bachelor of Arts

The sport management major is designed to provide professional preparation that develops competitive sport management leaders to meet the demands of a booming sport and recreation industry. The program prepares students through a comprehensive program of both theory and application. Students will study sport business concepts in the areas of management and organization, marketing and promotion, communication, legal issues, facilities, and media relations.

Program Requirements

Code	Title	Credits
Professional Core		
SPM-1610	Introduction to the Sport Industry and Career Explorations	4
SPM-2210	Sports in Society	4
SPM-2620	Sport Marketing and Sales	4
SPM-3045	Sport Law and Ethical Decision-Making	4
SPM-3640	Sport Finance and Budgeting	4
SPM-4115	Sport Management Capstone	4
SPM-4370	Facilities and Special Events	4
SPM-4945	Sport Management Internship	4
Professional Support Courses		
BUS-1020	Foundations of Management	4
MKT-2300	Principles of Marketing	4
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student

successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Students will be able to articulate a chosen career aspiration within sport management and the required skills and abilities to achieve that aspiration.
b. Students will be able to demonstrate an understanding of how regulations and laws are used to govern the field of sport management.
c. Students will be able to demonstrate the ability to utilize the skills needed to manage a sport facility and/or event.
d. Students will be able to apply marketing concepts used to develop successful sport marketing plans.

Theatre (BA)

Bachelor of Arts

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

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

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

Theatre students must be actively involved in productions presented by the department. Each theatre major must substantially participate in at least four main stage productions (and at least one of those must include backstage work). Quality of student participation will be gauged by theatre faculty and will be assessed as part of annual reviews. Students are also required to complete an annual review. For transfer students, the first review must be completed upon entry into the program. In these reviews, the students present audition monologues or portfolios. Faculty members work with the students to improve their presentation skills and discuss their progress in the program and their future goals. Students are also given the opportunity to provide feedback about the program. In their final semester, all majors complete an exit review as a final step toward future employment.

Program Requirements

Code	Title	Credits
Required Core Courses		
THE-1300	Introduction to Acting	4
THE-1500	Stagecraft I	4
THE-2210	Play Analysis	4
THE-3600	History of Theatre: Antiquity to Renaissance	4
THE-3610	History of Theatre: Restoration to Present	4
THE-3310	Directing	4
THE-4900	Senior Capstone Preparation	1
THE-4990	Senior Capstone Project	3
Selected Courses		
Select 12 semester hours of the following:		12
ART-2100	Introduction to Drawing	
THE-1310	Improvisation	
THE-2300	Scene Study for the Actor	
THE-2310	Voice and Movement for the Actor	
THE-2510	Design for the Stage	
THE-2630	Latinx Theatre	
THE-3300	Classical Acting	
THE-3500	Scenic Design	
THE-3520	Costume Design	
THE-3525	Lighting Design	
THE-3550	Stage Management	
THE-4500	Advanced Study in Design or Technical Theatre	
Total Credits		**40**

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.

c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

   In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*

     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Students will critically analyze and interpret theatrical texts and performances.
b. Students will demonstrate knowledge of theatre history and literature.
c. Students will develop and apply specific theatrical skills (including collaborative, technical, artistic, and analytical) in the theatrical process (classroom, rehearsal, and/or production).

Therapeutic Recreation (BS)

Bachelor of Science

According to the American Therapeutic Recreation Association (ATRA), recreational therapy or therapeutic recreation is "a treatment service designed to restore, remediate and rehabilitate a person's level of functioning and independence in life activities, to promote health and wellness as well as reduce or eliminate the activity limitations and restrictions to participation in life situations caused by an illness or disabling condition." Recreational therapists work with clients to restore motor, social and cognitive functioning, build confidence, develop coping skills, and integrate skills learned in treatment settings into community settings. Intervention areas vary widely and are based upon client interests. Examples of intervention modalities include creative arts (e.g., crafts, music, dance, drama, among others), sports, adventure programming, dance/movement, and leisure education.

A student majoring in therapeutic recreation will typically work with individuals to improve functioning by engaging them in the activities they love. As a health care profession, recreation therapy provides career opportunities to serve people with disabling conditions through a variety of leisure activities by maximizing their opportunities to participate in their communities, and thus impacting their overall quality of life. Graduates may find full-time, professional positions in long-term care settings, rehabilitation facilities, children's hospitals, substance abuse centers, psychiatric facilities, parks and recreation districts, as well as camp and wilderness settings. In order for a student to work as a Recreation Therapist, they must take the national exam to become a Certified Therapeutic Recreation Specialist (CTRS), which is administered by the National Council for Therapeutic Recreation Certification (NCTRC). The NCTRC is the primary credential employers require of recreation therapist. The curriculum at Aurora University was designed to prepare students to take the national exam to become a Certified Therapeutic Recreation Specialist (CTRS).

Program Requirements

Code	Title	Credits
Therapeutic Recreation Core Courses		
REC-2250	Therapeutic Recreation for Selected Populations	4
REC-2400	Recreation as a Therapeutic Intervention	4
REC-3335	Therapeutic Recreation Programming	4
REC-3340	Assessment and Documentation in Therapeutic Recreation	4
REC-3520	Facilitation Techniques in Therapeutic Recreation	4
REC-4360	Administration of Therapeutic Recreation	4
REC-4800	Therapeutic Recreation Internship	12
Required Support Courses		
BIO-2650	Essentials of Anatomy and Physiology	4
PSY-1100	General Psychology	4
PSY-3250	Lifespan Development	4
PSY-3660	Psychological Disorders	4
Total Credits		**52**

Suggested Elective Courses

Code	Title	Credits
BIO-1100	Medical Terminology	2
CSD-1010	Introduction to American Sign Language	4
HAS-3600	Animal Assisted Therapy	4

Undergraduate Degree Requirements

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

a. Completion of all requirements for an approved major (with no grades lower than "C").
b. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
   - At least 52 semester hours completed at a senior college.
   - Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
   - Upper-Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major and 15 semester hours must be completed at Aurora University.
c. Completion of all General Education requirements (with no grades lower than "C"), as follows:
   - Quantitative and Formal Reasoning competency requirement (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#satisfy-quantitative-reasoning-requirement)
   - ENG-1000 Introduction to Academic Writing
   - IDS-1200 Discover What Matters or IDS-3040 Global Justice
   - IDS-1150 First Year Experience - *Not required for Transfer or AU Online students)*
   - Satisfactory participation in the junior-year mentoring and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS-3500 Junior Mentoring Program I and IDS-3550 Junior Mentoring Program II - *Not required for ADC or AU Online students but may be designated electives for AU Online students admitted with fewer than 15 hours of transfer credit.)*
   - Distribution Requirements
     Students will complete one approved course[1] *from each of the following categories:*
     - Artistic Literacy
     - Cultural Literacy
     - Human Inquiry
     - Scientific Inquiry

     In addition to the above, ADC and Online students will also complete one approved course[1] *from the following category:*
     - Discovery and Reflection

[1] Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses (https://catalog.aurora.edu/regulations-policy-catalog/academic-regulations-procedures/general-education/#approved-courses-gen-ed-distribution) for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:
- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Courses with co-requisite laboratory components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

Learning Outcomes

a. Disability Awareness:
   - Students will demonstrate an understanding of different *disability types*.
   - Students will be able demonstrate and understanding of how to *create environmental adaptations to support inclusion.*
   - Students will be able to name different therapeutic recreation *modalities* beneficial to disability types.
   - Students will be able to demonstrate *empathy*, thus helping to understand the foundational underpinnings for therapeutic recreation services.
b. Assessment:
   - Students will be able to recognize the different therapeutic recreation *standardized assessment tools.*
   - Students will be able to effectively utilize *non-standardized assessments* to determine a therapeutic recreation plan.
c. Plan:
   - Students will be able to effectively plan a therapeutic recreation program.
d. Implement:
   - Students will be able to effectively implement a therapeutic recreation program based on goals and objectives utilizing an *activity analysis* for needed modifications.
e. Evaluate:
   - Students will be able to evaluate *client/participant outcomes* based on goals and objectives for a therapeutic recreation program.
f. Documentation:
   - Students will be able to demonstrate effective *S.O.A.P charting.*
   - Students will be able to demonstrate use of *narrative documentation* in relation to goal and objective attainment.

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.

Registered Behavior Technician (RBT) Certification

Code	Title	Credits
PSY-2100	Principles of Everyday Behavior	4
PSY-3210	Applied Behavior Analysis	4

PSY-4500	Behavioral Treatment for Children With Autism Spectrum Disorder	4
Total Credits		**12**

Forensic Psychology

Code	Title	Credits
SWK-2050	Drugs and Human Behavior: Substance Abuse Evaluation and Treatment	4
PSY-3660	Psychological Disorders	4
PSY-3810-9	Selected Topics in Psychology	4
Select one of the following:		**4**
CRJ-3340	Juvenile Justice	
CRJ-3710	Serial and Mass Murder	
CRJ-3720	Criminal Profiling	
Select 8 semester hours from the following:		**8**
CRJ-3940	Criminal Justice Internship	
CRJ-4940	Criminal Justice Internship	
PSY-3940	Psychology Internship	
PSY-4940	Psychology Internship	
Total Credits		**24**

Professional Graduate Study in Healthcare

Pre-Chiropractic Core Courses

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
or BIO-1310	Biology of Cells for Nursing	
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
BIO-2280	Microbiology	3
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
MTH-2320	General Statistics	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
PHY-2220 & 2220Z	General Physics II and General Physics II Laboratory	4
Total Credits		**47**

Pre-Dentistry Core Courses

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
or BIO-1310	Biology of Cells for Nursing	
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
BIO-2280	Microbiology	3
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-2420 & 2420Z	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	4
ENG-3020	Advanced Academic Writing	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
PHY-2220 & 2220Z	General Physics II and General Physics II Laboratory	4
Total Credits		**51**

Pre-Medicine Core Courses

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
or BIO-1310	Biology of Cells for Nursing	
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
BIO-2280	Microbiology	3
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-2420 & 2420Z	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
MTH-2210	Calculus and Analytic Geometry I	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
PHY-2220 & 2220Z	General Physics II and General Physics II Laboratory	4
PSY-1100	General Psychology	4
PSY-3250	Lifespan Development	4
SOC-1100	Introduction to Society	4
Total Credits		**63**

Pre-Occupational Therapy Core Courses

Code	Title	Credits
MTH-1100	College Algebra	4
MTH-2320	General Statistics	4
PSY-1100	General Psychology	4
PSY-3250	Lifespan Development	4
PSY-3660	Psychological Disorders	4
SOC-1100	Introduction to Society	4
Total Credits		**24**

Pre-Optometry Core Courses

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
or BIO-1310	Biology of Cells for Nursing	
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
BIO-2280	Microbiology	3
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
MTH-2210	Calculus and Analytic Geometry I	4
MTH-2320	General Statistics	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
PHY-2220 & 2220Z	General Physics II and General Physics II Laboratory	4
PSY-1100	General Psychology	4
Total Credits		**55**

Pre-Pharmacy Core Courses

Code	Title	Credits
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
or BIO-2280	Microbiology	
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-2420 & 2420Z	Organic Chemistry II and Organic Chemistry II Laboratory	4
COM-1560	Public Speaking	4
ECN-2030	Principles of Economics	4
ENG-3020	Advanced Academic Writing	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
MTH-2210	Calculus and Analytic Geometry I	4
MTH-2320	General Statistics	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
Total Credits		**52**

Pre-Physical Therapy Core Courses

Code	Title	Credits
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
MTH-2320	General Statistics	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
PHY-2220 & 2220Z	General Physics II and General Physics II Laboratory	4
PSY-1100	General Psychology	4
PSY-3250	Lifespan Development	4
Total Credits		**36**

Pre-Physician Assistant Core Courses

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
or BIO-1310	Biology of Cells for Nursing	
BIO-2280	Microbiology	3
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	4
ENG-3020	Advanced Academic Writing	4
MTH-1100	College Algebra	4
MTH-2320	General Statistics	4
PSY-1100	General Psychology	4
SOC-1100	Introduction to Society	4
Total Credits		**43**

Pre-Podiatry Core Courses

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
BIO-1220 & 1220Z	General Biology II and General Biology II Laboratory	4
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4

CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-2420 & 2420Z	Organic Chemistry II and Organic Chemistry II Laboratory	4
ENG-3020	Advanced Academic Writing	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
PHY-2220 & 2220Z	General Physics II and General Physics II Laboratory	4
Total Credits		**44**

Pre-Speech Language Pathology Courses

Code	Title	Credits
BIO-1210 & 1210Z	General Biology I and General Biology I Laboratory	4
CHM-1200 & 1200Z	Principles of Chemistry and Principles of Chemistry Laboratory	4
CSD-1100	Introduction to Communication Sciences and Disorders	4
CSD-2100	Phonetics	4
CSD-3100	Speech Language Development	4
CSD-3250	Introduction to Audiology	4
CSD-3260	Aural Rehabilitation	4
CSD-3400	Anatomy & Physio of Speech & Hearing	4
MTH-2320	General Statistics	4
PSY-1100	General Psychology	4
Total Credits		**40**

Pre-Veterinary Core Courses

Code	Title	Credits
CHM-1310 & 1310Z	General Chemistry I and General Chemistry I Laboratory	4
CHM-1320 & 1320Z	General Chemistry II and General Chemistry II Laboratory	4
CHM-2410 & 2410Z	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHM-3555 & 3555Z	Biochemistry and Biochemistry Laboratory	4
MTH-1100	College Algebra	4
MTH-1310	Precalculus	4
MTH-2320	General Statistics	4
PHY-2210 & 2210Z	General Physics I and General Physics I Laboratory	4
PHY-2220 & 2220Z	General Physics II and General Physics II Laboratory	4
Total Credits		**36**

Undergraduate 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
1810-19, 2810-19, 3810-19, 4810-19	Selected Topics
2830, 3830, 4830	Directed Study
3850, 4850	Workshop
2880, 3880	Travel Study
2940, 3940	Career Investigation Field Experience (internship)
4940	Career Application Field Experience (advanced internship)
2980, 3980, 4980	Independent Study

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

Course Numbering System

The course numbering system is comprised of three letters for the departmental program and four digits for the course number.

Course Level Definitions

Below 1000-level: Preparatory course; credit does not count toward graduation requirements.

1000-level: Designed as a foundation or introductory course primarily for first- or second-year students; typically there are no prerequisites. Open to all undergraduate students meeting all requisites. Upon successful completion of these courses, students will be expected to:

- demonstrate the ability to communicate course content effectively at the college level, orally and in writing; and
- fulfill course objectives related to content.

2000-level: Intermediate-level course or an introduction to a particular discipline. Students entering these courses are expected to possess foundational knowledge and skills consistent with successful completion of the first year of college. Open to all undergraduate students meeting all requisites. Upon successful completion of these courses, students will be expected to:

- write at a level exceeding first-year proficiency; and
- demonstrate skills of analysis and application in regard to course content.

3000-level: Designed to focus on specific topics, methods and approaches within a particular academic discipline. Typically designed for upper-class students. Open to sophomore-level and higher (30+ credits) undergraduate students meeting all requisites. Upon successful completion of these courses, students will be expected to:

- engage in critical thinking, reading and writing that is consistent with the academic discipline.

4000-level: Designed as advanced courses within a major or minor for upper-class students who meet appropriate prerequisites. Open to junior-level and higher (60+ credits) undergraduate students meeting all requisites. Students will be expected to synthesize, integrate and apply prior coursework to the academic discipline and professional field.

Courses bearing numbers in the 5000 series are open to advanced undergraduates who meet the prerequisites, or with permission from the program chair. Courses with 5000 numbers that are integral to undergraduate programs are listed by title following the undergraduate descriptions for each program. Courses bearing numbers in the 6000 series are open to graduate students only and courses bearing numbers 7000 and 8000 are open to doctoral students only.

Prerequisites

In most cases, prerequisites are expressed in terms of Aurora University courses that students are required to have completed before entering a given course. Except where noted, successful completion of a transfer course deemed by Aurora University to be equivalent to the prerequisite course is considered to meet prerequisite requirements. Faculty have established specific alternative means of meeting prerequisites (e.g., portfolio evaluation, placement test, or permission of instructor) as noted within the prerequisites for the course.

In all cases, prerequisites may be waived or modified by the Academic Dean responsible for a course or the Dean's designate. Aurora University recognizes that prerequisite learning may occur in many settings. If a student believes that their prior learning from non-college sources may have prepared them to succeed in advanced coursework, the student should contact the Academic Dean offering the course for information about waiver of prerequisites in specific instances.

Course Descriptions

A

- Accounting (ACC) (p. 137)
- Art (ART) (p. 138)

B

- Behavioral Neuroscience (NEU) (https://catalog.aurora.edu/undergraduate/course-descriptions/neu/)
- Biology (BIO) (p. 140)
- Black Studies (BST) (p. 145)
- Business (BUS) (p. 146)

C

- Chemistry (CHM) (p. 147)
- Communication (COM) (p. 149)
- Communication Sciences & Disorders (CSD) (p. 152)
- Computer Science (CSC) (p. 153)
- Criminal Justice (CRJ) (p. 156)
- Cybersecurity (CYB) (p. 159)

E

- Early Childhood Special Education (ECS) (p. 160)
- Economics (ECN) (p. 163)
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- Engineering Sciences (EGR) (p. 167)
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- Health Education (HED) (p. 176)
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I

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M

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- Social Work (SWK) (p. 209)
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T

- Theatre (THE) (p. 223)

W

- Writing (WRI) (p. 224)

Accounting (ACC)

ACC-1010 Fundamentals of Accounting (4 semester hours)
This course is an overview of accounting concepts used by managers in a business environment intended for non-accounting majors with no accounting background. Topics include accounting concepts, users of accounting information, elements and purpose of financial statements, budgeting and planning, internal control and basic financial analysis. Course emphasizes the use of Excel.

ACC-1810-9 Selected Topics in Accounting (Variable semester hours)
This course will address a specific area of study in accounting not already covered by other course offerings. Prerequisites vary by topic.

ACC-2010 Principles of Financial Accounting (4 semester hours)
This course addresses the study of the fundamental principles of financial accounting theory and practice, including the analysis of assets, liabilities and owners' equity accounts, allocation, estimation and accrual procedures for financial statement preparation.
Prerequisite(s): MTH-1100 or placement based on AU Mathematics Competency Examination or ACT Mathematics Subscore.

ACC-2020 Principles of Managerial Accounting (4 semester hours)
This course will help students understand and utilize financial statement information for decision making. Topics will include determining product costs, cost behavior, how volume effects cost, different approaches to profit reporting, and operational efficiency. Methods of budgeting, standard costing, and variance analysis will be discussed as it relates to product costing and measuring operational performance. Activity-based costing and the "just-in-time" philosophy will also be addressed.
Prerequisite(s): ACC-2010.

ACC-2810-9 Selected Topics (Variable semester hours)
This course will address a specific area of study in accounting not already covered by other course offerings. Prerequisites vary by topic.

ACC-3110 Intermediate Accounting I (4 semester hours)
This course addresses the study of accounting theory and practice as it relates to current assets, including monetary assets, receivables, and inventories. The standard setting process, the accrual process, present value applications, accounting for discontinued operations and extraordinary items, and the preparation of financial statements will also be examined. Additional topics include plant assets, intangible assets, current liabilities, bonds, and contingencies. Class work builds on previous coursework, facilitating self-discovery of knowledge, and the development of professional skills and attitudes. This course focuses on working through and resolving complex accounting problems in a professional manner.
Prerequisite(s): ACC-2010.

ACC-3120 Intermediate Accounting II (4 semester hours)
This course provides a study of accounting theory and practice as it relates to stockholder's equity, investments, revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes, cash flow, and full disclosure in the financial statements. Earnings per share for both simple and complex capital structures will also be examined. This course focuses on working through and resolving complex accounting problems in a professional manner.
Prerequisite(s): ACC-3110.

ACC-3210 Cost Accounting (4 semester hours)
This course applies general accounting principles to the analysis and interpretation of (material, labor, and overhead) costs for management decision making related to product cost systems, budgeting, and capital projects.
Prerequisite(s): ACC-2020.

ACC-3310 Federal and State Taxation of Individuals (4 semester hours)
This course addresses the study of individual income tax principles underlying filing status, personal exemptions, dependency, gross income, deductions for adjusted gross income, standard and itemized deductions, and income tax calculation. This is a hands-on course consisting of the preparation of various individual income tax returns using Form1040EZ, Form1040A, Form1040, and IL-1040. This course also includes voluntary income tax preparation for low income and elderly taxpayers.
Prerequisite(s): ACC-2010.

ACC-3320 Federal Taxation of Business Entities (4 semester hours)
This course provides a study of federal taxation of business entities of sole proprietorships, C corporations, partnerships, and S corporations. Federal gift and estate taxes and income taxation of trusts and estates will also be studied.
Prerequisite(s): ACC-2010.

ACC-3810-9 Selected Topics in Accounting (Variable semester hours)
This course will address a specific area of study in accounting not already covered by other course offerings. Prerequisites vary by topic.

ACC-4140 Advanced Accounting (4 semester hours)
This course provides a study of accounting principles as it relates to business combinations, segment and interim reporting, partnerships, governmental, and not-for-profit accounting.
Prerequisite(s): ACC-3120.

ACC-4410 Auditing (4 semester hours)
This course studies generally accepted auditing standards and procedures used in examining financial statements and supporting records, including the auditor's responsibilities to third parties, the evaluation of the client's internal control, and the ethics of the profession. Particular emphasis is placed upon the auditing of cash, accounts and notes receivable, prepaid expenses, inventory, property, plant and equipment, current liabilities, long-term liabilities, and stockholder's equity. Electronic auditing will also be reviewed.
Prerequisite(s): MTH-2100; ACC-3120.

ACC-4540 Advanced Auditing (4 semester hours)
Building on ACC4410 "Auditing," this course provides an in-depth study of assurance, attestation, and auditing fundamentals for future accounting 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 in auditing, and the basis and choice of various audit opinions.
Prerequisite(s): ACC-4410.

ACC-4600 Accounting Research (4 semester hours)
Students will research and analyze US GAAP, SEC filings, and company financial statements. Multiple professional research tools, including the FASB Codification Research System and the Internal Revenue Code, will be utilized to further student understanding of advanced accounting topics.
Prerequisite(s): ACC-3120; ACC-3310.

ACC-4810-9 Selected Topics (Variable semester hours)
This course will address a specific area of study in accounting not already covered by other course offerings. Prerequisites vary by topic.

ACC-4940 Accounting Internship (4 semester hours)
Students will have the opportunity to embark on new related experiential learning opportunities through the use of general elective accounting internships. Students will work with an internship coordinator to identify an organization where they can gain pragmatic accounting skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator, and faculty member. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours. Open to accounting majors only. Letter grading applies.
Prerequisite(s): Junior standing; Instructor permission.

Art (ART)

ART-1000 Art Appreciation (4 semester hours)
This course is designed to encourage an understanding and appreciation of the visual arts through a study of their theory, history, and mechanics. The course includes a survey of the major developments in the visual arts and their respective aesthetic criteria, from Classical Greece to the present.

ART-1020 Around the World in 80 Masterpieces (4 semester hours)
What is art? What makes a work of art great? How does art create and communicate meaning? Through the exploration of 80 masterworks of art and architecture from around the world, this course is designed to develop an understanding and appreciation of the visual arts, including the theory, history, and mechanics behind great works of art.

ART-1210 Two-Dimensional Design (4 semester hours)
Introductory course that examines, manipulates, and critically evaluates the visual and conceptual properties of two-dimensional art. Designed to heighten aesthetic appreciation and serve as an introduction for those who wish further study of painting, drawing, or graphic design.
Additional fee required

ART-1310 Three-Dimensional Design (4 semester hours)
This introductory course examines, manipulates, and critically evaluates the visual and conceptual properties of three-dimensional art. The course is designed to heighten aesthetic appreciation and serve as an introduction for those who wish to further study three-dimensional design or sculpture.
Additional fee required

ART-1810-9 Selected Topics in Art (Variable semester hours)
This course will address a specific area of study in art not already covered by other course offerings. Prerequisites vary by topic.

ART-2100 Introduction to Drawing (4 semester hours)
This course is an introduction to the techniques of drawing with emphasis on representation and pictorial composition.
Additional fee required

ART-2120 Figure Drawing (4 semester hours)
Figure Drawing is a multi-level course in observational drawing that focuses on drawing the human figure and the space surrounding the figure. A nude or dressed model is scheduled to be present in each class designated for studio drawing. Students will develop familiarity with drawing materials and methods. Simultaneously, students will be challenged to develop and engage their own subject matter within the language of drawing and in the context of historical and contemporary artists. Figure Drawing will also introduce students to skeletal and muscular landmarks on the human body. A museum visit, slide lectures, and group discussions will supplement the class.
Additional fee required

ART-2200 Color (4 semester hours)
Color introduces students of all disciplines to ways of perceiving, understanding, and applying color. Students will investigate (1) the interaction of color and color phenomena, (2) how color signals specific ideas in historical and cultural contexts, and (3) color's subjective timbre.
Additional fee required

ART-2300 Art and the Environment (4 semester hours)
In this class, students will explore and create ecologically motivated art. In order to expand their understanding of the relationship between art and major environmental issues and to investigate how art can raise awareness about environmental concerns, students will experience the history of this art movement and current eco artists, critically analyze relevant readings, and create their own artistic works. Art areas will include painting, illustration, sculpture, earthworks, photography, mixed media, found objects, and installation art.

ART-2500 Art History: Prehistoric to Medieval (4 semester hours)
This course is a survey of visual art from Prehistory to 1400. It is a course designed to develop an understanding of major developments in the visual arts and the relationship of those developments to the cultures that produced them.

ART-2510 Introduction to Painting (4 semester hours)
This course brings together the disciplines of drawing, design, color theory, and painting technique to help students learn to manipulate the tools and materials of painting media.
Additional fee required

ART-2530 Native American Art (4 semester hours)
This course is designed to give a broad understanding of the art of the indigenous people of North America from prehistoric petroglyphs to contemporary artists such as Jeaune-Quick-to-See-Smith. An attempt is made to examine these arts in a cultural context, focusing upon the religious, socio-economic, and political environments in which they were produced, particularly westward expansion. Art representing many tribes from all culture areas will be the subject of study. Many artifacts from the Aurora University Schingoethe Museum will be the subject of research. Field trips to local museums will be incorporated into the course.

ART-2540 Art and Power (4 semester hours)
Art and architecture are often used to express power. Those in power, whether individuals or institutions, manipulate images, build and destroy monuments to power and ambition, and sponsor art that reveals values and power relationships. Through detailed study of works of art and architecture related to power or the lack of power, this course explores how expressions of power in art and architecture affect society and historical events and how modern concerns about propaganda, media, and manipulation color our own approach to the art and architecture of the past.

ART-2600 Art History: Renaissance to Contemporary (4 semester hours)
This course is a survey of visual art from the Renaissance to the present. It is a course designed to develop an understanding of major developments in the visual arts and the relationship of those developments to the cultures that produced them.

ART-2610 Introduction to Sculpture (4 semester hours)
This course is an introduction to some of the basic sculptural techniques and media as applied to the visual and conceptual properties of three-dimensional art.

ART-2620 Art and Death (4 semester hours)
While all people share the common experience of death, different cultures around the world think of death in unique and varied ways that have shaped their art and architecture. Societies and individuals express ideas about death using a wide range of objects, images, and structures to connote the shared human experiences of aging, dying, grieving, and commemorating. Through detailed study of works of art related to death, dying, and remembering, this course promotes a deeper understanding of how images and monuments function in both the past and the present.

ART-2670 Introduction to Digital Photography (4 semester hours)
This course is an introduction to the aesthetics and practice of photography, the history of photography, and its place in contemporary culture. Students learn the mechanics of digital black and white photography, explore the written and visual history of photographic movements and major artists, and create a portfolio of original work and an accompanying paper integrating a personal photographic style and vision with historical and contemporary photographic art. Access to a digital camera with manual exposure adjustments is required (see the Instructor for details) and students must purchase some materials, such as digital printing paper and a flash memory drive.
Additional fee required

ART-2810-9 Selected Topics in Art (Variable semester hours)
This course will address a specific area of study in art not already covered by other course offerings. Prerequisites vary by topic.

ART-3110 Intermediate Drawing (4 semester hours)
This course provides a further study of representation and pictorial composition in conjunction with experimentation with the various drawing media.
Prerequisite(s): ART-2100 or portfolio review.

Additional fee required

ART-3200 Intermediate Sculpture (4 semester hours)
This course provides a further study of sculptural techniques and media as applied to the visual and conceptual properties of three-dimensional art.
Prerequisite(s): ART-2610 or portfolio review.

Additional fee required

ART-3360 Renaissance and Revival (4 semester hours)
History is punctuated by periods of rebirth and renewal. The energy characterized by such periods is illustrated in material culture and, in particular, in the visual arts. This course explores the idea of renaissance in art and history and its visual manifestations. Topics covered include the Carolingian Renovation, the Italian Renaissance, Neoclassicism and the revivals of the 19th century, and the Harlem Renaissance of the 20th century.
Prerequisite(s): Complete either one prior college-level course in History or one of the following courses in Art History: ART-1000, ART-1020, ART-2300, ART-2500, ART-2540, ART-2530, ART-2600, ART-2620, ART-3450, or REL-3450.

ART-3400 Intermediate Digital Photography (4 semester hours)
Building on technical skills and aesthetic sensibilities developed in the introductory course, students continue to explore digital photography through color. This course explores creative use of color theory and digital workflow. Skill sets acquired in ART2670 are expanded with emphasis on personal, creative, and thematic projects. Access to a digital camera with manual exposure adjustments is required (see Instructor for details) and students must purchase some materials such as digital printing paper and portfolio products.
Prerequisite(s): ART-2670.

Additional fee required

ART-3450 Icons and Idols (4 semester hours)
What is the difference between an icon and an idol? How does religious imagery function in the unique traditions of Christianity, Islam, Buddhism, Hinduism and other world religions? Icons and Idols takes a critical approach to visual representation, treating image-objects across cultures, times and systems of belief to promote a greater understanding of both visual culture and its informing religions. Readings range from Plato and the Old Testament to contemporary criticism. Prior study of art history and/or religion is recommended, but not required.
Prerequisite(s): Complete either one prior college-level course in Religion or one of the following courses in Art History: ART-1000, ART-1020, ART-2300, ART-2500, ART-2540, ART-2530, ART-2600, ART-2620, ART-3360, or HIS-3360.

ART-3510 Intermediate Painting (4 semester hours)
This course provides a further study of painting media in a wider range of uses and forms of expression.
Prerequisite(s): ART-2510 or portfolio review.

Additional fee required

ART-3540 Photography and Society (4 semester hours)
This course traces the technical and aesthetic development of photography as both cultural phenomenon and art form and explores the ways in which it has reshaped human civilization since its invention in 1839. Emphasis will be placed on viewing and discussing photography as a social medium, examining how contemporary photography-based journalists, documentarians, and artists visually address critical global issues in the 21st century.

ART-3810-9 Selected Topics in Art (Variable semester hours)
This course will address a specific area of study in art not already covered by other course offerings. Prerequisites vary by topic.

ART-4100 Advanced Drawing (4 semester hours)
This course offers further intensive experimentation with selected drawing media.
Prerequisite(s): ART-3110 or portfolio review.

Additional fee required

ART-4200 Advanced Sculpture (4 semester hours)
This course offers further intensive experimentation with selected sculpture media.
Prerequisite(s): ART-3200 or portfolio review.

Additional fee required

ART-4400 Advanced Digital Photography (4 semester hours)
This course covers advanced digital photography and imaging with an emphasis on developing and enhancing individual student skills. Students will create portfolios of original work demonstrating mastery of the technical and aesthetic approaches of the course, developing themes and approaches through an extended series of large-format images suitable for exhibition.
Prerequisite(s): ART-2670; ART-3400.

Additional fee required

ART-4510 Advanced Painting (4 semester hours)
This course offers further intensive experimentation with selected painting media.
Prerequisite(s): ART-3510 or portfolio review.

Additional fee required

ART-4810-9 Selected Topics in Art (Variable semester hours)
This course will address a specific area of study in art not already covered by other course offerings. Prerequisites vary by topic.

ART-4910 Senior Seminar Preparation (2 semester hours)
This course is designed to help the graduating art student prepare and organize a capstone project/exhibition. Open to art majors only.
Prerequisite(s): Senior standing.

ART-4920 Senior Seminar (2 semester hours)
This is a capstone course that allows a student to demonstrate comprehensive knowledge and skills expected of an art major at the conclusion of their program of study. Written and oral critique will verify the student's ability to verbalize aesthetic concepts. The student will present a public exhibit of their creative work which will include responsibility for all aspects of hanging and presenting their work.
Prerequisite(s): ART-4910.

ART-4940 Art Internship (1-4 semester hours)
An advanced academic internship experience for credit requires the student to be at least a junior in standing, although individual programs may require senior 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. Regular tuition is charged, and additional fees may apply.

Biology (BIO)

BIO-1060 Human Biology (4 semester hours)
The course examines the human organism and the impact of modern biology and medical discoveries on humans. Topics covered include anatomy/physiology, immunity, reproduction, development, genetics, and the relationship between humans and their environment. Laboratory experiences are incorporated into the course where appropriate.

BIO-1100 Medical Terminology (2 semester hours)
This course is designed to teach word roots, combining forms, suffixes, and prefixes to develop an understanding of health care terms. Definitions, spelling and the use of correct abbreviations are emphasized. The course content is organized around body systems and emphasizes terminology and applications related to the health and fitness career fields.

BIO-1150 Life Science for Educators (3 semester hours)
This course surveys the major principles of life science for those majoring in elementary, middle school or special education. Topics include evolution, the diversity of life, ecology, cell biology and inheritance.
Co/prerequisite(s): BIO-1150Z.

BIO-1150Z Life Science for Educators Laboratory (1 semester hours)
Laboratory experiences will include exercises that enhance content understanding, and will focus on the pedagogy of life science.
Co/prerequisite(s): BIO-1150.

Additional fee required

BIO-1210 General Biology I (3 semester hours)
This course studies the cell as the basic unit of biology. Topics include structure and roles of biologically important molecules, prokaryote and eukaryote cell structure, concepts of metabolism and energy flow, enzymes, photosynthesis, ATP production, cell reproduction, molecular genetics, and the principles of Mendelian genetics.
Co/prerequisite(s): BIO-1210Z.

BIO-1210Z General Biology I Laboratory (1 semester hours)
The laboratory will explore the biological methods, techniques, and practices that support the lecture topics of cell and molecular biology.
Co/prerequisite(s): BIO-1210.

Additional fee required

BIO-1220 General Biology II (3 semester hours)
This course studies the levels of the biological hierarchy above the level of the individual organism. Topics include microevolution and natural selection, macroevolution, the history and diversity of life, and ecological principles.
Co/prerequisite(s): BIO-1220Z.

BIO-1220Z General Biology II Laboratory (1 semester hours)
The laboratory will explore the biological methods, techniques, and practices that support the lecture topics of evolution, diversity, and ecology.
Co/prerequisite(s): BIO-1220.

Additional fee required

BIO-1310 Biology of Cells for Nursing (4 semester hours)
This course studies the cell as the basic unit of biology. Topics include structure and roles of biologically important molecules; prokaryote and eukaryote cell structure; concepts of metabolism and energy flow; enzymes; photosynthesis; ATP production; cell reproduction; molecular genetics; and the principles of Mendelian genetics. This course is designed for students interested in nursing.

BIO-1810-9 Selected Topics in Biology (Variable semester hours)
This course will address a specific area of study in biology not already covered by other course offerings. Prerequisites vary by topic.

BIO-2080 Nutrition and Health Promotion (4 semester hours)
This course is intended to provide an understanding of basic nutritional science and dietetics to students with a limited nutrition background. This will be accomplished though exploration of fundamental concepts of nutrition, health, and wellness with special focus on contemporary issues and personal application. Topics covered include the principles of diet planning, government standards, and food labeling; the biological functions and food sources of each nutrient; energy balance, weight management, and physical activity; the role of nutrition in health, disease, and lifespan development; food safety issues; and nutrition pseudoscience, misinformation, and current controversies.

BIO-2200 Humans and the Environment (4 semester hours)
This course provides students with an overview of the relationship between humans and their environment, and to the environmental problems that we face. Topics include human population growth, pollution, climate change, energy use, and loss of biodiversity, along with emerging contemporary issues. Implications and potential solutions will be discussed.

BIO-2250 Local Ecosystems (4 semester hours)
This course introduces students to the variety of ecosystems in our local region, and to the ways that these systems impact and are impacted by humans. Students will learn about characteristics of these ecosystems, as well as gain introductory experience in identifying local flora and fauna. Exploration of local prairies, woodlands, and aquatic systems will be an important component of this course, as well as a field trip to the Aurora University George Williams College Campus on Geneva Lake in Wisconsin. A lab fee to cover the costs of field trips is included.
Prerequisite(s): BIO-2200 or NSM-1400.

Additional fee required

BIO-2280 Microbiology (3 semester hours)
This course covers principles and techniques of microbiology. Topics include the structure and life cycles of bacteria, viruses, protists, fungi, parasitic worms, characteristics of the major groups of bacteria, bacterial growth and metabolism, microbial genetics and pathogenesis, epidemiology, and selected infectious diseases.
Prerequisite(s): BIO-1210 or BIO-1310 with a grade of "C" or better

Corequisite(s): BIO-2280Z.

Additional fee required

BIO-2280Z Microbiology Laboratory (1 semester hours)
Laboratory experiences for Microbiology include microscopy and staining techniques, bacterial culture, control of microbes, and identification of microbes using metabolic and morphologic characteristics plus selected topics. Aditional fee applies.
Prerequisite(s): Take BIO-1210 and BIO-1210Z with a grade of "C" or higher

Corequisite(s): BIO-2280.

Additional fee required

BIO-2300 Introduction to Zoology (3 semester hours)
This course will examine the diversity and organ systems of animals, using a comparative approach. Topics include the classification and phylogeny of the major animal groups, the structure and function of animal organ systems, and the ways in which animals are adapted to their environments.
Prerequisite(s): BIO-1210 and BIO-1210Z or BIO-1310 with a grade of "C" or better; BIO-1220 with a grade of "C" or better; BIO-1220Z with a grade of "C" or better.

Co/prerequisite(s): BIO-2300Z.

BIO-2300Z Introduction to Zoology Laboratory (1 semester hours)
Laboratory experiences for Introduction to Zoology are designed to support the content presented in lecture and provide hands-on experience with representative body systems, animals, and biological techniques. It is strongly recommended that this course is taken along with BIO-2300 Introduction to Zoology lecture.
Prerequisite(s): BIO-1210 and BIO-1210Z or BIO-1310 with a grade of "C" or better; BIO-1220 with a grade of "C" or better; BIO-1220Z with a grade of "C" or better.

Co/prerequisite(s): BIO-2300.

Additional fee required

BIO-2350 Introduction to Botany (3 semester hours)
This course will examine the diversity and organ systems of "plants," using a comparative approach. Topics include the classification and phylogeny of the major photosynthetic groups (cyanobacteria, algae, and plants) as well as the heterotrophic fungi, characteristics of selected angiosperm families, the structure and function of plant and fungal organ systems, and the ways in which plants and fungi are adapted to their environments.
Prerequisite(s): BIO-1210 and BIO-1210Z or BIO-1310 with a grade of "C" or better; BIO-1220 with a grade of "C" or better; BIO-1220Z with a grade of "C" or better

Co/prerequisite(s): BIO-2350Z.

BIO-2350Z Introduction to Botany Laboratory (1 semester hours)
Laboratory experiences for Introduction to Botany are designed to support the content presented in lecture and provide hands-on experience with representative botanical specimens, body systems, and biological techniques. It is strongly recommended that this course is taken along with BIO 2350, Introduction to Botany lecture.
Prerequisite(s): BIO-1210 and BIO-1210Z or BIO-1310 with a grade of "C" or better; BIO-1220 with a grade of "C" or better; BIO-1220Z with a grade of "C" or better

Co/prerequisite(s): BIO-2350.

Additional fee required

BIO-2650 Essentials of Anatomy and Physiology (4 semester hours)
This course explores the interrelationship between structure and function in the human body at the macro, micro, and cellular levels, with an emphasis on how physiological mechanisms operate to maintain homeostasis. Topics include tissues, thermoregulation, and the major body systems (i.e., integumentary, skeletal, muscular, nervous, endocrine, cardiac, respiratory, digestive, renal, and reproductive). Laboratory experiences will reinforce lecture material through the use of models, dissection and various modes of technology. Registration Note: Credit WILL NOT be given for this course and BIO-2660 and/or BIO-2670.

BIO-2660 Anatomy and Physiology I (4 semester hours)
This course is the first of a two-course sequence that provides a detailed study of the relationship between structure and function of the human organism. Topics include physical and chemical principles related to the major organ systems, including integumentary, muscular, skeletal, nervous, and the sensory systems. Laboratory experiences for Anatomy and Physiology I will reinforce lecture material through the use of models, dissection, and various modes of technology. Note: Credit WILL NOT be given for this course and BIO-2650.
Additional fee required

BIO-2670 Anatomy and Physiology II (4 semester hours)
This course is the second of a two-course sequence that provides a detailed study of the relationship between structure and function of the human organism. Topics include the endocrine, digestive, respiratory, cardiovascular, immune, reproductive, and urinary systems, with discussion of acid-base and electrolyte balance. Laboratory experiences for Anatomy and Physiology II will reinforce lecture material through the use of models, dissection, and various modes of technology. Note: Credit WILL NOT be given for this course and BIO-2650.
Prerequisite(s): BIO-2660 with a grade of "C" or better.

Additional fee required

BIO-2810-9 Selected Topics in Biology (Variable semester hours)
This course will address a specific area of study in biology not already covered by other course offerings. Prerequisites vary by topic.

BIO-3040 Immunology (4 semester hours)
This course explores the principles and applications of immunology. Topics include the anatomy, physiology, and genetics of the immune system, the cellular, and antibody response to various infectious organisms (i.e., bacteria, viruses, fungi, protozoa, and parasitic worms), and the immune response to tumors. In addition, immune disorders, including hypersensitivity, allergy, autoimmunity, and immune deficiency will be discussed. Immunologic techniques will be discussed, studied in the laboratory, and applications to research, testing, and diagnosis will be covered.
Prerequisite(s): BIO-2300 and BIO-2300Z or BIO-2670.

Additional fee required

BIO-3100 Human Physiology (4 semester hours)
This course covers the fundamentals of human physiology from a homeostatic perspective, emphasizing the intrinsic and extrinsic control of body systems. Topics include membrane and neuronal physiology, fluid and acid-base balance, energy balance, and temperature control, as well as the physiology of the nervous, musculoskeletal, cardiac, immune, respiratory, urinary, digestive, endocrine, and reproductive systems.
Prerequisite(s): BIO-2670.

BIO-3150 Invertebrate Zoology (4 semester hours)
This course provides an in-depth survey of the protozoa and invertebrate animals. Topics include taxonomic classification, key characteristics, body systems, and evolutionary innovations of each invertebrate group studied, using a comparative approach. Laboratory will involve detailed observations of select invertebrates (with emphasis on identification and classification) through behavioral, microscopy, dissection, and field techniques.
Prerequisite(s): BIO-2300; BIO-2300Z.

Additional fee required

BIO-3240 Biomechanics (4 semester hours)
This course gives students greater insight into the biomechanical design of human skeletal muscles and their interactions with the skeletal system. Biomechanics emphasizes the investigation and application of mechanical principles to the study of human motion and the motion of sport objects. Students will learn systematic approaches for the qualitative and quantitative analysis of the human body as it engages in motor activities. This course begins by developing the students' knowledge in several topics related to physics of motion as it relates to sports movement.
Prerequisite(s): PED-3215 or PED-3210.

BIO-3250 Vertebrate Zoology (4 semester hours)
This course provides an in-depth survey of the vertebrate animals beginning with fishes and ending with mammals. Emphasis will be placed on identification and evolution of vertebrates, comparative physiology, and descriptions of key characteristics and evolutionary innovations of the vertebrate classes, using a comparative approach. Laboratory will involve detailed observations of select vertebrates through behavioral observation, microscopy, dissection, and field techniques.
Prerequisite(s): BIO-2300; BIO-2300Z.

Additional fee required

BIO-3260 Systematic Botany (4 semester hours)
This course will examine the morphology and anatomy of the vascular plants, with an emphasis on the characteristics of major families to aid in the diagnostic identification of plant taxa. Topics include a comprehensive overview of vascular plant phylogeny through various lines of taxonomic evidence (e.g., morphology, anatomy, embryology, chromosomes, palynology, secondary plant compounds, proteins, and DNA), the history of plant classification and botanical nomenclature, and the interactions between humans and plants. Laboratory will involve detailed observations of plant morphology and anatomy, as well as field and herbarium methods.
Prerequisite(s): BIO-2350; BIO-2350Z.

Additional fee required

BIO-3270 Plant Physiology (4 semester hours)
This course will examine the functional and related structural aspects of vascular plants. Topics include transport and translocation of water and solutes; mineral nutrient requirements (including deficiency symptoms and availability from soil); biochemistry and metabolism of photosynthesis and respiration, plant regulators; and growth and development (with plant movements and responses to light and temperature). Laboratory will involve short- and long-term experiments in controlled conditions that explore physiological concepts.
Prerequisite(s): BIO-2350; BIO-2350Z.

Additional fee required

BIO-3360 Biogerontology (4 semester hours)
This course provides an in-depth exploration of the biology of aging in humans and distinguishes pathophysiological conditions from "normal aging." Topics include theories of aging and how nutrition, exercise, stress, and social interaction affect aging. Students will have the opportunity to conduct service-learning projects with older adults at long-term care facilities.
Prerequisite(s): BIO-1060 or BIO-2650 or BIO-2670.

BIO-3370 Conservation Biology (4 semester hours)
This course provides an introduction to conservation biology and conservation practice. Topics include the earth's biological diversity, threats to its biological diversity, how threats influence populations and species, and solutions to dealing with those threats. Laboratory experiences will provide opportunities to apply lecture material, and include both conservation management methods and fieldwork at local nature reserves to give students the opportunity for real-world application of conservation techniques.
Prerequisite(s): BIO-2300; BIO-2300Z; BIO-2350; BIO-2350Z; Highly Recommended BIO-3510.

Additional fee required

BIO-3400 Genetics (4 semester hours)
This course provides an in-depth analysis of both transmission and molecular genetics. Topics include the sources of genetic variation, Mendelian inheritance, chromosomal transmission, DNA structure and function, gene expression, gene mapping, bioinformatics, and the interaction between genetics and society.
Prerequisite(s): BIO-1210 and BIO-1210Z or BIO-1310 with "C" or better; MTH-1100.

BIO-3410 Global Environmental History (4 semester hours)
This course offers an introduction to global environmental history, focusing on the past two centuries -- since the Industrial Revolution- when population growth and technological change have accelerated dramatically, transforming humans' place within and ideas about the natural world. Students will encounter a range of debates, readings, films, and other sources that offer vital perspectives on the planet's most pivotal contemporary challenges while also sharpening their reading, writing, speaking, and critical thinking skills in the process.

BIO-3450 Advanced Cell Biology (4 semester hours)
This course examines the integration of structure and function of living things on the cellular level. Topics include cell physiology and energetics, molecular biology, and contemporary problems in cell biology, immunology, and developmental biology. Research methods and primary literature will be discussed.
Prerequisite(s): BIO-3400; CHM-1320; CHM-1320Z.

BIO-3460 Sports Nutrition (4 semester hours)
This course will examine the different physiological relationships between nutrition and exercise. Emphasis is placed on the body's metabolic response to a wide range of stresses that occur in different sports. This course will examine the different physiological relationships between nutrition and exercise. Emphasis is placed on the body's metabolic response to a wide range of stresses that occur in different sports and activities, at different intensities, and within different environments. Macro and micronutrients and their respective roles in energy production and the development of improved athletic performance are discussed in detail. In addition, this course will study those methods of assessing an athlete's nutritional needs and status.
Prerequisite(s): BIO-1060 or BIO-2650 or BIO-2660.

BIO-3510 Ecology (3 semester hours)
This course includes ecological principles and the interactions of organisms with their environment (living and non-living). Topics include climate, soils, aquatic and marine environments, an organism's relationship to its environment, population ecology, species interactions, community ecology, and ecosystem ecology.
Prerequisite(s): BIO-1210 with a grade of "C" or higher; BIO-1210Z with a grade of "C" or higher; BIO-1220 with a grade of "C" or higher; BIO-1220Z with a grade of "C" or higher

Corequisite(s): BIO-3510Z.

Additional fee required

BIO-3510Z Ecology Laboratory (1 semester hours)
This course will include laboratory exercises that will reinforce lecture material and enhance ecological research methods and data analysis through conducting small-scale experiments and exploring the biodiversity in our region.
Prerequisite(s): BIO-1210 with a grade of "C" or higher; BIO-1210Z with a grade of "C" or higher; BIO-1220 with a grade of "C" or higher; BIO-1220Z with a grade of "C" or higher

Corequisite(s): Concurrent registraiton in BIO-3510.

Additional fee required

BIO-3520 Animal Behavior (4 semester hours)
This course provides an introduction to the study of ethology, or animal behavior, with an emphasis on both the proximate and ultimate causes of behavior. Topics include genetic and hormonal influences on behavior, types of learning and cultural transmission, predation, foraging, habitat selection, mating systems, and social interactions. Laboratory exercises will reinforce lecture materials and expose students to research methods and data analysis in the animal behavior field.
Prerequisite(s): BIO-2300; BIO-2300Z; BIO-3400.

Additional fee required

BIO-3530 Evolution (4 semester hours)
This course discusses evolutionary biology. Topics include the evidence for evolution, inferring evolutionary relationships, mechanisms of evolutionary change, population genetics, speciation, and the history of life.
Prerequisite(s): BIO-3400.

BIO-3540 Biological Anthropology (4 semester hours)
This course provides an overview of the human species in the context of its evolutionary relationships with other primates, with emphasis on the interrelated realms of knowledge that shed light on leading hypotheses for human evolution, biology and behavior. Topics include evidence from the fossil record, molecular evolutionary trees, primatology, evolutionary biology, history of science, human biology, forensics, and psychology. Scientific findings from these fields will be explored to understand our origins and contemporary issues in human biology, science, and society.

BIO-3555 Biochemistry (3 semester hours)
This course explores the four classes of macromolecules and the related chemical processes of living cells. Topics include the structure, chemical and physical properties, and biological functions metabolism of amino acids and proteins, carbohydrates, lipids and nucleic acids, with a particular emphasis on enzymology. Research methods and primary literature will be discussed.
Prerequisite(s): CHM-2410 with a grade of "C" or better; CHM-2410Z with a grade of "C" or better.

Corequisite(s): BIO-3555Z.

BIO-3555Z Biochemistry Laboratory (1 semester hours)
This course introduces students to foundational biochemistry laboratory techniques for analysis of biomolecules. Skills students will learn include making buffers, biomolecule purification and quantification, enzyme kinetics studies, chromatography, and electrophoresis.
Prerequisite(s): CHM-2410 with a grade of "C" or better; CHM-2410Z with a grade of "C" or better.

Corequisite(s): BIO-3555.

BIO-3600 Molecular Biology (3 semester hours)
This advanced course examines topics such as the structure of genomes, structure and function of nucleic acids and genes, regulation of gene expression, mutations, mechanisms of DNA repair and interaction of macromolecules. The exploration of current topics in molecular biology including manipulation of genes and their expression, among others, is emphasized.
Prerequisite(s): BIO-3400 with a grade of "C" or better.

Corequisite(s): BIO-3600Z.

BIO-3600Z Molecular Biology Laboratory (1 semester hours)
Laboratory experiences involve common techniques such as extraction and purification of nucleic acids, Polymerase Chain Reaction, gel electrophoresis and a veriety of bioinformatics tools commonly used in molecular research.
Prerequisite(s): BIO-3400 with a grade of "C" or higher

Corequisite(s): BIO-3600.

Grading Type: Credit/No Credit
Additional fee required

BIO-3610 Selected Topics Biotechnology (2 semester hours)
This course will cover topics related to emergent biotechnologies, ethical issues related to biotechnology, the impact of biotechnology in society, current and historical events, and the biotechnology industry. Students will learn to make connections between science and society through the exploration and evaluation of current topics and readings related to biotechnology.
Prerequisite(s): BIO-3400 with a grade of "C" or better.

BIO-3620 Techniques in Biotechnology (2 semester hours)
The practice and application of diverse biotechnologies are broad and challenging, and the implementation of techniques and data interpretation requires critical thinking and problem-solving skills. This course exposes students to the scientific method as it is applicable to biotechnological investigations. Students will gain hands-on experiences as they design and execute experiments, collect and analyze data, and interpret and communicate results.
Prerequisite(s): BIO-3400.

Additional fee required

BIO-3650 Instrumental Methods of Analysis (3 semester hours)
This course will provide the fundamentals of instrumental and classical methods of analysis. It will be an introduction to biological and chemical sample preparation, separation techniques, volumetric, electrochemical, and spectroscopic methods. Laboratory work combines classical and instrumental methods of analysis.
Prerequisite(s): CHM-2450; CHM-2450Z.

Co/prerequisite(s): BIO-3650Z.

BIO-3650Z Instrumental Methods of Analysis Laboratory (1 semester hours)
This course addresses the basic principles of instrumental analysis, including infrared spectroscopy, elemental analysis, potentiometry, and X-ray diffraction.
Co/prerequisite(s): BIO-3650.

Additional fee required

BIO-3700 Politics of Global Health and Medicine (4 semester hours)
The course addresses the question of how social and political factors, such as race, nationality, or social class, as well as governmental laws, regulations, and politics shape and are shaped by individual and population health and well-being around the world. Among other questions, students discuss the impact of structural violence of social inequalities on human suffering and on the access to health care and medical care, including access to medications. The ethicality of medical research is also included in that discussion. Assigned readings and discussions address (1) the determinants of disease and health inequalities between populations and over time; (2) how social and political factors influence medical knowledge, health care and medical care; and 3) what must be done to combat and prevent health inequalities in local, national, and global contexts.
Prerequisite(s): SOC-1100 or SOC-2150; Highly Recommended: SOC-3480 or BIO-3540.

BIO-3790 ACCA: Affiliated Course (4 semester hours)
Aurora University, in collaboration with the other Associated Colleges of the Chicago Area (ACCA), the Shedd Aquarium, and Morton Arboretum offers a range of courses, including lecture series, laboratory courses, and field experiences which enrich our core curriculum. These will be offered as student interests and needs indicate. Permission of the Department Chair required.

BIO-3810-9 Selected Topics in Biology (Variable semester hours)
This course will address a specific area of study in biology not already covered by other course offerings. Prerequisites vary by topic.

BIO-3820/CHM-3820 Secondary Methods in Science (4 semester hours)
This course presents techniques that are effective for teaching in the biology content area at the secondary level. Topics include lesson planning, science education standards, assessment, curriculum design, inquiry-based lessons and alternative teaching strategies. This is usually the last course the student takes prior to student teaching, and includes a simultaneous practicum in addition to regular classroom hours. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): Maintaining a constant GPA of 3.00, passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, passing a TB test, EDU-2100; EDU-2260; EDU-3720; EDU-3620.

BIO-3830 Directed Study in Biology (0.5-17 semester hours)
This is a course in which a student or students study on campus under the close supervision of an Aurora University faculty member. This is not "field experience," does not cover material in the regular curriculum, and is not as research and/ or independently oriented in its instructional methodology as an independent study. Descriptions of directed studies are contained in the petition by which the learning experience was approved. Students should file the Directed Study Petition prior to registration. This petition must be signed/approved by the Instructor, Department chair, and Academic Dean. Regular tuition is charged, and additional fees may apply.

BIO-3940 Biology Internship (1-4 semester hours)
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. Regular tuition is charged, and additional fees may apply.
Grading Type: Credit/No Credit

BIO-3970 Research in Biology (2 semester hours)
This course is designed to provide students with the opportunity to do biological research that has the potential to be published in a peer-reviewed scientific journal and/or presented at a scientific meeting. Students will accomplish these goals by performing a supervised research project and attending weekly seminars with their supervising instructor on how to conduct scientific research. A maximum of four semester hours can be used toward graduation. Permission of the Instructor or Department Chair required.

BIO-3980 Independent Study in Biology (0.5-17 semester hours)
Descriptions of independent studies are contained in the petition by which the learning experience was approved. Prior to registration, students must file the Independent Study Petition. This petition requires the signature/approval of the Instructor, Department Chair, and Academic Dean. Regular tuition is charged. In most cases, Independent Study should be within the field of the student's major and should be something that cannot be pursued through established courses. These are pursued on campus under the direct supervision of an Aurora University faculty member. Regular tuition is charged, and additional fees may apply.

BIO-4810-9 Selected Topics in Biology (Variable semester hours)
This course will address a specific area of study in biology not already covered by other course offerings. Prerequisites vary by topic.

BIO-4830 Directed Study in Biology (0.5-17 semester hours)
This is a course in which a student or students study on campus under the close supervision of an Aurora University faculty member. This is not "field experience," does not cover material in the regular curriculum, and is not as research and/ or independently oriented in its instructional methodology as an independent study. Descriptions of directed studies are contained in the petition by which the learning experience was approved. Students should file the Directed Study Petition prior to registration. This petition must be signed/approved by the Instructor, Department Chair, and Academic Dean. Regular tuition is charged, and additional fees may apply.

BIO-4940 Biology Internship (1-4 semester hours)
An advanced academic internship experience for credit requires the student to be at least a junior in standing, although individual programs may require senior 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. Regular tuition is charged, and additional fees may apply.
Grading Type: Credit/No Credit

BIO-4980 Independent Study in Biology (0.5-17 semester hours)
Descriptions of independent studies are contained in the petition by which the learning experience was approved. Prior to registration, students must file the Independent Study Petition. This petition requires the signature/approval of the Instructor, Department Chair, and Academic Dean. Regular tuition is charged. In most cases, Independent Study should be within the field of the student's major and should be something that cannot be pursued through established courses. These are pursued on campus under the direct supervision of an Aurora University faculty member. Regular tuition is charged, and additional fees may apply.

BIO-4990 Senior Capstone Biological Sciences (2 semester hours)
This course examines problems and issues at the intersection of the sciences and society. These problems will be explored through readings, writing, class discussion, group projects and presentations. Students will gather and analyze information from scientific journals, secondary sources and popular literature.
Additional fee required

Black Studies (BST)

BST-1810-9 Selected Topics in Black Studies (Variable semester hours)
This course will address a specific area of study in black studies not already covered by other course offerings. Prerequisites vary by topic.

BST-2010 Introduction to Black Studies (4 semester hours)
The course serves as an examination of the events, movements, theories, and texts that have shaped the development of the African diaspora. Students will develop a conceptual framework -- involving "claims," "grounds," "warrants," "backing," "qualifiers," and "rebuttals" -- for making and analyzing arguments within a racial context. In addition, students will learn the critical and methodological tools to investigate topics including slavery; abolitionism; Pan-Africanism; the culture/race/politics nexus; structural and institutional racism; linkages among race, culture, and identity. The course complements students' work in their major fields of study by fostering greater understanding of the historical and social contexts that shape the multifarious experiences of traditionally marginalized peoples.

BST-2810-9 Selected Topics in Black Studies (Variable semester hours)
This course will address a specific area of study in black studies not already covered by other course offerings. Prerequisites vary by topic.

BST-3003 The Black Intellectual Tradition (4 semester hours)
This course will examine the rich intellectual tradition of the Black Diaspora. Philosophy and critical writing from Black intellectuals from Africa, France, Britain, the Caribbean, and the United States will be read and discussed. Students will write on the readings assigned and be able to critically discuss the impact of such traditions upon the contemporary world. Specific authors discussed will include Paul Gilroy, bell hooks, Frantz Fanon, W. E. B. Dubois, Martin Delaney, Frederick Douglass, among others.

BST-3240 African Americans in Film (4 semester hours)
Film has been one of the dominant artistic forms of the twentieth and twenty-first centuries. Motion pictures have the power to entertain us, enlighten us, politicize us and expose us to racial, ethnic, and gender stereotypes. This course will explore the role of African-American imagery on film and the role of African-American artistic talent behind the camera. This class will involve screening films both within and outside of class, evaluating the imagery we have observed, and connecting them to larger historical and political patterns in American history.

BST-3810-9 Selected Topics in Black Studies (Variable semester hours)
This course will address a specific area of study in black studies not already covered by other course offerings. Prerequisites vary by topic.

BST-4810-9 Selected Topics in Black Studies (Variable semester hours)
This course will address a specific area of study in black studies not already covered by other course offerings. Prerequisites vary by topic.

Business (BUS)

BUS-1020 Foundations of Management (4 semester hours)
This course is intended to be a comprehensive and up-to-date introduction to the fundamentals of management. The course introduces the student to the fundamental management issues of planning, organizing, leading, directing, and controlling. The text and lectures will address the history of management, what organizations look for in managers, managerial roles, ethics, innovation, and leadership. The course also explores decision-making, organizational strategy, human resource management, communication, and business control methods and processes. The student will understand and evaluate quality control processes and customer service requirements that are so critical in today's competitive environment.

BUS-1810-9 Selected Topics in Business & Public Policy (Variable semester hours)
This course will address a specific area of study in business & public policy not already covered by other course offerings. Prerequisites vary by topic.

BUS-1850 Dunham Scholars Seminar (0.5-1 semester hours)
This is a seminar course for members of the Dunham Scholars Program.

BUS-2810-9 Selected Topics in Business & Public Policy (Variable semester hours)
This course will address a specific area of study in business & public policy not already covered by other course offerings. Prerequisites vary by topic.

BUS-2850 Dunham Scholars Seminar (0.5-1 semester hours)
This is a seminar course for members of the Dunham Scholars Program.
Grading Type: Credit/No Credit

BUS-3250 Human Resource Management (4 semester hours)
This course prepares students to skillfully manage employees by illustrating alternative human resource management strategies. This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers of choice are considered.
Prerequisite(s): BUS-1020.

BUS-3280 Operations and Organizational Behavior (4 semester hours)
Recent developments in both manufacturing and service industries have emphasized the importance of operations excellence in achieving and maintaining competitive advantage. This course strikes a balance between the qualitative (behavioral) aspects of operations and organizational management and the increasingly important quantitative or technological aspects. This course also provides a study of the social and psychological factors that influence the management of groups and individuals in work settings. The course considers important advances in project management, designing lean manufacturing operating systems, managing the supply chain, and ensuring quality.
Prerequisite(s): BUS-1020 or COM-1200.

BUS-3560 Business Innovation and Design Thinking (4 semester hours)
Design thinking is a creative process that combines thoughtful user research with rapid iteration. In this course, students will learn why it has become an industry standard all over the world. This course aims to provide students with an understanding of the nature of innovation, entrepreneurship, and design thinking methodology. The course introduces the role of the design thinking and technology in the innovation process. This course examines collaborative innovation processes that are transforming business and driving industrial life cycles.
Prerequisite(s): BUS-1020 or COM-1200.

BUS-3580 Business Research and Insights (4 semester hours)
In this course, students learn to investigate the techniques of the research process as applied to business. Experience is gained in defining research problems, designing a research project, and in collecting, analyzing, recording, and interpreting data. Also, an analysis of pertinent research literature in business is conducted. Students learn to gain applied insights into the business world after appropriate research methods and data analytic techniques.
Prerequisite(s): BUS-1020 or COM-1200.

BUS-3590 Business Data Analytics (4 semester hours)
Students will learn how statistical and quantitative data analysis, modeling, and optimization are used to drive business performance. The use of descriptive, predictive, and prescriptive analytics will be explored in the context of real data using up-to-date tools for data analytics and/or visualization. Topics to be discussed include statistical analysis and inference, regression analysis, forecasting, and optimization.
Prerequisite(s): MTH-2100 or MTH-3240.

BUS-3610 Business Law and Regulation (4 semester hours)
An examination of the business law rules and principles of particular relevance to entrepreneurship, finance, management, and marketing. Subjects include contracts, negligence, product liability, and warranty, sales of goods, intellectual property, employment law, as well as general notions of legal reasoning and legal process and alternative dispute resolution.
Prerequisite(s): BUS-1020.

BUS-3810-9 Selected Topics in Business & Public Policy (Variable semester hours)
This course will address a specific area of study in business & public policy not already covered by other course offerings. Prerequisites vary by topic.

BUS-3850 Dunham Scholars Seminar (0.5-1 semester hours)
This is a seminar course for members of the Dunham Scholars Program.

BUS-4200 Not-For-Profit Strategic Management (4 semester hours)
This course examines the theory and practice of strategic planning and management for organizations, including education, government, healthcare, public agencies, social services, volunteer, and other not-for-profit organizations. The overall objective of the course is to increase students' abilities as individuals and in groups to think, act and learn strategically. Students taking this course will learn specific knowledge and skills related to setting goals and creating plans in not-for-profit organizations and understand how that differs from for-profit organizations. The knowledge and skills will be applied to case studies, exercises, and team projects integrating other business, political science, sociology, and other discipline insight and skills in order to develop and implement strategies and action plans that meet a diverse group of stakeholder needs. The linkage between plans and measurable performance, financial and operational, will be studied. They will also have the ability to analyze and evaluate the performance of people responsible for strategic decisions.
Prerequisite(s): BUS-1020 or LED-2320.

BUS-4440 Entrepreneurship and Innovation Management (4 semester hours)
This course is designed to instruct students on how to formulate, plan, and implement a new venture or manage a small family business.
The course is divided into three sections. First, the course studies the critical role and attributes of entrepreneurs. Second, the entrepreneurial process of creating new ventures is addressed. Topics include evaluating opportunities, writing business plans and alternative sources of financing. Third, attention is paid to managing the new venture or small family business during growth, early operations, and expansion. Specific topics include entrepreneurial financing, negotiation, time management, and succession planning.
Prerequisite(s): BUS-1020.

BUS-4810-9 Selected Topics in Business & Public Policy (Variable semester hours)
This course will address a specific area of study in business & public policy not already covered by other course offerings. Prerequisites vary by topic.

BUS-4850 Dunham Scholars Seminar (0.5-1 semester hours)
This is a seminar course for members of the Dunham Scholars Program.

BUS-4880 Travel Study in Business & Public Policy (0.5-17 semester hours)
This course incorporates short-term overnight travel to expose students to new ways of thinking, living, and viewing the world via a culturally-immersive, high-impact experience. The course fosters cross-cultural communication, international knowledge, adaptability, and resilience in an increasingly global economy. Regular tuition is charged, and additional fees may apply.

BUS-4940 Business Internship (4 semester hours)
The purpose of the Business Internship is to enable Aurora University students to acquire work experiences in the world of business or related-contexts. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours. Letter grading applies. Permission of the instructor required.
Prerequisite(s): Instructor Permission.

BUS-4990 Contemporary Topics in Business Strategy and Planning (4 semester hours)
Contemporary topics in business strategy and planning are selected for in-depth study. Topics may cover such areas as current issues in management, business ethics, business law, marketing, global business, business and public policy, leadership, human resource management, diversity and multiculturalism, etc.
Prerequisite(s): BUS-3580 or BUS-3590.

Chemistry (CHM)

CHM-1200 Principles of Chemistry (3 semester hours)
This one-term course for non-majors covers the basics of general, inorganic, and organic chemistry as they relate to health sciences. Topics covered include atomic structure, chemical bonding, radioactivity, behavior of gases and solutions, acid and bases, hydrocarbons, functional groups, and important biological molecules.
Co/prerequisite(s): MTH-1100 or MTH-1310 or MTH-2210; CHM-1200Z.

CHM-1200Z Principles of Chemistry Laboratory (1 semester hours)
Laboratory activities provide integration of experimental techniques and applications of concepts learned in CHM-1200. Lab reports are required.
Co/prerequisite(s): CHM-1200.

Additional fee required

CHM-1310 General Chemistry I (3 semester hours)
Fundamental principles of chemistry are covered in this course. Topics include atoms and molecules, nomenclature, stoichiometry, atomic structure and the periodic table, chemical bonding and geometry, and an introduction to equilibrium.
Co/prerequisite(s): MTH-1100, MTH-1310 or MTH-2210; CHM-1310Z.

CHM-1310Z General Chemistry I Laboratory (1 semester hours)
This course introduces students to basic principles of experimental general chemistry: aqueous reaction chemistry, mass composition, solid state chemistry, ionic and covalent compounds and their reactions, stoichiometric reactions, and molecular structure. Compounds will be analyzed and characterized. Lab reports are required.
Co/prerequisite(s): CHM-1310.

Additional fee required

CHM-1320 General Chemistry II (3 semester hours)
This course is a continuation of General Chemistry I. Topics include chemical equilibria, acid-base equilibria, solubility, reaction rates, electrochemistry, thermochemistry, and spontaneity of reactions.
Prerequisite(s): CHM-1310 with a grade of "C" or better; CHM-1310Z with a grade of "C" or better.

Co/prerequisite(s): CHM-1320Z.

CHM-1320Z General Chemistry II Laboratory (1 semester hours)
The course introduces students to fundamental concepts, such as acid-base chemistry (pH and titrations), thermodynamics, electrochemistry, and crystallography. Includes characterization of compounds. Lab reports are required.
Co/prerequisite(s): CHM-1320.

Additional fee required

CHM-1810-9 Selected Topics in Chemistry (Variable semester hours)
This course will address a specific area of study in chemistry not already covered by other course offerings. Prerequisites vary by topic.

CHM-2410 Organic Chemistry I (3 semester hours)
This course addresses the fundamental principles of organic chemistry, including nomenclature, molecular structure, stereochemistry, and substitution reactions. Emphasis on chemical bonding and mechanistic studies.
Prerequisite(s): CHM-1320 with a grade of "C" or better; CHM-1320Z with a grade of "C" or better.

Co/prerequisite(s): CHM-2410Z.

CHM-2410Z Organic Chemistry I Laboratory (1 semester hours)
Laboratory activities will provide integration of experimental techniques, such as extraction, chromatography, isolation of natural compounds, and applications of concepts learned in CHM-2410. Lab reports will be required.
Co/prerequisite(s): CHM-2410.

Additional fee required

CHM-2420 Organic Chemistry II (3 semester hours)
This course is a continuation of Organic Chemistry I. Topics include properties and reactions of aromatics, amines, and carbonyl compounds with emphasis on product synthesis and strategies. Introduction to spectroscopy.
Prerequisite(s): CHM-2410 with a grade of "C" or better; CHM-2410Z with a grade of "C" or better

Co/prerequisite(s): CHM-2420Z.

CHM-2420Z Organic Chemistry II Laboratory (1 semester hours)
Laboratory activities will provide integration of experimental techniques and applications of concepts learned in CHM-2420. Introduction to spectroscopy and characterization of compounds. Lab reports will be required.
Co/prerequisite(s): CHM-2420.

Additional fee required

CHM-2450 Analytical Chemistry (3 semester hours)
This course is a review of chemical equilibria, gravimetric analysis, acids, bases, and volumetric analysis, statistics in chemical analysis, molecular and atomic spectroscopy, and electroanalytical methods of analysis.
Prerequisite(s): CHM-1320 with a grade of "C" or better; CHM-1320Z.

Co/prerequisite(s): CHM-2450Z.

CHM-2450Z Analytical Chemistry Laboratory (1 semester hours)
Laboratory emphasizes the experimental techniques (e.g., elemental analyses, spectroscopy) discussed in lecture. Lab reports will be required.
Co/prerequisite(s): CHM-2450.

Additional fee required

CHM-2810-9 Selected Topics in Chemistry (Variable semester hours)
This course will address a specific area of study in chemistry not already covered by other course offerings. Prerequisites vary by topic.

CHM-3510 Physical Chemistry I (3 semester hours)
This course will focus on the study of chemical systems using physics principles. The first part of this course will cover the fundamentals of thermodynamics. Modern techniques in physical chemistry will be applied to different chemical systems experimentally and through computer simulations. The course covers the following topics: properties of gases, the laws of thermodynamics, work and heat, internal energy, enthalpy changes, heat capacity, entropy and entropy changes, phase stability and their phase transition, phase diagrams, simple mixtures, chemical equilibrium and a brief introduction to statistical thermodynamics.
Prerequisite(s): CHM-2420; CHM-2420Z; PHY-2240; PHY-2240Z; MTH-2220 with a grade of "C" or better.

Co/prerequisite(s): CHM-3510Z.

CHM-3510Z Physical Chemistry I Laboratory (1 semester hours)
This course emphasizes the experimental techniques and theories discussed in physical chemistry I. Students will apply the concepts taught on lecture through lab exercises, simulations and experiments. Subjects covered in addition to those in the lecture are electronics and the use of computers in lab instrumentation, software manipulation for data simulation and data analysis.
Co/prerequisite(s): CHM-3510.

Additional fee required

CHM-3520 Physical Chemistry II (3 semester hours)
This course is a continuation on the study of chemical systems with the application of physics principles. The focus on this course is on the structural and quantum mechanical properties of atomic and molecular systems. The course covers the following topics: introduction to quantum mechanics, motion at the atomic level, approximation techniques, atomic structure and atomic spectra, molecular structure, molecular symmetry and electronic transitions.
Prerequisite(s): Previous completion of CHM-2420; Previous completion of CHM-2420Z; Previous completion of PHY-2240; Previous completion of PHY-2240Z; Previous completion of MTH-2220 with a grade of "C" or better.

CHM-3555 Biochemistry (3 semester hours)
This course explores the four classes of macromolecules and the related chemical processes of living cells. Topics include the structure, chemical and physical properties, and biological functions metabolism of amino acids and proteins, carbohydrates, lipids and nucleic acids, with a particular emphasis on enzymology. Research methods and primary literature will be discussed.
Prerequisite(s): CHM-2410 with a grade of "C" or better; CHM-2410Z with a grade of "C" or better.

Corequisite(s): CHM-3555Z.

CHM-3555Z Biochemistry Laboratory (1 semester hours)
This course introduces students to foundational biochemistry laboratory techniques for analysis of biomolecules. Skills students will learn include making buffers, biomolecule purification and quantification, enzyme kinetics studies, chromatography, and electrophoresis.
Prerequisite(s): CHM-2410 with a grade of "C" or better; CHM-2410Z with a grade of "C" or better.

Corequisite(s): CHM-3555.

CHM-3570 Inorganic Chemistry of Materials (4 semester hours)
This course addresses the basic principles of inorganic chemistry. Topics include descriptive inorganic chemistry, structure and bonding, transition metal coordination chemistry, reaction mechanisms, solid state chemistry, electron transfer processes and aqueous reaction chemistry.
Prerequisite(s): CHM-1320 with a grade of "C" or better; CHM-1320Z with a grade of "C" or better.

CHM-3650 Instrumental Methods of Analysis (3 semester hours)
This course addresses the fundamentals of instrumental and classical methods of analysis. Introduction to biological and chemical sample preparation, separation techniques, volumetric, electrochemical, and spectroscopic methods.
Prerequisite(s): CHM-2450; CHM-2450Z.

Co/prerequisite(s): CHM-3650Z.

CHM-3650Z Instrumental Methods of Analysis Laboratory (1 semester hours)
Basic principles of instrumental analysis, including infrared spectroscopy, elemental analysis, potentiometry, and X-ray diffraction.
Co/prerequisite(s): CHM-3650.

Additional fee required

CHM-3790 ACCA Affiliated Course (2 semester hours)
In-depth lecture series offered by the Associated Colleges of the Chicago Area (ACCA) in areas of contemporary applications to chemistry. Permission of the Department Chair required.

CHM-3810-9 Selected Topics in Chemistry (Variable semester hours)
This course will address a specific area of study in chemistry not already covered by other course offerings. Prerequisites vary by topic.

CHM-3820/BIO-3820 Secondary Methods in Science (4 semester hours)
This course presents techniques that are effective for teaching in the biology content area at the secondary level. Topics include lesson planning, science education standards, assessment, curriculum design, inquiry-based lessons, and alternative teaching strategies. This is usually the last course the student takes prior to student teaching and includes a simultaneous practicum in addition to regular classroom hours. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): Maintaining a constant GPA of 3.00, passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, passing a TB test, EDU-2100; EDU-2260; EDU-3620; EDU-3720.

CHM-4500 Chemical Research Methods (1 semester hours)
This course will reinforce skills needed to conduct research in the field of chemistry. A focus will be placed on the development and implementation of a research project, scientific writing, presentation methods in the chemical sciences, and the review of chemical literature.
Prerequisite(s): Previous completion of CHM-3650 with a grade of "C" or better.

Additional fee required

CHM-4810-9 Selected Topics in Chemistry (Variable semester hours)
This course will address a specific area of study in chemistry not already covered by other course offerings. Prerequisites vary by topic.

Communication (COM)

COM-1200 Business Communication (4 semester hours)
Students learn principles for effective written and oral communication in business and professional settings. Students analyze the needs of divergent audiences and craft messages using technology tools and media appropriate for effective professional communication. Coursework includes the construction of informative and persuasive presentations, business reports, resumes, memorandums, proposals, emails, evaluations and basic research reports. Students will learn the essentials of business etiquette, as well as communication strategies in writing, face-to-face interaction, group meetings, and public presentations.

COM-1560 Public Speaking (4 semester hours)
Students learn principles for effective written and oral communication in professional settings, with significant in-class presentation and out-of-class topical research. Students analyze the needs of divergent audiences and craft messages using technology tools and media appropriate for effective professional communication. The course focuses on the structure and effective delivery of ideas, use of language, supporting evidence, reasoning and emotional appeals, diction, pronunciation and nonverbal communication, and listening.

COM-1810-9 Selected Topics in Communication Science and Disorders (Variable semester hours)
This course will address a specific area of study in communication not already covered by other course offerings. Prerequisites vary by topic.

COM-2010 Professional and Technical Writing (4 semester hours)
This course will provide students with an introduction to the study and practice of professional writing in business, technical and other contexts. Students will learn how to research, plan, draft and evaluate documents for a variety of communication situations. Careers for professional writers also will be covered.

COM-2160 Human Communication and Relationships (4 semester hours)
Students will explore the nature of human relationships and interactions in interpersonal and group contexts. Special emphasis will be placed on the impact of communication in the personal, social and organizational relationships of individuals and on society at large. This course will provide an overview of the communication, psychological, and sociological literatures and theories that have been important in understanding how humans communicate with one another.

COM-2210 Digital Media and Society (4 semester hours)
The last 50 years have brought an astonishing array of digital technologies and new media forms that have influenced nearly all societal institutions, from the economy to politics to journalism. Students will critically examine the central role digital media technologies play in culture and society through readings, documentaries and academic research. The functions of journalism in democratic society as well as ethical and legal issues in journalism will also be covered.

COM-2220 Digital Content Writing (4 semester hours)
In this course, students will learn the basics of writing for communication contexts (as opposed to academic) including journalism, public relations, podcast, and online and social media environments. Interviewing techniques, writing leads, Associated Press style, and basic editing will be covered. This course will prepare students to write in the style of public relations, journalism and media.

COM-2240 Public Relations (4 semester hours)
This course will detail the ideas, skills and principles that underlie the public relations craft. Students will study the role and contributions of public relations practitioners in contemporary society; learn about potential legal and ethical aspects of the practice of public relations; study the communication process and how persuasion is used to shape public attitudes, beliefs and behaviors; and learn how to develop a strategic communication plan to achieve specific goals and objectives. The class will also introduce students to specialized practice areas within the public relations field, such as business and industry, government, non-profits and associations, and health care.

COM-2260 Global Issues in Documentary Film (4 semester hours)
This course is an introduction to the genre of documentary film with an emphasis on films that address social and environmental issues. Students will view and analyze a series of documentary films that cover a range of relevant global and local issues. After completing a series of individual and collaborative writing and filmmaking projects and presentations, students will participate in the planning and production of a short documentary film on an area of interest.

COM-2300 Critical Analysis of Film and Television (4 semester hours)
This is survey course outlining some of the principle theories and aesthetic techniques associated with American feature films from their inception at the end of the 19th century to present-day blockbusters. Evaluation of the "art" of film will be combined with a focus on the historical, social, industrial and legislative contexts of the times in which the films appeared.

COM-2810-9 Selected Topics in Communication (Variable semester hours)
This course will address a specific area of study in communication not already covered by other course offerings. Prerequisites vary by topic.

COM-2850 Visual Communication (4 semester hours)
This course is an introduction to the methods of analyzing and creating visual imagery. Students will also explore the role that visual imagery plays in constructing individual identity and societal ideologies. Special attention is given to modern visual media forms, such as contemporary art, advertising and comic books. Students will also gain skills in digital imaging, web development, and audio and video production through several media design projects. The class includes thorough practice with several widely used software applications. This is a useful course for students in all disciplines, many of whom will be expected to be competent with the basics of digital multimedia production in their careers.
Additional fee required

COM-3050 Audience Analysis and Research (4 semester hours)
The purpose of the course is to give students skills and knowledge to help them understand the audiences that they encounter, better. The communication process is incomplete if the source does not take serious considerations of his/her audience. The course therefore attempts to bring into scrutiny the different types of audiences encountered by communicators whether in public address, media production and consumption, marketing, public relations, journalism, etc. The course seeks to give students skills that would enable them to understand their audiences well and hence communicate more effectively. This course combines both theory and practice of audience analysis with the research techniques and skills need for effective data-driven audience analysis.
Prerequisite(s): COM-2160.

COM-3140 Multimedia Journalism (4 semester hours)
This course emphasizes newsgathering, writing and media production skills for print, broadcast and online media. Students will learn by writing and producing news and feature stories, podcasts and video news pieces, which may be selected for publication on the campus digital media outlet. How journalism functions in a democratic society as well as ethical and legal issues in journalism will also be covered.
Prerequisite(s): COM-2200.

Additional fee required

COM-3150 Multimedia Writing and Storytelling (4 semester hours)
This course will introduce and develop students' expertise in research, writing, and media production for multimedia stories. Students will learn by writing and producing news and feature stories, podcasts and video news pieces. The course will help students expand their set of storytelling tools by guiding them through the production of several multi-dimensional projects that integrate text, visuals and photos, audio, and video.
Prerequisite(s): COM-2220.

Additional fee required

COM-3200 Persuasion (4 semester hours)
This course explores theoretical and applied approaches to the ways attitudes are formed and changed, the relationship between attitudes and behavior, and how messages transmitted personally and through the mass media are shaped to influence attitudes and behavior. Students will critically examine media theories and practices from diverse ethical, economic and political perspectives to further appreciate the relationship between media messages and society. Students will also study the rhetoric of persuasion established by Aristotle, which is foundational to our modern persuasive practices and applications in areas such as public address, politics, propaganda, advertising and public relations.
Prerequisite(s): COM-1560.

COM-3230 Communication and Content Marketing (4 semester hours)
This course introduces communication as an essential tool to marketing and content creation as a means of creating customer value. Rooted in the principles of oral and written communication, brands create content to engage audiences and induce loyalty through social, digital, and public relations efforts. Students will learn foundations of communications, curate and create customer-centric communications, and evaluate brands' communications efforts against best practices.
Prerequisite(s): MKT-2370.

COM-3245 Public Relations Strategy and Production (4 semester hours)
This course emphasizes the importance of writing in public relations, advertising and media relations. Informative and persuasive methods include news releases, backgrounders, speech writing, employee publications, annual reports, news conferences, multimedia, public service announcements, and oral presentations to a variety of audiences.
Prerequisite(s): COM-2240 or MKT-2300

COM-3310 Media Criticism (4 semester hours)
An introduction to theoretical approaches and practices used to analyze the content, structure and context of media in society. Students will explore factors shaping modern media texts, including politics, economics, technology and cultural traditions. The course will examine a wide spectrum of traditions, theories, and debates central to the field (including Marxism, political economy, semiotics, psychoanalysis, reception, feminism, critical race theory and postmodernism) in relation to a range of media texts (radio, film, television, popular music, print, advertising, music videos, sports and the Internet).
Prerequisite(s): COM-1560.

COM-3350 Interactive Media (4 semester hours)
This course is an introduction to the design and use of interactive media. Students will explore the creation of narrative using digital programs and will analyze the communication process used in online digital formats. Additionally, students will discover effective use of message design. Activities in this course will focus on the creation of narratives, websites and virtual environments. Students will also gain skills in advanced digital design.
Prerequisite(s): COM-2850.

Additional fee required

COM-3500 Intercultural Communication (4 semester hours)
The course focuses on effective communication of ideas, theories, and practices in a diverse, multicultural world. Differences in perception, worldviews and values will be explored, and both verbal and nonverbal messages will be examined. The course will encourage the discovery and analyses of experiences that occur when people from different cultures communicate different ideas, feelings and information.
Prerequisite(s): COM-1560.

COM-3590 Program and Event Management (4 semester hours)
This course is an introduction to program and event management. Students are introduced to strategies, tools, and techniques used by professionals to successfully plan, coordinate, manage, and evaluate programs and events. Students will learn how to align a program or event to organizational goals and leverage technology for participant engagement. Students will design their own program or event, evaluate its effectiveness toward achieving goals, and peer review one another on attention to detail, strategy, and resourcefulness in planning.

COM-3700 Digital Multimedia Production (4 semester hours)
Students will learn the fundamentals of broadcast journalism and live multimedia production. A primary topic of the course is non-fiction storytelling, and students will engage in hosting and interviewing, as well as producing and directing news-style radio and video content. After completing a series of individual and collaborative writing and reporting projects, students will participate in the planning and production of an episodic news program. The course also features an introduction to the genre of documentary film as a primer to the techniques of multimedia news writing and editing.
Prerequisite(s): COM-2220 or COM-2850.

Additional fee required

COM-3710 Multimedia Production (4 semester hours)
This course is built around the production of narrative or non-narrative video, with an emphasis on the integration of audiovisual elements with story components and character development. Students will gain extensive practice in screenwriting, digital cinematography and editing through the production of several individual and collaborative film projects. Students are involved in all stages of the film production process, from conception and scripting to shooting and editing.
Prerequisite(s): GRD-2850/COM-2850.

Additional fee required

COM-3720 Making Media (4 semester hours)
Students will learn the fundamentals of broadcast journalism and multimedia production. A primary topic of the course is non-fiction storytelling, and students will engage in hosting and interviewing, as well as producing and directing news-style radio and video content. After completing a series of individual and collaborative writing and reporting projects, students will participate in the planning and production of an episodic news program. The course also features an introduction to the genre of documentary film as a primer to the techniques of multimedia news writing and editing.
Prerequisite(s): COM-2850 or COM-2220.

Additional fee required

COM-3810-9 Selected Topics in Communication (Variable semester hours)
This course will address a specific area of study in communication not already covered by other course offerings. Prerequisites vary by topic.

COM-4020 Communication Research and Insights (4 semester hours)
Critically examines ethical, cultural, political, legal and economic perspectives in a variety of communication contexts. Emphasis study of human and mass-mediated communication from theoretical vantage points such as rhetorical criticism, cultural studies, semiotics, and content analysis. Students will apply basic principles of quantitative and qualitative research.
Prerequisite(s): COM-2160.

COM-4750 Communication and Media Practicum (1-2 semester hours)
This course offers the student supervised communication- or media-related practical or competitive experiences. Each practicum is designed to be tailored to student's specific goals after graduation or to support student leadership in co-curricular activities. Students may take no more than 2 semester hours per academic term. The course may be repeated, but no more than four hours may be taken for academic credit. Permission of the instructor required.
Prerequisite(s): Instructor permission required.

COM-4810-9 Selected Topics in Communication (Variable semester hours)
This course will address a specific area of study in communication not already covered by other course offerings. Prerequisites vary by topic.

COM-4940 Communication Internship (4 semester hours)
The purpose of the Communication Studies Internship is to enable Aurora University students to acquire work experiences in the communication professional's business world. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours. Letter grading applies. Open to communication majors only. Permission of the instructor required.

COM-4990 Communication Project Management (4 semester hours)
Using a holistic approach, this course is designed to provide communication students with an understanding of what is necessary for successful communication project management. Students are introduced to all phases of the project management process, including planning, scheduling, organizing and controlling projects. The course includes major topics of strategy, priorities, organization, project tools and leadership. Students will gain experience in project management through the completion of an individual communication project plan. Open to adult degree completion program students only.
Prerequisite(s): Senior standing.

COM-4991 Communication Capstone (4 semester hours)
This capstone class is required of all communication majors in their senior year. Students will complete individual term projects that will demonstrate their ability to integrate theoretical and practical aspects of communication. The seminar will center on project development and career preparation. Open to communication majors only.
Prerequisite(s): Senior standing.

COM-4992 Communication Project Planning (2 semester hours)
Students will complete the initial phases of planning and coordination of their own individual senior project. This course centers on project planning and development and includes student-led discussions of the issues and research indicative of their selected areas of study. The course also guides students through the first stages of career or graduate study preparation.
Prerequisite(s): Senior standing; COM-3200.

COM-4993 Communication Project Management (4 semester hours)
The Communication Project Management courses combine a practical experience as a member of the university's student media organization with a guided mentorship of an individual capstone project. The courses also prepare students for life after college with a series of career preparation activities. This course focuses more heavily on the processes of communication project planning, strategy, and implementation.
Prerequisite(s): Senior standing; Complete at least one of the selected courses listed in the "Message Creation" section.

COM-4994 Communication Project Implementation (2 semester hours)
Students will complete individual senior projects planned in COM-4992 that will demonstrate their ability to integrate theoretical and practical aspects of their chosen area of study. The focus of this is the management and implementation of communication projects. Students will be required to demonstrate effective time management, problem-solving skills, and interpersonal leadership in order to orchestrate a significant, self-directed communication project.
Prerequisite(s): Senior standing; COM-4992.

COM-4995 Media Project Management (4 semester hours)
The Media Project Management courses combine a practical experience as a member of the university's student media organization with a guided mentorship of an individual capstone project. The courses also prepare students for life after college with a series of career preparation activities. This course focuses more heavily on collaboration and leadership in media production teams.
Prerequisite(s): Senior standing; Complete at least one of the selected courses listed in the "Message Creation" section.

Additional fee required

Communication Sciences & Disorders (CSD)

CSD-1010 Introduction to American Sign Language (4 semester hours)
This course provides an introduction to American Sign Language (ASL), including ASL sign vocabulary and grammatical structures. Deaf culture is also explored, including an introduction to the deaf community, history of deaf education programs, and legislation impacting the deaf community.

CSD-1100 Introduction to Communication Sciences and Disorders (4 semester hours)
This course provides an orientation and investigation of how the fields related to communication, speech, and auditory processes are studied scientifically as well as how they interrelate to other areas in the health sciences. Issues related to the definition of disorders and differences in these fields for both children and adults are discussed.

CSD-1810-9 Selected Topics in Communication Sciences and Disorders (Variable semester hours)
This course will address a specific area of study in communication sciences & disorders not already covered by other course offerings. Prerequisites vary by topic.

CSD-2010 Intermediate American Sign Language (4 semester hours)
Continues building receptive and expressive abilities. Puts emphasis on the use of signing space, facial grammar, body postures, fluent finger spelling, and continued vocabulary development. More complex grammatical structures are introduced. Deaf culture component included.
Prerequisite(s): CSD-1010.

CSD-2100 Phonetics (4 semester hours)
Theories of acquisition and development, phoneme classification and factors affecting phonological systems are addressed, as well as dialect variations and language differences. Development of proficiency in phonetic transcription is emphasized.

CSD-2810-9 Selected Topics in Communication Science and Disorders (Variable semester hours)
This course will address a specific area of study in communication sciences & disorders not already covered by other course offerings. Prerequisites vary by topic.

CSD-3010 Advanced American Sign Language (4 semester hours)
This course provides a continuation to the introductory course of American Sign Language (ASL) including ASL sign vocabulary and grammatical structures. Deaf culture is also explored, including topics within the Deaf community.
Prerequisite(s): CSD-2010.

CSD-3050 Deaf Culture (4 semester hours)
This course introduces students to American Deaf Culture. The course includes a description of the specific cultural values, norms and traditions, in addition to criteria for membership. It explores the experiences of deaf individuals throughout the life span.

CSD-3100 Speech Language Development (4 semester hours)
Normal spoken and written language development is addressed, including biological bases, learning of phonology, semantics, syntax, morphology and pragmatics, and cultural and individual diversity in language development. Major issues/theories of speech and language development impacting the evaluation and treatment of children and adults with speech and language variations or disorders are considered.
Prerequisite(s): Take CSD-1100.

CSD-3250 Introduction to Audiology (4 semester hours)
Provides an introduction to normal auditory processing, anatomy and physiology of the auditory system, and identification of the deaf or hard of hearing. Etiologies and pathologies of hearing impairment are presented. Basic testing techniques of pure tone and speech audiometry are taught.
Prerequisite(s): CSD-1100.

CSD-3260 Aural Rehabilitation (4 semester hours)
Basic orientation to the theories and techniques of audiologic rehabilitation for children and adults. Topics covered include auditory training, speechreading, hearing aids, assistive listening devices, implantable auditory prostheses, cultural issues, and assessment and treatment options for children and adults with hearing loss. The significance of Deaf culture in the field of aural rehabilitation is addressed throughout the course.

CSD-3400 Anatomy & Physio of Speech & Hearing (4 semester hours)
Study of the structures and functions that underlie speech and hearing. Emphasis on the respiratory, phonatory, and articulatory systems. Introduction to neuroanatomy and neural control of speech and hearing. Examples and laboratory work are directed toward clinical issues in speech-language pathology and audiology.

CSD-3810-9 Selected Topics in Communication Science s and Disorders (Variable semester hours)
This course will address a specific area of study in communication sciences & disorders not already covered by other course offerings. Prerequisites vary by topic.

CSD-4810-9 Selected Topics in Communication Sciences and Disorders (Variable semester hours)
This course will address a specific area of study in communication sciences & disorders not already covered by other course offerings. Prerequisites vary by topic.

Computer Science (CSC)

CSC-1010 Introduction to Computer Science (4 semester hours)
This course is an introduction to computer science and the fundamentals of human computer interaction. Technological topics include hardware components and their function, software, databases, the Internet and Intranets. Current sociological computing issues will be discussed, along with emerging technologies and their current and future impact on society. Programming in Visual Basic or VBA will be introduced.

CSC-1700 Introduction to Computer Programming (4 semester hours)
This course provides an introduction to computer programming, with a focus on problem solving and algorithm development using a procedural approach. Topics include basic logic structures, looping, one- and two- dimensional arrays, I/O, and modularization of code. Extensive programming is required.
Co/prerequisite(s): MTH-1100 or higher.

CSC-1810-9 Selected Topics in Computer Science (Variable semester hours)
This course will address a specific area of study in computer science not already covered by other course offerings. Prerequisites vary by topic.

CSC-2150 Data Structures & Algorithms (4 semester hours)
Formerly CSC-3630. This course is a continuation of CSC1700 with a focus on advanced data structures: stacks, queues, priority queues, lists, binary trees, and hash maps. Advanced coding practices, algorithm design, recursive functions, and sorting and searching techniques are studied and utilized in various programming projects. Extensive programming is required.
Prerequisite(s): CSC-1700 with a grade of "C" or better.

CSC-2200 Web Application Development (4 semester hours)
This course is an introduction to web-based software development focusing on client-side web technologies to build dynamic and robust websites. Topics include HTTP protocols, PHP, HTML, CSS, JavaScript and AJAX. Programming is required.
Prerequisite(s): CSC-1700.

CSC-2300 Computer Systems and Architecture (4 semester hours)
This course covers the mechanics of information transfer and representation between system components. Topics include addressing modes, CPU organization, ALU, bus structures, data organization, interrupts, input/output and instruction sets.
Prerequisite(s): CSC-1700.

CSC-2450 Operating Systems Admininstration (4 semester hours)
This course covers core principles of operating systems: process management, memory management, and file systems. Students also learn command line manipulation, shell programming, and other requirements for the administration of systems. Cloud services are also discussed. Programming is required.
Prerequisite(s): CSC-2150

CSC-2550 Network Communications (4 semester hours)
This course is an introduction to computer networking and data communications. Topics include various network types, TCP/IP protocols, data transmission techniques, network security, wireless and mobile networks, and network topologies.
Prerequisite(s): CSC-2300.

CSC-2650 Data Structures & Algorithms (4 semester hours)
This course is a continuation of CSC1700, with a focus on advanced object-oriented programming techniques including event-driven programming and advanced graphical user interfaces. Topics include encapsulation, polymorphism, persistence, inheritance, exceptions, and recursion
Prerequisite(s): CSC-1700.

CSC-2660 Object Oriented Programming (4 semester hours)
Formerly CSC-2650. This course is a continuation of CSC-1700, with a focus on advanced object-oriented programming techniques including event-driven programming and advanced graphical user interfaces. Topics include encapsulation, polymorphism, persistence, inheritance, exceptions, and recursion.
Prerequisite(s): CSC-1700.

CSC-2810-9 Selected Topics in Computer Science (Variable semester hours)
This course will address a specific area of study in computer science not already covered by other course offerings. Prerequisites vary by topic.

CSC-3100 Operating Systems (4 semester hours)
This is an advanced course on operating system design and implementation. Utilizing Java, the concepts of process and memory management are explored in connection with multithreading. Additional topics include kernels, semaphores, mutual exclusion, deadlocks, access control, scheduling and message passing. Programming is required.
Prerequisite(s): CSC-2300; CSC-2660.

CSC-3200 UNIX/LINUX Administration (4 semester hours)
This is an advanced course on administering Unix and Linux systems. Students will be required to configure and use a Linux computer throughout the course. Topics include command line manipulation, shell programming, process scheduling, user administration and package management. Lab and programming required.
Prerequisite(s): CSC-1700.

CSC-3250 Object Oriented Software Design and Development (4 semester hours)
This course covers object-oriented programming techniques to design and develop large-scaled software solutions. Topics include design patterns, UML modeling, unit testing, encapsulation, polymorphism, persistence, and inheritance. Extensive programming is required.
Prerequisite(s): CSC-2150.

CSC-3350 Networks and Security (4 semester hours)
This course is an introduction to computer networking and data communications, and the skills needed to identify, lockdown, and secure a small to medium enterprise branch network. Topics include various network types, TCP/IP protocols, data transmission techniques, wireless and mobile networks, network topologies, and various network security protocols. This course will enhance specific skills in developing a secure infrastructure, recognizing threats, and mitigating security threats.
Co/prerequisite(s): CSC-2450.

CSC-3400 Computer Security (4 semester hours)
This course is an introduction to the core principles of computer security. Topics include network security, database security, security auditing, data encryption, operating system security, vulnerabilities, user authentication, access control, malicious software, secure software development techniques, firewalls and intrusion detection, site security, legal and ethical security issues, and risk management.
Prerequisite(s): CSC-1700.

CSC-3410 Network Security (4 semester hours)
This course teaches skills that identify, lockdown, and secure vulnerabilities in a small to medium enterprise branch network. This course will also help enhance specific skills in developing security infrastructure, recognizing threats, and mitigating security threats.
Prerequisite(s): CSC-2550.

CSC-3420 Information Security and Risk Mitigation (4 semester hours)
This course identifies vulnerabilities and inherent risks of computer systems. It also introduces cost-effective risk analysis techniques for identifying and quantifying accidental and malicious threats to computer systems, and developing contingency and recovery plans.
Prerequisite(s): CSC-3410.

CSC-3510 Software Testing Verification, Validation and Quality Assurance (4 semester hours)
This course will cover both the theory and application of software testing. Types of testing include: functional, syntax, white-box based tools, code inspections including debugging, verification of program correctness, and software safety. Students will work on projects that integrate learned testing frameworks and methods of code development to develop and test existing or new code.
Prerequisite(s): CSC-2660.

CSC-3610 Advanced Programming (4 semester hours)
This course is a continuation of CSC-2650, with a focus on advanced data structures: stacks, queues, priority queues, lists, binary trees, and hash maps. Advanced coding practices, algorithm design, recursive functions, and sorting and searching techniques are studied and utilized in various programming projects. Extensive programming is required.
Prerequisite(s): CSC-2650 or CSC-2660.

CSC-3630 Data Structures and Algorithms (4 semester hours)
Formerly CSC-3610. This course is a continuation of CSC-2660, with a focus on advanced data structures: stacks, queues, priority queues, lists, binary trees, and hash maps. Advanced coding practices, algorithm design, recursive functions, and sorting and searching techniques are studied and utilized in various programming projects. Extensive programming is required.
Prerequisite(s): CSC-2660.

CSC-3640 Programming Languages (4 semester hours)
A survey of current programming languages and how they are used to solve programming programs and manipulate data. Students will gain skill in at least 3 programming languages representing different programming paradigms. Topics include dynamic programming languages, functional programming, object-oriented programming and skills and techniques to develop skills in new languages quickly.
Prerequisite(s): CSC-1700; CSC-2660.

CSC-3700 Advanced Web Application Development (4 semester hours)
This course focuses on full-stack web application development that includes an examination of modern client-side and server side-technologies. Topics include server-side language(s), cookies, sessions, web server configuration, unit testing, deployment, security, and front-end and back-end web application frameworks. Extensive programming is required.
Prerequisite(s): CSC-2200.

CSC-3800 Artificial Intelligence (4 semester hours)
This course is an introduction to basic neural nets, expert systems and intelligent agent algorithms. Additional topics include logic programming, heuristic search strategies, pattern recognition, and natural language processing. Programming required.
Prerequisite(s): CSC-2660.

CSC-3810-9 Selected Topics in Computer Science (Variable semester hours)
This course will address a specific area of study in computer science not already covered by other course offerings. Prerequisites vary by topic.

CSC-3818 Selected Topics in Computer Science (0.5-17 semester hours)
This course will address a specific area of study in computer science not already covered by other course offerings. Prerequisites vary by topic.

CSC-3820 Secondary Methods in Mathematics and Computer Science (4 semester hours)
This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours, there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching.
Prerequisite(s): Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; Passing a TB test; EDU-2100; EDU-2260; EDU-3620; EDU-3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

CSC-3830 Directed Study in Computer Science (0.5-17 semester hours)
This is a course in which a student or students study on campus under the close supervision of an Aurora University faculty member. This is not "field experience," does not cover material in the regular curriculum, and is not as research and/ or independently oriented in its instructional methodology as an independent study. Descriptions of directed studies are contained in the petition by which the learning experience was approved. Students should file the Directed Study Petition prior to registration. This petition must be signed/approved by the Instructor, Department chair, and Academic Dean. Regular tuition is charged, and additional fees may apply.

CSC-3850 Introduction to Robotics (4 semester hours)
This course introduces students to fundamental concepts in autonomous, mobile robotics. Robot behaviors are programmed. Lab and programming required.
Prerequisite(s): CSC-2300.

CSC-4100 Systems Analysis and Design (4 semester hours)
Methods and techniques to analyze, design, and develop software applications. Topics include working with project stakeholders, design patterns and modeling, object oriented design, test driven development, clean code development and designing for qualities such as performance, safety, security, reliability, reusability, and maintainability.
Prerequisite(s): CSC-2660.

CSC-4210 Introduction to Mobile Application Development (4 semester hours)
This course provides the student with the foundation necessary to build mobile applications. This course is intended for students that have experience with object-oriented programming. Lab and programming required.
Prerequisite(s): CSC-3630.

CSC-4350 Software Engineering (4 semester hours)
This course is an introduction to software engineering techniques used in the production and maintenance of professional software. The course examines key software development concepts such as feasibility/cost, specification, design, architecture, implementation, testing, maintenance, project management, and software tools. In addition, the course evaluates software development processes such as waterfall, agile, and DevOps. Students will work in groups to produce a useful project that could be released for real-world use.
Co/prerequisite(s): CSC-3630. It is strongly recommended that students complete CSC-3630 before enrolling in CSC-4350.

CSC-4450 Programming Languages (4 semester hours)
Formerly CSC-3640. A survey of current programming languages and how they are used to solve programing problems and manipulate data. Students will gain skill in at least three programming languages representing different programming paradigms and learn techniques to develop skills in new languages quickly. Extensive programming in required.
Prerequisite(s): CSC-3250.

CSC-4500 Database Design and Implementation (4 semester hours)
This course will address the design and implementation of relational databases in conjunction with Java-based applications. Emphasis will be on data-modeling techniques, such as ER modeling, database normalization and optimization, relational algebra, SQL, functional dependency, security, stored procedures, and transaction management. Projects will include the design of a complete database with basic application interaction.
Prerequisite(s): CSC-2150.

CSC-4610 Ethical Hacking (4 semester hours)
This course aims to provide knowledge and skills required to understand the mechanics behind hacking attacks, and develop appropriate safeguards. The course focuses on the code of conduct and ethics of attacking systems. The course also teaches the mindset of the criminal hacker and evolution of the hacker.
Prerequisite(s): CSC-3410.

CSC-4620 Computer Forensics (4 semester hours)
An introduction to the fundamental concepts behind the collection and analysis of the digital evidence left behind in a digital crime scene. Topics include the identification, preservation, collection, examination, analysis, and presentation of evidence for prosecution purposes. Discussion also covers the laws and ethics related to computer forensics and challenges in computer forensics.
Prerequisite(s): CSC-2550.

CSC-4810-9 Selected Topics in Computer Science (Variable semester hours)
This course will address a specific area of study in computer science not already covered by other course offerings. Prerequisites vary by topic.

CSC-4830 Directed Study in Computer Science (0.5-17 semester hours)
This is a course in which a student or students study on campus under the close supervision of an Aurora University faculty member. This is not "field experience," does not cover material in the regular curriculum, and is not as research and/ or independently oriented in its instructional methodology as an independent study. Descriptions of directed studies are contained in the petition by which the learning experience was approved. Students should file the Directed Study Petition prior to registration. This petition must be signed/approved by the Instructor, Department chair, and Academic Dean. Regular tuition is charged, and additional fees may apply.

CSC-4940 Computer Science Internship (1-4 semester hours)
An advanced academic internship experience for credit requires the student to be at least a junior in standing, although individual programs may require senior 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. Regular tuition is charged, and additional fees may apply.
Grading Type: Credit/No Credit

CSC-4990 Computer Science and Engineering Capstone (4 semester hours)
This course involves a team-based design and development of a large-scale application from conception to deployment. The team will function as a complete software development group; beginning with requirements gathering from external users, to modeling and architecting the application, to implementation, and concluding with user acceptance testing. The course is based on the culmination of knowledge and skills of the students, in an effort to simulate a real-world application development scenario.
Prerequisite(s): CSC-3700 or CSC-3400; CSC-4500; Senior Standing.

Criminal Justice (CRJ)

CRJ-1010 Introduction to Criminal Justice System (4 semester hours)
This course explores the administration of criminal justice in the U.S. with a general overview of the total system. Students will explore the role of the police, criminal courts and corrections while learning about the increasing number of careers available within criminal justice. Students also will be expected to conduct "field experiences" of their choice in order to better explore the broad field and multidisciplinary nature of criminal justice.

CRJ-1810-9 Selected Topics of 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-2150 Correctional Services (4 semester hours)
This course examines the role of corrections (i.e., jails, probation, intermediate sanctions, prisons and parole) in the criminal justice system. Topics include operations and management issues of correctional institutions: custody and discipline; recidivism; alternatives to incarceration; treatment; rehabilitation and reentry of offenders; capital punishment; and current and future trends in corrections. The completion of "field experiences" outside the classroom will be expected as a means to enhance and apply course material.
Prerequisite(s): CRJ-1010.

CRJ-2210 Courts and Justice (4 semester hours)
Structures and legal concepts underlying the American criminal court process are the focus of this course, including theoretical framework and functional and dysfunctional aspects of courts of limited and general jurisdiction. Students will be expected to observe at least four hours of a trial at a local criminal court.
Prerequisite(s): CRJ-1010.

CRJ-2220 Criminal Justice Report Writing (4 semester hours)
This course is designed to help students improve their research and writing skills. Students will learn how to find academic sources through library research, how to organize research material and use it to write a paper that follows APA Publication Manual rules, and how to create a reference list for the paper. It will also help students prepare for entering the job market by discussing how to write a professional resume and cover letter, how to prepare PowerPoint presentations, and how to write a variety of professional reports.
Prerequisite(s): CRJ-1010.

CRJ-2250 Social Inequalities (4 semester hours)
All societies are characterized by the unequal distribution of income, wealth, mobility, power, prestige, etc. This course introduces students to various patterns of social inequalities, and to factors that shape such inequalities over time. Students learn about the ways in which different forms of social inequalities influence individual and group life. Efforts undertaken by various social agents to reduce the existing gaps between various categories of people, both in the developed and the developing societies, are also discussed.

CRJ-2300 Criminology (4 semester hours)
This course provides an introduction to theories of criminal causation/control and a general overview of the history and development of both criminology and criminality. Additional areas of study include the criminological enterprise, with attention to crime, criminals, victims and punishment, and special emphasis on understanding the social meaning of crime.

CRJ-2400 Principles of Emergency Management (4 semester hours)
This course examines the historical context of emergency management to the present day evolution into the world of homeland security. Focus is on the disciplines of the emergency management process: mitigation, preparedness, communications, response and recovery. Students will be provided with a background in international emergency management policies and challenged to develop their own ideas about the future of emergency management in America.
Prerequisite(s): CRJ-1010.

CRJ-2420 Criminal Law (4 semester hours)
The course provides students with an understanding in the substantive criminal law. Topics include the general principles of criminal liability, such as the elements of actus reus and mens rea; justifications and excuses; vicarious liability and inchoate crimes; and specific analysis of crimes against persons, property and public order. As part of a "field experience," students will be expected to observe a criminal court proceeding or similar experience.
Prerequisite(s): CRJ-1010.

CRJ-2500 Policing America (4 semester hours)
This course examines the policing occupation as it has evolved in the U.S. Traditional law enforcement practices will be compared with contemporary policing and the uses of modern technology. Contemporary topics include spatial crime analysis, directed patrol, profiling, terrorism, misuse of force, problem solving, intelligence-led policing and community building. Students will be expected to conduct "field experiences" outside of the classroom that may be completed individually or within groups.
Prerequisite(s): CRJ-1010.

CRJ-2810-9 Selected Topics of 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-3010 International Crime and Justice (4 semester hours)
This course examines the conception of law and justice in Western and Eastern societies, including the cultural foundations of legal systems and how these legal systems are sometimes used as instruments of cultural and social change. Interpretations of ideological and developmental differences and similarities are utilized to identify differences and similarities among legal systems. Patterns in laws, crimes, corrections and law enforcement practices of selected Western and Eastern societies are also identified.

CRJ-3100 Security Leadership (4 semester hours)
This course is about effective leadership in the workplace, specifically as it relates to private security. We will discuss and contrast the relationships between private protection services and public law enforcement. A crime prevention model will be developed and used to shape our analysis of the justice system as it relates to both public and private policing. Students will become acquainted with basic principles of security, loss prevention and situational crime prevention that are common and fundamental to all areas of business and assets protection. In addition, concepts underlining situational crime prevention will be discussed with references to contemporary theory and research findings.
Prerequisite(s): CRJ-1010.

CRJ-3150 Probation and Parole (4 semester hours)
This course centers on the organization and operation of probation and parole systems in the U.S., including history, law, ideologies, varieties of practice, evaluation, contemporary issues, and future trends in probation and parole. The response of these agencies to public pressures and court regulation is also examined, along with implications for rehabilitation.
Prerequisite(s): CRJ-1010.

CRJ-3180 Constitutional Law and the Judicial System (4 semester hours)
The case method is utilized to analyze the principles of the American Constitution. Topics include presidential, congressional and Supreme Court power, equal protection of the law and race, gender, sexual orientation, implied fundamental rights to abortion choice and education, free speech and religion, and modern constitutional theories.
Prerequisite(s): PSC-1300.

CRJ-3200 Homeland Security (4 semester hours)
The focus of this course is the complex and ever-changing nature of homeland security in America. The development of the present system of the protection of our homeland is explored by examining the history of security threats to our nation. Students will learn about how the beginning of the Cold War period shaped America's policies in the Korean War, the Cuban Missile Crisis and in Vietnam. The progressive nature of domestic and international terrorism that culminated in the single largest attack by a foreign enemy on American soil will be explained. In addition, the effect of natural disasters that impact our homeland security priorities will be identified.
Prerequisite(s): CRJ-1010.

CRJ-3300 Criminal Investigation (4 semester hours)
This course focuses on proper ways to examine crime scenes and collect a wide variety of physical evidence that may be encountered at crime scenes. In addition to the collection and preservation of evidence, this course will emphasize increased use of science and technology to solve crimes. Additional topics include the pragmatic aspects of using evidence to achieve the single goal of delivering justice in a fair and impartial manner.
Prerequisite(s): CRJ-1010.

CRJ-3310 Forensic Science (4 semester hours)
Forensic science, simply defined, is the application of science to the law. It involves the collection, examination, evaluation, and interpretation of evidence. This course is intended to introduce students to the fundamental principles of forensic science and its application to the American justice system. Students are taught to evaluate the use of biological, chemical and behavioral sciences by our justice system while gaining a basic understanding of the capabilities and limitations of the application of forensic science to the law.

CRJ-3340 Juvenile Justice (4 semester hours)
This course examines ideas and practices unique to the juvenile justice system, including differences based on established values and laws. Basic development concepts of delinquency are related to methods of delinquency control and roles of peace officers, court personnel and correctional staff in the juvenile justice system. Aspects of cultural values that exist in American society and their relationship to school delinquency and disorder are emphasized.
Prerequisite(s): CRJ-1010.

CRJ-3350 Terrorism and Counterterrorism (4 semester hours)
This course attempts to explain why terrorists "do what they do" by exploring the history of terrorism and shedding light on likely future scenarios. By design, the emphasis is on key historical themes rather than abstract theory. Related topics include international terrorism, religiously motivated terrorism, suicidal terrorism and how the media is used to shape public opinions about terrorist acts.
Prerequisite(s): CRJ-1010.

CRJ-3400 Criminal Evidence and Procedure (4 semester hours)
This course analyzes the concept of evidence and rules governing its admissibility. New technologies impacting constitutional rights will be explored. Additional topics include theoretical and pragmatic considerations of substantive and procedural laws affecting arrest, search and seizure.
Prerequisite(s): CRJ-1010; CRJ-2420.

CRJ-3500 Organized Crime (4 semester hours)
This course examines the different organized criminal elements in American society, including crimes committed by corporations, governments, political groups, white-collar workers and syndicates. The economic effect of these violations on society is explored, as well as law enforcement efforts to minimize that effect.

CRJ-3550 Cyber Crime Investigations (4 semester hours)
This course explores how a "networked" world has bred new crimes and new responses. It investigates how information and communication technology (ICT) has become a tool, a target, and a place of criminal activity and national security threats, as well as a mechanism of response. This course addresses such questions as how emerging technologies challenge existing laws and criminal procedures; what reasonable expectations of privacy are in cyberspace; and how control is shifting from traditional mechanisms of law enforcement to new regulatory regimes, including technology. The focus of this course is how the emergence of advanced information societies challenges certain prevailing social and philosophical constructs of criminal justice, social control and individual freedom.
Prerequisite(s): CRJ-1010.

CRJ-3610 Research Methods (4 semester hours)
This course provides students with knowledge of basic principles and understandings fundamental to research used in criminal justice. Topics include the theory and application of social science research: the selection of appropriate research methods, ethical and practical issues, and data collection and preparation. Students will utilize SPSS in computer lab exercises to enter and analyze data to produce statistical information for interpretation and presentation of findings. Ultimately, the course aims to assist students in becoming more informed consumers and producers of criminal justice information. Students who double major in Psychology and Criminal Justice must complete both PSY-3500 and PSY-3520. CRJ-3610 may be waived if both PSY-3500 and PSY-3520 have been completed.
Prerequisite(s): CRJ-1010 or SOC-1100.

CRJ-3700 Forensic Investigation of Child Abuse and Neglect (4 semester hours)
This course explains the causes, symptoms, and signs of child physical abuse and sexual abuse. Sexual abuse myths and realities are explored along with delayed disclosures and recantations. The lessons learned in this class will be practical and applicable for students in a wide variety of fields to include criminal justice, education, nursing, social work and psychology.

CRJ-3710 Serial and Mass Murder (4 semester hours)
This course is an advanced-level special topics elective in the criminal justice major curriculum. Given the cross-disciplinary nature of the topic, non-criminal justice majors are also welcome. This course is a broad-based overview of the phenomena of serial and mass homicide, and will involve learning about the various definitions and theories constructed to explain these types of killings. The course focuses specifically on distinguishing serial homicide from other forms of multiple homicide, on "serial killers" themselves, basic techniques of social-psychological profiling, the demographics of the crime of serial homicide and mass murder, methods of killing, general and serial homicide trends over time, the impact of multiple murder on society as a whole, and the difficulties in apprehension of serial killers and mass murderers from the perspective of law enforcement officials.

CRJ-3720 Criminal Profiling (4 semester hours)
This course explores the use of typologies and profiles in criminological theory and criminal justice practice with focus on profiling of violent crimes. Central topics in the course include the purpose of typologies in criminal justice, criminal profiling and serial murder. This course is intended to provide students with a general understanding of the theory and purpose of criminal typologies and focused review of the literature on criminal profiling. Teaching students how to become "profilers" is beyond the scope of this course. Instead, students will be introduced to the theory and practice of profiling, and the scientific literature on criminal profiling and serial murder. Students will be engaged in critical discussion of the use of typologies and profiles in the criminal justice system. Throughout the course, students will be exposed to the existing profiles of a variety of offenders, offenses and victims through the analysis of case studies. Finally, students will connect course material to reality crime television ("First 48," "Cold Case Files," "Forensic Files," etc.) to determine how behavioral crime myths are often perpetuated by the media.

CRJ-3810-9 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-3940 Criminal Justice Internship (1-4 semester hours)
This course is designed for criminal justice students who are undertaking an internship with a public agency or private firm. Research, observation, study and/or work in selected criminal justice agencies supplement classroom study with constructive participation in the criminal justice system. The internship experience must be planned through student-instructor interviews before registration as provided under internship regulations. The objective of the course is to assist the intern and the participating agencies in getting the most out of the student-learning experience. Students electing this option will need to complete a contract with the participating internship agency and a member of the criminal justice faculty. They will contract 48 clock hours for every one (1) semester hour. Therefore, a student must contract for at least 192 hours and a maximum of 576 hours to complete this elective. A maximum of four semester hours of internship count toward the criminal justice major electives, with any remaining semester hours counting toward the 120 total semester hours required for graduation. Permission of the instructor required.
Prerequisite(s): Instructor permission.

CRJ-4200 Administration of Criminal Justice Agencies (4 semester hours)
This course is about how leadership drives change in criminal justice agencies. The impact of politics, unions, conflicting service demands and limited resources will be explored. This course provides a critical examination of the organization and administration of municipal police agencies and their functions. Concepts of organizational theory are used to integrate proven concepts into the police service.
Prerequisite(s): CRJ-2500.

CRJ-4400 Introduction to Intelligence Policy (4 semester hours)
This course is designed to give students an understanding of the role intelligence plays in making national security policy and insight into its strengths and weaknesses. The history and an overview of the U.S. intelligence community will be explored. Focus will be on the intelligence processes: requirements, collection, analysis, dissemination and policy. Additional topics will include covert action and counter intelligence. Students will be required to debate and form their own conclusions about how the U.S. intelligence community operates.
Prerequisite(s): CRJ-1010.

CRJ-4800 Strategic Planning and Ethics (4 semester hours)
This course discusses effective management practices that are central to criminal justice professionals and academic researchers who evaluate and question managerial methodology. This course is designed to analyze these organizational changes to prepare students to effectively lead within these changes. Students will learn how to comprehend and direct strategic planning, missions, goals, objectives, and action plans through an ethical lens that will test personal values and beliefs. Students will be expected to develop a professional resume and create a working leadership career path. Permission of the instructor required.
Prerequisite(s): CRJ-1010.

CRJ-4810-9 Selected Topics of 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-4940 Criminal Justice Internship (4-12 semester hours)
This course is designed for criminal justice students who are undertaking an internship with a public agency or private firm. Research, observation, study and/or work in selected criminal justice agencies supplement classroom study with constructive participation in the criminal justice system. The internship experience must be planned through student-instructor interviews before registration as provided under internship regulations. The objective of the course is to assist the intern and the participating agencies in getting the most out of the student-learning experience. Students electing this option will need to complete a contract with the participating internship agency and a member of the criminal justice faculty. They will contract 48 clock hours for every one (1) semester hour. Therefore, a student must contract for at least 192 hours and a maximum of 576 hours to complete this elective. A maximum of four semester hours of internship count toward the criminal justice major electives, with any remaining semester hours counting toward the 120 total semester hours required for graduation. Permission of the instructor required.
Prerequisite(s): Instructor permission required.

Cybersecurity (CYB)

CYB-1100 Foundations in Cybersecurity Management (4 semester hours)
Analyze and draft cybersecurity policies; create practical approaches to risk analysis; practice techniques to prevent intrusions and attacks that threaten organizational data; and participate in exercises in cryptography, ethical hacking, and crisis management.
Prerequisite(s): CSC-1700 or CSC-1010.

CYB-1810-9 Selected Topics in Cybersecurity (Variable semester hours)
This course will address a specific area of study in cybersecurity not already covered by other course offerings. Prerequisites vary by topic.

CYB-2100 Communicating, Problem Solving, and Leading in Cybersecurity (4 semester hours)
Make yourself more valuable to an employer by gaining and improving skills in communication and problem solving. Explore the field of cybersecurity by developing connections to your career aspirations, creating a professional social network presence, and using critical thinking to inform decisions. Improve and refine your skills in communication, critical thinking, quantitative reasoning, and team leadership. Hone your professional writing and oral communication skills to produce effective presentations and become proficient with current technology.

CYB-2810-9 Selected Topics in Cybersecurity (Variable semester hours)
This course will address a specific area of study in cybersecurity not already covered by other course offerings. Prerequisites vary by topic.

CYB-3100 Cybersecurity Governance (4 semester hours)
Examine important human aspects of cybersecurity, such as the motivations for cybercrimes, including hacker psychology and hacker culture. Explore the legal and regulatory environments related to local, state, national and international cybersecurity concerns. Formulate policy and conduct analysis for the prevention of intrusions, attacks, and threats to organizational data
Prerequisite(s): CYB-1100; CYB-2100.

CYB-3300 Risk Management and Organizational Resilience (4 semester hours)
Apply critical thinking and analysis to determine potential risks to the enterprise. Investigate the application of systems, tools, and concepts to minimize risk in an organization's cyberspace initiatives. Explore how to identify threats, conduct vulnerability assessments, and perform risk assessment and management. Examine system development and application assurance from a holistic viewpoint that spans the cyberspace landscapes. Gain an understanding of the value provided by regulatory, policy, and compliance guidelines in addition to pure technology options.
Prerequisite(s): CYB-1100; CYB-2100.

CYB-3500 Cybersecurity Program Development (4 semester hours)
Create a cybersecurity program using the enterprise as a framework. Examine the role of architectural methodology as part of the complete cybersecurity program. Consider the cyber threat landscape and the strategies related to incident response, awareness, and the mobile environment and its impact on government and industry. Explore identity theft, network security, cyber strategy development, and mobile device management.
Prerequisite(s): CSC-3200.

CYB-3600 Cryptography and Encryption (4 semester hours)
This course covers the techniques and methods used in modern cryptography to secure and protect data. Topics include private and public key encryption, hashing, digital signatures, authentication methods, ciphers, and strengths of cryptosystems. Programming is required.
Prerequisite(s): CSC-2150; MTH-3270.

CYB-3810-9 Selected Topics in Cybersecurity (Variable semester hours)
This course will address a specific area of study in cybersecurity not already covered by other course offerings. Prerequisites vary by topic.

CYB-4500 Cybersecurity Program Development (4 semester hours)
Create a cybersecurity program using the enterprise as a framework. Examine the role of architectural methodology as part of the complete cybersecurity program. Consider the cyber threat landscape and the strategies related to incident response, awareness, and the mobile environment and its impact on government and industry. Explore identity theft, network security, cyber strategy development, and mobile device management.
Prerequisite(s): CYB-3100 or CYB-3300.

CYB-4610 Ethical Hacking (4 semester hours)
Formerly CSC-4610. This course aims to provide knowledge and skills required to understand the mechanics behind hacking attacks, and develop appropriate safeguards. The course focuses on the code of conduct and ethics of attacking systems. The course also teaches the mindset of the criminal hacker and evolution of the hacker.
Prerequisite(s): CSC-3350.

CYB-4620 Digital Forensics (4 semester hours)
Formerly CSC4620. An introduction to the fundamental concepts behind the collection and analysis of the digital evidence left behind in a digital crime scene. Topics include the identification, preservation, collection, examination, analysis, and presentation of evidence for prosecution purposes. Discussion also covers the laws and ethics related to computer forensics and challenges in computer forensics.
Prerequisite(s): CSC-3350.

CYB-4810-9 Selected Topics in Cybersecurity (Variable semester hours)
This course will address a specific area of study in cybersecurity not already covered by other course offerings. Prerequisites vary by topic.

CYB-4940 Cybersecurity Internship (4 semester hours)
The purpose of the Cybersecurity Internship is to enable Aurora University students to acquire work experiences in the world of business or related-contexts. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours. Letter grading applies. Permission of the instructor required.

CYB-4990 Capstone in Cybersecurity (4 semester hours)
Assume the role of a cybersecurity professional by examining current issues in cybersecurity management, including enterprise risk management, vulnerability assessment, threat analysis, crisis management, security architecture, security models, security policy development and implementation, security compliance, information privacy, identity management, incident response, disaster recovery, and business continuity planning, particularly in the health, banking, and finance sectors.
Prerequisite(s): CYB-3100; CYB-3300; CYB-3500.

Early Childhood Special Education (ECS)

ECS-1810-9 Selected Topics in Early Childhood (Variable semester hours)
This course will address a specific area of study in early childhood not already covered by other course offerings. Prerequisites vary by topic.

ECS-2050 Introduction to Early Childhood Education (2 semester hours)
This survey course provides an overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming, and evidence-based practices. Professional and evidence-based practices of highly qualified early childhood educators are outlined with an emphasis on their ability to enhance development and learning of each and every child between the ages of birth and eight. Considerations for diversity of culture, language, race, socio-economic status, gender, ethnicity, and ability will be included. Students will spend a minimum of 15 hours of observation in diverse early childhood settings. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-2100 Child Growth and Development and the Social and Emotional Characteristics of the Young Child -- Birth to Age 8 (4 semester hours)
This course will provide focus on typical and atypical orders of human development, emotional and social development and theories of learning in early childhood settings, birth to age eight. Course content includes the various areas of exceptionality in terms of causes, characteristics and general intervention, strategies for adapting the learning environment and modifying instruction to make the classroom and curriculum accessible to all children, through inclusion of those with special needs. Teacher candidates will engage in the analysis of what constitutes developmentally appropriate adaptive and academic growth. Additionally, contrasts will be drawn between 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, intellectual disabilities, ADHD, Autism, or acquired disorders (traumatic brain injury). An overview of developmentally appropriate practices, normal individual variations in learning styles and effect of stress, trauma, disabilities, social and emotional development, language acquisition and cultural diversity for children birth to age eight will be explored and evaluated. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-2200 Legal Aspects of Early Childhood/Special Education -- Birth to Age 8 (2 semester hours)
This course presents historical, philosophical, legislative developments and legal precedence in the education for young children, birth to age eight, both with and without disabilities. Teacher candidates will explore various school, community and home settings available to children and various community agencies and professional organizations which support and collaborate with young children and their families. IDEA, the recent reauthorization, the Illinois Professional Teaching Standards, Early Childhood Standards and rules and regulations about IEPs and IFSPs will be analyzed.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-2300 Speech and Language Development of the Young Child -- Birth to Age 8 (4 semester hours)
This course covers typical and atypical speech and language development of young children, birth to age eight. The course presents a broad range of techniques that parents, caregivers and teachers can use to foster speech and language development. Specific language disorders and remedial strategies are covered. Adaptive and assistive technology for facilitating and ameliorating delays in language are observed and practiced, as well as using technology to access and manage information. In addition, second language acquisition, as well as culturally unbiased assessments and procedures are analyzed. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-2400 Infants and Children with Special Needs -- Birth to Age 8 (2 semester hours)
This course covers the characteristics and etiologies of various disabilities and the educational implications of these disabilities. Teacher candidates learn how infants and children are identified, how health and educational issues are addressed and how the disability affects the family system. Strategies and techniques for ameliorating the delays and for facilitating the functional integration of children with disabilities in a variety of settings will be addressed. In addition, the characteristics of children with individual differences related to cultural and language diversity are emphasized. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Pass TB Test.

ECS-2500 Health, Safety and Nutrition for the Young Child, Birth to Gr. 2 (2 semester hours)
This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy life style practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals that are appropriate for each child. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-2810-9 Selected Topics in Early Childhood (Variable semester hours)
This course will address a specific area of study in early childhood not already covered by other course offerings. Prerequisites vary by topic.

ECS-3100 Curriculum and Classroom Environment -- Birth to Age 8 (4 semester hours)
Teacher candidates will learn how to design language, literacy, and stimulus- rich indoor and outdoor environments that foster learning and problem solving; encourage appropriate social interactions and self-regulation; use technology to access information, maintain records, and enhance classroom learning; and become familiar with materials and strategies to accommodate children with disabilities. The importance of play for young children, of providing learning opportunities which are embedded in daily routines and of establishing a physically and psychologically safe environment will be emphasized. Teacher candidates will have the opportunity to study, develop and implement developmental, functional/adaptive, and academic curricula which meet the Illinois Early Learning Standards through the development of short- and long-term lesson plans. Specific strategies for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted children are analyzed. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing a TB Test.

ECS-3200 Observation and Assessment of the Young Child (2 semester hours)
In this course, teacher candidates will learn to assess children's cognitive, social-emotional, motor and sensory-motor, communication, adaptive and academic skills through a variety of techniques, including observation, informal and formal instruments, and family member interviews. Culture and bias-free instruments and procedures are presented along with adaptation assessments for children with disabilities and those children who may be identified as gifted. Teacher candidates will have the opportunity to test, interpret results, present the results in a team setting and collaborative develop a learning plan. The different purposes of assessment (screening, pre-referral, referral, classification, instructional planning and progress evaluation) as well as the due process rights and procedures will be analyzed. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB test.

ECS-3300 Collaborating With Families, Professionals, and the Community (2 semester hours)
This course emphasizes the importance of the family and the community in the development of the young child, birth to age eight. Culturally appropriate strategies and techniques for respecting, supporting and involving the family in the assessment process and the development of the learning plan are presented. Candidates become aware of the typical concerns of families of children both with special needs and from diverse cultures. Team and family dynamics, conflict resolution, interagency collaboration, community resources, and ethical procedures are explored. Candidates will have the opportunity to interact with professionals and family members and to create newsletters and other means of communication which are sensitive to the family's culture and home language. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-3400 Methods and Practices for Infants and Toddlers (2 semester hours)
This course teaches methods and techniques for working with typical and atypical infants and toddlers. Natural environments and home settings are stressed. Medical issues, health, nutrition, and safety issues will be covered as well as fostering motor, self-help, language, social/emotional and cognitive skills. Teacher candidates will have the opportunity to observe screenings and the development of the IFSP. In addition, teacher candidates will learn strategies for implementing learning activities embedded in the child's daily routine. Transition issues and procedures are also presented. This course includes a clinical/lab experience designed to provide candidates with an understanding of the development of infants and toddlers through participation in hands-on learning experiences in infant and toddler settings. Teacher candidates will facilitate small group lessons and experience, first-hand, the construction of knowledge. Teacher candidates will develop an awareness of appropriate adult/child interaction while developing professionalism and overall competence as future teachers. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-3410 Methods and Practices for Preschoolers (2 semester hours)
Teacher candidates develop an understanding of the methods and techniques for working with typical and atypical preschoolers. Developmentally appropriate methods and materials for teaching the integration of content including reading, social studies, science, mathematics and the arts are stressed along with interventions and adaptive technology available for all children with disabilities, children from diverse cultures, and second language learners. Teacher candidates will learn strategies for integrating children with exceptional needs within various settings and for using varying levels of complexity to engage all children. This course includes a clinical/lab experience designed to provide candidates with an understanding of the development of preschoolers through participation in hands-on learning experiences in a preschool setting. Teacher candidates will facilitate small group lessons and experience, firsthand, the construction of knowledge. Teacher candidates will develop an awareness of appropriate adult/child interaction while developing professionalism and overall competence as future teachers. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-3420 Methods of Teaching Early Reading and Writing (4 semester hours)
Early literacy development and its relationship to a child's oral language are explored. The role of developmentally appropriate children's literature, vocabulary development and prior experience, and the use of print in the classroom are covered. Teacher candidates will learn the importance of early phonemic awareness, phonics, reading comprehension, and spelling development and acquire strategies to assess and teach reading literacy skills. Research based methods for teaching reading and writing in the early grades are taught and practiced in an early childhood classroom setting. Candidates will learn reading assessments and apply the knowledge when students have difficulty with reading and/or writing and utilize strategies for remediation. Specific techniques for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted will be emphasized. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-3430 Methods of Teaching Early Mathematical Thinking (2 semester hours)
The development of mathematical thinking in young children is included in this course. Integrating developmentally appropriate mathematical experiences include number development, the relationship of more, less, and the same, estimation, counting, numeral recognition, pattern recognition, manipulative modeling, algebra, geometry and probability. Methods and activities for teaching number systems, measurement, spatial relationships, data collection and computation are presented. Teacher candidates will have the opportunity to develop and implement lessons which increase students' ability to apply mathematical skills in a variety of contexts. Specific techniques for children with disabilities, children from diverse cultures and children considered gifted are explored. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test

ECS-3440 Methods of Teaching Early Science, Social Studies, and the Arts (2 semester hours)
This course will cover methods and strategies for promoting scientific knowledge and inquiry in young children. Developmentally appropriate activities for exploring social sciences and the fine arts (visual arts, music, drama and dance) are also investigated. Approaches and activities for integrating these learning experiences with experiences in other content areas are emphasized. This course will present adaptive strategies and techniques for children with disabilities, children from diverse cultures and children considered gifted. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test.

ECS-3810-9 Selected Topics in Early Childhood (Variable semester hours)
This course will address a specific area of study in early childhood not already covered by other course offerings. Prerequisites vary by topic.

ECS-4100 Early Childhood Practicum Field Experience -- Birth to Age 3 (2 semester hours)
This course is a supervised practicum to provide teacher candidates more extensive clinical experience working with early childhood children and their families (birth to age 3). Candidates observe, plan and implement activities for birth to age 3 typical and atypical infants and toddlers over the course of a semester or summer. Settings may include hospitals, homes, daycare settings, early intervention or community centers and more. Teacher candidates have the opportunity to observe occupational, physical and speech therapists working with young children and their families, including those from diverse cultures. This course requires the clinical component to be a minimum of 50 hours. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test; ECS-2100; ECS-2200; ECS-3420.

ECS-4200 Early Childhood Practicum Field Experience -- Preschool (2 semester hours)
This course is a supervised practicum to provide teacher candidates more extensive clinical experience working with early childhood children 3-5 years of age. Candidates plan and implement lesson plan units for individual children and small groups which allow for individual differences and special needs, language and cultural diversity, and which incorporate varying levels of complexity to include all students. Settings may include Early Childhood Special Education classrooms, blended ECS classrooms, and daycare or nursery school settings which include children with special needs. Continued interaction and support for families is stressed. This course requires the clinical component to be a minimum of 50 hours. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check).; Passing TB Test; ECS-2100; ECS-2200; ECS-3420.

ECS-4300 Early Childhood Field Experience -- K-2 (2 semester hours)
This course is a supervised practicum to provide teacher candidates more extensive clinical experience working with early childhood children 5-8 years of age. Candidates will be assigned a kindergarten, first or second grade classroom, or a self-contained primary special education classroom. Candidates will plan and implement lesson plan units in math and reading and will utilize formal and informal assessments to inform their planning and teaching. This course requires the clinical component to be a minimum of 50 hours. A complete schedule of clinic/lab experiences will be distributed in class.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing TB Test; ECS-2100; ECS-2200; ECS-3420.

ECS-4750 Student Teaching Internship in Early Childhood Education (13 semester hours)
Student teaching is the capstone experience of Aurora University's School of Education. It is the culminating experience for teacher candidates. Teacher candidates will be 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 major instructional responsibilities of a classroom teacher with appropriate assignments and supervision. The early childhood student teaching experience will encompass two distinct placements: birth to 4 years of age and K-3. Students will be expected to successfully complete the ISBE (Illinois State Board of Education) requirement of an edTPA to fulfill the requirements of the course. (Fall and Spring).
Prerequisite(s): Admission to the School of Education includes maintaining a 3.0 GPA; Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB test, successful completion of ALL coursework and passing scores on the Content Test and edAPT and completion of all School of Education paperwork. Instructor Permission.

Additional fee required

ECS-4760 Student Teaching Seminar (2 semester hours)
This seminar meets in conjunction with student teaching and is required for all early childhood education majors. (Fall and Spring)
Prerequisite(s): Admission to the School of Education includes maintaining a 3.0 GPA; Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing a TB Test and successful completion of ALL coursework and passing scores on the Content Test and edTPA and completion of all School of Education paperwork.

Corequisite(s): ECS-4750.

ECS-4810-9 Selected Topics in Early Childhood (Variable semester hours)
This course will address a specific area of study in early childhood not already covered by other course offerings. Prerequisites vary by topic.

Economics (ECN)

ECN-1810-9 Selected Topics in Economics (Variable semester hours)
This course will address a specific area of study in economics not already covered by other course offerings. Prerequisites vary by topic.

ECN-2030 Principles of Economics (4 semester hours)
This course covers introductory microeconomics and macroeconomics with particular attention given to the U.S. economy and global issues. The microeconomic portion introduces the discipline and fundamental tools of economics. It proceeds to study the workings of a price system and theories of consumer and firm decision-making. It further analyzes particular market structures characterized by perfect and imperfect competition, reviews the strengths and weaknesses of a market economy, and considers the government's role in correcting market failures and promoting competition. The macroeconomic portion studies the domestic and international forces that govern the determination of the aggregate level of economic activity and stabilization policies used to manage business cycles. The course will further explore the causes and effects of inflation and unemployment, the importance of international trade, trade policy and economic integration.
Prerequisite(s): MTH-1030 or MTH-1100 or MTH-1310 or MTH-2210 or MTH-2320 or MTH-2700 or (MTH-1210, MTH-1220, and NSM-2500).

ECN-2810-9 Selected Topics in Economics (Variable semester hours)
This course will address a specific area of study in economics not already covered by other course offerings. Prerequisites vary by topic.

ECN-3810-9 Selected Topics in Economics (Variable semester hours)
This course will address a specific area of study in economics not already covered by other course offerings. Prerequisites vary by topic.

ECN-4810-9 Selected Topics in Economics (Variable semester hours)
This course will address a specific area of study in economics not already covered by other course offerings. Prerequisites vary by topic.

Education (EDU)

EDU-1810-9 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-2100 Foundations of Teaching and Learning (4 semester hours)
The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; legal decisions that have shaped issues of equity in schooling; an analysis of how education policy shapes classroom practices. Includes the development of a personal philosophy of education. Serves as a foundation for all other coursework in the Aurora University education program. Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course. Students placed in private/parochial schools may be required to complete additional youth safety training.

EDU-2110 Foundations of ESL and Bilingual Education (2 semester hours)
The purpose of this course is to introduce 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. Candidates will explore the historical, socio-political, and legal issues related to the education of ELs in U.S., and common assumptions about how policies, power, attitudes, and societal norms shape and affect education for ELs. (Includes clinical experience). Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course

EDU-2140 Assessment of English Learners (4 semester hours)
This course focuses on the 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. (Includes clinical experience). Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course

EDU-2260 Learning Theories and Applications K-12 (4 semester hours)
Examination of cognitive science, constructivism, social cognition, and other learning theories and their influence on how educators view teaching and learning. Students apply learning theory concepts in the development of learning activities for students. Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course. Students placed in private/parochial schools may be required to complete additional youth safety training.

EDU-2300 Technology for Teachers (4 semester hours)
This course enables teacher education candidates to demonstrate mastery of the knowledge and skills required to demonstrate proficiency in the current Illinois Professional Teaching Standards addressing technology. Strands will include the role and responsible use of technology in education, effective use of instructional hardware and software to differentiate and facilitate student growth and achievement, teaching with multimedia and hypermedia, use of distance learning tools including the Internet, use of technology to communicate and collaborate with colleagues and parents, conduct assessments, conduct research, as well as use of instructional technology to facilitate student learning. The course focuses on both knowledge and performance indicators, and includes hands-on technology activities. Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course.

EDU-2810-9 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-3110 Foundations for Language Minority Education (2 semester hours)
This course focuses on the theoretical foundations of bilingual and English as a second language education. Historical trends and legal issues related to the education of language minority children in U.S. will be discussed as well as effective instructional practices for English Language Learners in our schools. (includes clinical experience).

EDU-3120 Methods and Materials for Teaching ESL (4 semester hours)
The purpose of this course is to prepare candidates in methodology to teach English as a second language. 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. (Includes clinical experience)
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check and passing a TB test will be required within the first two weeks of the course.

EDU-3130 Cross-Cultural Studies for Teaching ELL's (2 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 for appropriate teaching and learning strategies for a diverse student population in today's classrooms. Includes clinical experience.

EDU-3150 Linguistics for Teaching English Language Learners (4 semester hours)
This course provides an introduction to the study of linguistics applied to teaching English Language Learners. The course provides exposure to English phonology, morphology, syntax, analysis and application of linguistics theories. Participants will also study theories and practices involving first and second language acquisition. (Includes clinical experience) Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course

EDU-3170 Methods and Materials for Teaching in Bilingual Programs (4 semester hours)
The purpose of this course is to prepare candidates in methodology to teach students in bilingual programs. It incorporates a critical review of theories of language acquisition, bilingual education, and biliteracy. Candidates will learn to teach in students' native language and target language, and use instructional materials that are culturally responsive, rigorous, and developmentally appropriate. Candidates will then use the knowledge of teaching methods to design and teach lessons in a bilingual classroom. Includes clinical experience.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; Passing a TB test.

EDU-3180 Multicultural Literature for Children (2 semester hours)
Survey of children's literature and its authors and illustrators emphasizing developing children's appreciation for literature and reading on a wide range of multicultural topics. Students will be able to understand and teach a diverse body of works, authors, and movements of U.S. and world literature within the framework of various literary genres.

EDU-3185 Multicultural Literature for Children and Young Adults (4 semester hours)
Survey of children's and young adult literature and its authors and illustrators emphasizing developing student readers' appreciation for literature and reading on a wide range of multicultural topics. Students will be able to understand and teach a diverse body of works, authors, and movements of U.S. and world literature within the framework of various literary genres. This course explores and considers the distinctive needs, interests and learning styles of elementary and middle school readers. Procedures for the evaluation, selection and integration of this literature into the curriculum are examined.

EDU-3190 Multicultural Literature for Young Adults (2 semester hours)
This course explores and considers the distinctive needs, interests and learning styles of young adults. Procedures for the evaluation, selection and integration of young adult literature into the curriculum are examined. Students learn that the young adult novel deserves a worthy and legitimate place in the classroom.

EDU-3200 Content Area Methods for the Secondary Classroom (4 semester hours)
This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours, there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing a TB test; EDU-2100; EDU-2260; EDU-3620; EDU-3720.

EDU-3220 Secondary Methods in Science (4 semester hours)
This course presents techniques that are effective for teaching in the biology content area at the secondary level. Topics include lesson planning, science education standards, assessment, curriculum design, inquiry-based lessons and alternative teaching strategies. This is usually the last course the student takes prior to student teaching, and includes a simultaneous practicum in addition to regular classroom hours. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): Maintaining a constant GPA of 3.00, passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, passing a TB test, EDU-2100; EDU-2260; EDU-3720; EDU-3620.

EDU-3230 Secondary Methods in English (4 semester hours)
This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours, there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing a TB test; EDU-2100; EDU-2260; EDU-3720; EDU-3620.

EDU-3240 Secondary Methods in Mathematics and Computer Science (4 semester hours)
This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU-2100; EDU-2260; EDU-3620; EDU-3720.

EDU-3250 Secondary Methods in Social Studies (4 semester hours)
This course is designed to enable teaching candidates to develop the knowledge and techniques essential to effective teaching in the social studies content areas. It covers such areas as lesson planning and delivery, curriculum design, alternative teaching strategies, classroom arrangement, evaluation, and assessment. It also incorporates content specific to teaching Illinois history and government. In addition to the classroom hours, there is an accompanying practicum. This is usually the last course the student takes prior to student teaching. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): EDU-3620; EDU-3720; EDU-2100; EDU-2260; Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB Test.

EDU-3330 Science Inquiry Methods (4 semester hours)
Development and application of contemporary practices in the planning, teaching, assessment, and learning of elementary science. Emphasis is on standards and research-based teaching practices, developmental implications, instructional methods, and providing appropriate science learning experiences in the elementary grades.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; Passing a TB Test; Successfully completing at least 24 semester hours; EDU-2100; EDU-2260; MTH-1210; NSM-2500. Students placed in private/parochial schools may be required to complete additional youth safety training.

EDU-3350 Democracy, Diversity, and Social Justice For Teachers (4 semester hours)
This course will prepare teacher candidates to teach social studies in the classroom while grappling with issues of diversity, democracy, oppression and cultural awareness. Along with this, teacher candidates will be exposed to social justice perspectives in order to promote equity in the classroom. A variety of teaching strategies will be discussed and professional development plans will be created in order to provide reflective learning and teaching. Digital-age media and formats will be discussed and created. Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course.
Prerequisite(s): EDU-2100; EDU-2260; Successfully completing at least 24 semester hours.

EDU-3355 Assessment (4 semester hours)
This course will enable teacher candidates to understand and use a variety of appropriate formative and summative assessments in order to determine student needs, monitor student progress, measure student growth and evaluate student outcomes. Course experiences will cause candidates to know how to make data-driven decisions about curricular and instructional effectiveness and to adjust practices to meet the needs of each student regardless of achievement level, disability, cultural background or primary language. Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course.

EDU-3360 Mathematics Methods (4 semester hours)
Development and application of contemporary practices in the planning, teaching, assessment, and learning of elementary mathematics. Emphasis is on standards and research-based teaching practices, developmental implications, instructional methods, and providing appropriate math instruction in the elementary grades.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; Passing a TB test; EDU-2260; EDU-2100; MTH-1210; NSM-2500; Successfully completing at least 24 semester hours, Students placed in private/parochial schools may be required to complete additional youth safety training.

EDU-3365 Methods of Reading and Language Arts in Primary Grades (4 semester hours)
This is a basic course in methods of teaching beginning reading. The course includes a study of methods for teaching early literacy skills to primary grade readers, including emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency and writing. Teacher candidates will learn classroom-based assessments to evaluate student learning in these areas, including such things as concepts of print interviews, running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics and rubrics to assess strategy use. Many approaches to teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. Through lecture, classroom practice and labs, the teacher candidates gain experience in planning reading lessons designed to meet the needs of young children from various cultural and experiential backgrounds. Teacher candidates will develop an understanding of the methods of teaching language arts, with an emphasis on principles, trends, methods and materials based on current research, practice and the integration of technology. Teacher candidates will learn how to develop a community of learners in a classroom where the teacher interacts with the children while applying learning theories and gaining an understanding of how children learn best.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; Passing a TB test; EDU-2100; EDU-2260; Successfully completing at least 24 semester hours.

EDU-3380 Methods of Reading/Language Arts in Grades 3-6 (4 semester hours)
This course extends the theories and applications students learned about in Methods of Reading and Language Arts in Primary Grades. Teacher candidates will learn about the teaching and learning processes associated with research-based comprehensive literacy instruction in grades 3-6 elementary classrooms and will continue to emphasize the methodology around the Science of Reading instruction: phonemic awareness, phonics, vocabulary, comprehension and fluency. In this course, teacher candidates will learn appropriate and varied instructional approaches used before, during and after reading (BDA), including those that develop word knowledge, vocabulary, comprehension, fluency and strategy use in the content areas. Teacher candidates will also learn about how meaning is constructed through the interaction of the reader's background knowledge and experiences, the information presented in the text and the purpose for reading. Teacher candidates will also study the communication theory, language development and role of language in learning. In this course, students will learn how to use expository text to teach critical thinking, comprehension strategies, study skills, content reading, text structures, guided reading, reading and writing workshop, literature circles and writing strategies to 3rd- through 6th-grade readers. Teacher candidates will learn classroom-based assessments to evaluate student learning in literacy. Teacher candidates will also gain experience with understanding the writing process and the importance of content learning while modeling standard conventions of written and oral communications. Teacher candidates will also understand the relationships across reading, writing and oral communication and how to integrate these components to increase content learning. Teacher candidates will learn how to use a variety of formal and informal assessments to recognize and address the reading, writing and oral communication needs of each student. Teacher candidates will also teach elementary students to develop written text appropriate to the content areas that utilize organizational text patterns, including, and not limited to, compare/ contrast, problem solution. Teacher candidates will also teach elementary students about focus, elaboration, word choice and the relationships among the four cueing systems including phonological, syntactic, semantic and pragmatic cueing systems.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; Passing a TB test; Successfully completing at least 24 semester hours; EDU-3365 or ECS-3420.

EDU-3420 Fine Arts Methods (2 semester hours)
This is a methods course in which the teacher candidates explore the educational, communicative and aesthetic value of drama, music, and visual art by promoting artistic development, appreciation, and performance through the use of various tools, including technology, for creating, analyzing and performing works of art.
Prerequisite(s): Passing a FBI National Fingerprinting Screening that encommpasses passing a criminal background/sex offender check; Passing a TB test; EDU-2100; EDU-2260; Successfully completing at least 24 semester hours.

EDU-3500 Physical Education Methods (2 semester hours)
Students will be introduced to theory, child development, lesson planning and technology as it applies to health and physical education.
Prerequisite(s): Passing a FBI National Fingerprinting Screening that encommpasses passing a criminal background/sex offender check; Passing a TB test; EDU-2100; EDU-2260; Successfully completing at least 24 semester hours.

EDU-3510 Cross Cultural Studies for Teaching ELLs (4 semester hours)
This course focuses on how language, culture/ethnicity, socioeconomic level, gender, perceived disability, and cultural awareness impact the teaching and learning of diverse children. An additional focus will be on how various social institutions, particularly the school and family, may define roles and issues of diversity and disability and how this may impact collaboration and communication in regular, ESL/Bilingual, and special education. Research related to over- and under-representation, including potential bias in assessment and identification, will be studied. Finally, the teaching of appropriate strategies to support a diverse population will be addressed. Includes clinical experience in the form of a laboratory attached to the course.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that emcompasses passing a criminal background/sex offender check; Passing a TB Test.

Co/prerequisite(s): SPED-2120.

EDU-3620 Teaching and Assessing Diverse Learners in the Secondary Classroom (4 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.
Prerequisite(s): Passing a FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; Passing a TB Test, Successfully completing at least 24 semester hours; EDU-2100; EDU-2260.

Co/prerequisite(s): EDU-3720.

EDU-3720 Reading Across the Curriculum (4 semester hours)
Students will develop an understanding of teaching reading and writing in the content areas in the secondary classroom with an emphasis on principles, trends, methods, materials, approaches and strategies. Based on theories of interactive language and writing development, the course presents methodology designed to help teachers develop literacy and comprehension abilities in the content areas.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; Passing a TB Test; successfully completing at least 24 semester hours; EDU-2100; EDU-2260.

EDU-3810-9 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-4750 Student Teaching (13 semester hours)
Student teaching is the capstone experience of Aurora University's School of Education. It is the segment of that program when a student is responsible for directing the learning of a group of students under the competent supervision of a certified teacher. The student is guided through experiences designed to apply the knowledge and skill gained in the classroom. In essence, the student performs the major functions of a teacher with appropriate responsibilities and supervision. For candidates who double major in elementary education and special education, student teaching is required to be 20 weeks in duration.
Prerequisite(s): Admission to the School of Education, a 3.00 or better GPA, officially reported passing score on the Illinois Content Area Test, as well as having all education coursework completed. Placement applications are due the November or January preceding the academic year of student teaching.

Additional fee required

EDU-4760 Student Teaching Seminar (2 semester hours)
This seminar meets in conjunction with student teaching and is required for all elementary and secondary education majors.
Prerequisite(s): Admission to the School of Education, a 3.00 or better content GPA, officially reported passing score on the Illinois Content Area Test, as well as having all education coursework completed.

Co/prerequisite(s): EDU-4750.

EDU-4810-9 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.

Engineering Sciences (EGR)

EGR-1500 Introduction to Engineering and Design I (2 semester hours)
This course introduces students to the interpersonal and professional skills that engineers use daily to design solutions to meet societal needs. The engineer's impact on society will be explored by studying design process understanding, implementing project management and team building, discussing decision making and ethics, and presenting information. Innovative design solutions will drive technical reports and oral presentations.

EGR-2500 Introduction to Engineering and Design II (2 semester hours)
Students in this course develop an understanding of engineering design by developing ideas and solutions to relevant real-world opportunities. With team building, project management skills, and coursework fundamentals, students apply their knowledge of the design cycle and working within constraints using available tools.
Prerequisite(s): EGR-1500.

Co/prerequisite(s): MTH-1100.

EGR-2600 Statics (4 semester hours)
Statics is the study of forces acting on physical systems where the systems do not experience an acceleration. This course will cover forces, moments, couples and resultants; construction of free body diagrams; equilibrium in 2- and 3- dimensions; structures; distributed forces; shear and bending moment diagrams and friction.
Prerequisite(s): MTH-2210.

Corequisite(s): PHY-2240.

EGR-2700 Dynamics (4 semester hours)
This course focuses on the motion of particles and particle systems, mass center and moments of inertia, planar kinematics and kinetics of rigid bodies, energy and momentum methods for rigid body systems. These topics are studied using vector algebra, matrix algebra, free body diagrams for 2- and 3-dimensional systems in rigid motion.
Prerequisite(s): EGR-2600.

EGR-3100 Circuits (4 semester hours)
Introduction to basic electrical circuits and electronics. Includes Kirchhoff's law, phasor analysis, circuit elements, operational amplifiers and transistor circuits.
Prerequisite(s): MTH-2220; PHY-2250.

EGR-3200 Thermodynamics (4 semester hours)
Thermodynamic is the study of energy transformations involving work and heat. This course includes the first and second laws, reversible and irreversible processes and application to engineering problems.
Prerequisite(s): MTH-2230; PHY-2250.

EGR-3300 Fluid Mechanics (4 semester hours)
This course is an introduction to the basic properties of Fluid Mechanics including conservation of mass, momentum and energy. Topics include vorticity, viscous fluid flows, channel flow and boundary layers.
Prerequisite(s): MTH-3300.

EGR-4990 Engineering Capstone I (4 semester hours)
Students work in teams for two semesters on a design project proposed by an industry/corporate partner. The design projects will be presented at the end of spring quarter to a panel of faculty and industry professionals. The projects will be an integration of the analytical and design skills mastered during the program. Design reports and presentations will occur throughout the year. Permission of the department chair required.
Prerequisite(s): Senior Standing.

EGR-4995 Engineering Capstone II (4 semester hours)
This course is a continuation of EGR-4990 Engineering Capstone I. Permission of the Department Chair required.
Prerequisite(s): Senior Standing.

English (ENG)

ENG-1000 Introduction to Academic Writing (4 semester hours)
This course introduces students to the conventions and skills of college writing and reading. Through reading a variety of texts, students will develop their own skills in writing in response to written arguments. Students will compose several short papers and revise them extensively, in order to practice and internalize the process of thinking, writing, rethinking, and revision that is central to the practice of effective writing. Students will also develop an awareness of themselves as writers, become conscious of their strengths and weaknesses, and develop strategies to improve.

ENG-1030 The Grammar of Poetry (2 semester hours)
At the heart of education is the idea that understanding the structure of creative language, learning to think well about creative language and learning to communicate using creative language through the expression of poetry are high priorities for a well-educated student. This course is designed to ensure that students, especially those planning on careers in the classroom, leave the university with a solid understanding of the grammatical structure of the English sentence -- and of why this structure is worth understanding and how the application of creative language is applied across content areas through the expression of poetry. Students who successfully complete the course will be able to identify and creatively use parts of speech, various types of grammatical phrases and clauses, descriptive language and will be able to construct that conforms to various structural descriptions.

ENG-1810-9 Selected Topic in English (Variable semester hours)
This course will address a specific area of study in English not already covered by other course offerings. Prerequisites vary by topic.

ENG-2010 Introduction to Research Writing (4 semester hours)
In this course, students read and discuss both fictional and non-fictional prose and prepare related writing assignments, including a substantial research-based argument paper requiring library research and documentation and synthesis of materials gathered from diverse sources into a coherently organized paper.
Prerequisite(s): ENG-1000.

ENG-2015 Survey of African-American Literature (4 semester hours)
This course is an introductory survey to the rich depth and breadth of African-American literature. We will be reading the novels of Charles Chestnutt, Nella Larson, James Baldwin, Toni Morrison, and Colson Whitehead, among others. The purpose of this course is to examine Black life from multiple perspectives including socioeconomics, family history, the impact of race and racism, gender, and sexual identity. This course will also investigate how historical events such as slavery, the Great Migration, Jim Crow, and the civil rights movement have shaped the Black aesthetic in literature.

ENG-2060 Introduction to Creative Writing (4 semester hours)
This course will be primarily concerned with the production and study of creative poetry and fiction. Students will study techniques and the imaginative uses of language in short stories and poems, in order to write their own original poetry and short fiction. Participants will read examples by diverse, contemporary writers as models for their own work. Students will read and critique the creative works produced by members of the class in a friendly, yet rigorous workshop environment.
Prerequisite(s): ENG-1000.

ENG-2100 Linguistics (4 semester hours)
This course serves as an introduction to the scientific study of language. We will approach language descriptively rather than prescriptively; which is to say, we will test hypotheses through observation of the phenomenon of language rather than mandate what language "should" be. We will explore problems in the main areas of linguistics: phonology, morphology, syntax, semantics and pragmatics. In doing so, we will address a range of topics such as the neurological basis of language; the process and stages of language acquisition; methods of second language learning; linguistic change and variation; and sociolinguistic issues such as the social status of African-American Vernacular English and regional dialects.
Prerequisite(s): ENG-1000.

ENG-2200 The Novel (4 semester hours)
Studies the development of the novel from the eighteenth through the twentieth centuries; the focus will be on the English novel, but some attention will be given to American and European instances of the form. The course will also explore a range of critical approaches to the form and to its relationship with the various contexts that shape the way we read novels.
Prerequisite(s): ENG-1000.

ENG-2210 Poetry (4 semester hours)
Students will study poetry written in English during the last 400 years. Reading in the poetry is supplemented and focused by readings in criticism and poetics. The approach is topical rather than chronological and should develop a student's sense of what kind of thing a poem is and how poems can best be read.
Prerequisite(s): ENG-1000.

ENG-2230 Introduction to U.S. Latino/a Literature (4 semester hours)
This course will expose students to the writings by and about Latinos and Latinas living in the United States, with emphasis on the similarities and differences that form the experiences among diverse Latino sub-groups living in the United States. The majority of the texts selected will emanate from the three major Latino sub-groups in the United States, Mexican Americans or Chicanos, Puerto Ricans or Nuyoricans, and Cuban Americans, written during the 20th and 21st centuries, with additional works from other Latinx identities. Texts will include poetry, short fiction, drama, essays, autobiographies, and novels. By critically analyzing works from a range of genres, students will be asked to examine themes and issues through literary analysis as well as factors that influence the cultural production of these groups. Films may also be introduced to support engagement with the texts. Readings will be in English, and this course will be taught in English.
Prerequisite(s): ENG-1000.

ENG-2240 Poetry (4 semester hours)
Students will study poetry written in English during the last four hundred years. Reading in the poetry is supplemented and focused by readings in criticism and poetics. The approach is topical rather than chronological and should develop a student's sense of what kind of thing a poem is and how poems can best be read.
Prerequisite(s): ENG-1000.

ENG-2250 Novel (4 semester hours)
This course studies both the history and the form of the novel through its existence from the 18th century to the present day. The selections and thematic focus of the course will vary depending upon the instructor. Students will gain an appreciation for the ways that authors of narrative fiction respond to their cultural contexts, both in their subject matter and in their use of and innovations in generic conventions of the novel form.
Prerequisite(s): ENG-1000.

ENG-2260 Critical Approaches to Literature (4 semester hours)
This course provides preparation in the methods and materials of literary study. While the course devotes some attention to introducing or reviewing basic analytic vocabulary, it emphasizes the application of different critical and theoretical approaches to the interpretation of primary literary texts. Along with the selected literary works, assigned readings will include a variety of scholarly secondary texts.
Prerequisite(s): ENG-1000.

ENG-2400 Grammar and Composition for Teachers (4 semester hours)
This course is focused primarily upon how English sentences are structured grammatically and upon how an understanding of grammatical functioning of language can inform the teaching of the discipline of English. The course will also introduce fundamental concepts of composition theory to future teachers. Through an investigation of the relationship between an individual's grammatical knowledge and writing abilities, the course will prepare teachers to enter careers focused upon developing students' knowledge about the structures of the English language in order to enhance their skills as readers and writers.
Prerequisite(s): ENG-1000.

ENG-2410 Literature and the Environment (4 semester hours)
This course examines the relationship between literature and the environment by addressing both stylistic and cultural concerns. In doing so, the course will examine the conventions of three major genres: poetry, fiction, and non-fiction. Throughout the course, students will gain experience writing both about and in each of these literary genres in order to gain greater understanding of the relationship between literature and the environment.
Prerequisite(s): ENG-1000.

Additional fee required

ENG-2420 American Literature I, 1500-1865 (4 semester hours)
This course focuses on the origins of American Literature beginning with the indigenous peoples and explorers of the sixteenth century through the Colonial, Federalist, and Romantic periods to the end of the Civil War. It includes a broad range of texts: political essays, songs, captivity narratives, memoirs, myths, poetry, and the emerging American novel. Writers studied may include Bradford, Bradstreet, Mather, Franklin, Jefferson, Wheatley, Poe, Apess, Truth, Douglass, Melville, Jacobs, Hawthorne, Emerson, Thoreau, Fuller, and Whitman.

ENG-2430 American Literature II, 1865-Present (4 semester hours)
This course focuses on American literature written since the end of the Civil War, paying particular attention to historical, social, and political contexts. Fiction and poetry will be the central elements of the course, though drama, essays and memoir may be included. The approach may be topical rather than chronological in covering the significant literary movements and modes of realism, naturalism, modernism, and postmodernism. This might include topics such as the Beat movement, the Harlem Renaissance, the Black Arts movement, magical realism, science fiction, and meta-fiction and may include works by Winnemucca, Cather, Faulkner, Du Bois, Vonnegut, Kerouac, Ellison, Le Guin, Erdrich, and Baraka.

ENG-2450 Grammar (4 semester hours)
This course is focused primarily on how English sentences are structured grammatically and on how an understanding of grammatical functioning of language can inform advanced writing and/or the teaching of writing. The course will prepare students to enter a variety of careers, such as editing, law, teaching, technical writing by developing their knowledge of English grammar in order to enhance their skills as readers and writers.
Prerequisite(s): ENG-1000; One of the 2000-level Core Requirements (ENG-2420 or ENG-2430 or ENG-2520 or ENG-2530 or ENG-2260).

ENG-2520 British Literature I (4 semester hours)
This course provides a survey of British Literature, beginning with works from the Anglo-Saxon period, progressing through the Medieval Age, the Renaissance, the long 18th century, and the early Romantic Period. Authors studied may include Chaucer, More, Marlowe, Shakespeare, Milton, Defoe, Behn, Pope, Swift, Dryden, Blake, and Austen. The course explores the changes in the English language during this span of time as well as critical approaches to literature, especially those that emphasize the reading of literary texts within historical and cultural contexts.
Prerequisite(s): ENG-1000.

ENG-2530 British Literature II (4 semester hours)
This course continues the survey of British literature by tracing literary developments from Romanticism through the Victorian and Modernist periods to the present. Readings will reflect the popularity of prose fiction during these eras. In addition to Wordsworth and the Romantic poets, readings may include works by Austen, Tennyson, Dickens, Eliot, Conrad, Woolf, Forster, Yeats, Rushdie, Winterson, and Heaney. The course will also explore critical approaches to literature, particularly those that emphasize the reading of literary texts within historical and cultural contexts.
Prerequisite(s): ENG-1000.

ENG-2810-9 Selected Topic in English (Variable semester hours)
This course will address a specific area of study in English not already covered by other course offerings. Prerequisites vary by topic.

ENG-3010 Creative Nonfiction (4 semester hours)
This workshop focuses on the writing of nonfiction essays and personal memoirs, using modern and contemporary examples of the genre as models and inspiration, which will expose students to a wide range of literary fiction. Students will implement strategies of in-depth research in their planning and production of substantial essays.
Prerequisite(s): ENG-2060.

ENG-3020 Advanced Academic Writing (4 semester hours)
This course analyzes and prepares students to produce prose of the sort expected in upper-level undergraduate courses or graduate programs, primarily in the humanities and social sciences. The course emphasizes the development of a flexible and efficient style and of sophisticated expository and argumentative discourse strategies.
Prerequisite(s): ENG-1000.

ENG-3060 Fiction Writing (4 semester hours)
This course focuses on the writing of short fiction using modern and contemporary short stories as models and inspiration, which will expose students to a wide range of literary fiction.
Prerequisite(s): ENG-1000

ENG-3100 Stylistics (4 semester hours)
This course will employ the methods of linguistics to analyze literary texts and explore the linguistic choices that authors make in composing a work, and what effects those decisions have on the text and its reception. Topics that may be covered include: point of view, narration, dialogue and speech markers, implicature, speech acts, meter and prosody, figurative language, and qualitative and quantitative methods of stylistic analysis. To tie our linguistic analyses both to literary criticism and the production of literary texts, students will apply linguistic analysis to literary works of their own creation, as well as canonical works of literature.
Prerequisite(s): ENG-1000.

ENG-3150 The Harlem Renaissance (4 semester hours)
This course will be a survey of the major artistic and intellectual traditions that emerged from one of the greatest outpourings of African-American culture -- the Harlem Renaissance. Literature, theater, music, graphic arts, fine arts, and motion pictures will all be examined. Students will understand the importance of this movement upon contemporary African-American life.

ENG-3180 Multicultural Literature for Children (2 semester hours)
Survey of children's literature and its authors and illustrators emphasizing developing children's appreciation for literature and reading on a wide range of multicultural topics. Students will be able to understand and teach a diverse body of works, authors, and movements of U.S. and world literature within the framework of various literary genres.

ENG-3185 Multicultural Literature for Children and Young Adults (4 semester hours)
Survey of children's and young adult literature and its authors and illustrators emphasizing developing student readers' appreciation for literature and reading on a wide range of multicultural topics. Students will be able to understand and teach a diverse body of works, authors, and movements of U.S. and world literature within the framework of various literary genres. This course explores and considers the distinctive needs, interests and learning styles of elementary and middle school readers. Procedures for the evaluation, selection and integration of this literature into the curriculum are examined.

ENG-3190 Multicultural Literature for Young Adults (2 semester hours)
This course explores and considers the distinctive needs, interests and learning styles of young adults. Procedures for the evaluation, selection and integration of young adult literature into the curriculum are examined. Students learn that the young adult novel deserves a worthy and legitimate place in the classroom.

ENG-3200 Comparative Literature (4 semester hours)
This course studies classic works of literature, primarily from the western tradition, ranging from the Greeks through the modernist period. Versions of the course will be organized around particular themes or issues (e.g., the Antigone or Faust story, the development and exhaustion of the epic tradition, the rise of realism in European literature, etc.). The course will also explore a range of critical and scholarly perspectives on the literature it studies.
Prerequisite(s): ENG-1000

ENG-3240 Poetry Writing (4 semester hours)
This course gives students the opportunity to sharpen their skills as poets and exposes them to a wide range of contemporary poetry.
Prerequisite(s): ENG-1000

ENG-3320 American Literature: Puritanism-1865 (4 semester hours)
American Literature presents a study of Americans in their developing and changing environment from the Puritanism, to the Colonial and the Romantic periods, to the end of the Civil War. We will cover a broad range of texts: political essays, songs, captivity narratives, memoirs, myths and tales, poetry, and the emerging American novel. Writers studied may include Bradford, Bradstreet, Mather, Franklin, Jefferson, Wheatley, Douglass, Truth, Melville, Hawthorne, Emerson, Thoreau, Fuller and Whitman.
Prerequisite(s): ENG-1000.

ENG-3350 American Literature: 1865-1945 (4 semester hours)
This course examines the development of American literature from the end of the Civil War through the end of World War II. The course will pay particular attention to understanding literature within historical, social, political and psychological contexts. Fiction and poetry will be the central elements of the course, though drama, essays and memoir may be included. Students will also interact with literary criticism related to the primary texts studied. The significant literary movements, or modes, of realism, naturalism and modernism will provide a framework for the course.
Prerequisite(s): ENG-1000.

ENG-3370 American Literature, 1945 to the Present (4 semester hours)
Students will study modern and contemporary literature written since World War II. Reading is supplemented and focused by readings in criticism. The approach may be topical rather than chronological and should develop a student's sense of what literature has been produced more contemporarily. In poetry, this might include topics such as the Beat movement, the Black Mountain poetry movement, language poetry, confessional and dramatic monologue; and in fiction, this might include the novella or the short-short story or techniques, such as magical realism, meta-fiction and minimalism.
Prerequisite(s): ENG-1000.

ENG-3400 British Literature: Anglo-Saxons to the Renaissance (4 semester hours)
The course provides a survey of British Literature, beginning with works from its Anglo-Saxon period, progressing through the Medieval Age in the work of such writers as Chaucer and the Gawain poet, into the height of the Renaissance in England, as exemplified by the poetry of Spenser, Sidney, and Shakespeare. Also explores the changes in the English language during this span of time. The course will also explore critical approaches to literature, especially those that emphasize the reading of literary texts within historical and cultural contexts.
Prerequisite(s): ENG-1000.

ENG-3420 British Literature: Renaissance to the Romantics (4 semester hours)
This course continues the survey of British literature through the study of poetry, drama, and some of the nonfictional prose written in England between the height of the Renaissance through the 17th and 18th centuries to arrive at the beginnings of the Romantic period. Authors studied may include Marlowe, Shakespeare, Milton, the Metaphysical poets, Dryden, Pope, Swift, Johnson and Blake. The course will also explore critical approaches to literature, particularly those that emphasize the reacting of literary texts within historical and cultural contexts.
Prerequisite(s): ENG-1000.

ENG-3440 British Literature: The Romantics to the Modernists (4 semester hours)
This course continues the survey of British literature by tracing the literary developments from Romanticism through the Victorian and Modernist periods. Readings will reflect the popularity of prose fiction during these eras. In addition to Wordsworth and the Romantic poets, readings may include works by Austen, Tennyson, Arnold, Browning, Dickens, Eliot, Hardy, Conrad, Lawrence, Woolf, Forster and Shaw. The course will also explore critical approaches to literature, particularly those that emphasize the reading of literary texts within historical and cultural contexts.
Prerequisite(s): ENG-1000.

ENG-3450 Literature of the Diaspora (4 semester hours)
This course will examine literature from across the African global community -- known as the "diaspora." Some of the founding questions of this course shall be, Is there such a thing as "diaspora literature," particularly in the case of Black writers of various nationalities and cultures? Moreover, is there an identifiable tradition of Black literature, distinctively different from "European" or "American" literature? Novels and short stories from Black writers from Africa, the Caribbean, the United States, and Britain will be read and discussed in this course.

ENG-3460 British Literature: the Modernists to the Present (4 semester hours)
This course concludes the survey of British literature by examining British and Anglophone writers from the modernist era until the present, a period marked by two world wars, the decline of the British empire, and the emergence of a multicultural Britain. Readings may include works by Eliot, Woolf, Auden, Larkin, Hughes, Rhys, Lessing, Achebe, Rushdie, Boland and Heaney. The course will also explore critical approaches to literature, particularly those that emphasize the reading of literary texts within historical and cultural contexts.
Prerequisite(s): ENG-1000.

ENG-3500 Contemporary World Literature (4 semester hours)
This course studies literature since WWII, with special emphasis on the postcolonial and postmodern strands in the imaginative writing of the last half-century. The course will also explore a range of critical approaches to this work and to its relationship with the various contexts that shape the way we read it.
Prerequisite(s): ENG-1000.

ENG-3510 Gender and Literature (4 semester hours)
This course examines the intersections among sex, gender, and culture, as represented in literature. A range of critical frameworks -- LGBTQ studies, feminisms, and masculinity studies -- will be used to engage with questions of how literature represents, constructs, reinforces, and interrogates understandings of sex, sexual orientation, and gender. Students will read literary works of underrepresented authors from a variety of world cultures and within specific national and historical contexts. This course is also required for the Gender Studies Minor.
Prerequisite(s): ENG-1000.

ENG-3530 Race and Literature (4 semester hours)
This course addresses race and ethnicity in literature, focusing on writers from various racial and ethnic backgrounds. The course may focus on comparative literatures, diasporic literatures, colonial and postcolonial literatures, or on specific nations or regions. It may include writers from Asian/Pacific, Caribbean, African, Middle Eastern, Indigenous/First Nations, or Latinx origins in examining the sociopolitical and historical contexts of their works. It may also feature a variety of genres, including poetry, fiction, nonfiction prose, and drama in investigating race in literature.
Prerequisite(s): ENG-1000; One of the 2000-level core requirements (ENG-2420, ENG-2430, ENG-2520, ENG-2530, ENG-2260, BST-2015, LTS-2100, or SUS-2400).

ENG-3550 Language, Literacy, and Cognition (4 semester hours)
This course studies the ways in which the mind acquires, produces and understands language; the origins, development, uses, and -- especially the cognitive consequences -- of literacy; the impact of various technologies on literacy and its uses; and the interaction between literacy and schooling.
Prerequisite(s): ENG-1000.

ENG-3810-9 Selected Topic in English (Variable semester hours)
This course will address a specific area of study in English not already covered by other course offerings. Prerequisites vary by topic.

ENG-3820 Secondary Methods in English (4 semester hours)
This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours, there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): Passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); Passing a TB test; EDU-2100; EDU-2260; EDU-3720; EDU-3620.

ENG-3940 English Internship (4 semester hours)
The purpose of the English Internship is to introduce students to the types of careers available for skilled writers and editors, to help them determine their professional goals and interests, and to transition their classroom learning into professional experience. Students may intern in fields such as journalism, editing, publishing, public relations, and others and will complete a writing and editing portfolio and will be assessed on their professionalism and learning. Permission of the instructor required.
Prerequisite(s): Junior standing or consent of the department chair.

ENG-4060 Advanced Creative Writing (4 semester hours)
This course is chiefly devoted to both the production and study of creative writing (poetry and short fiction) and the venues that publish these sorts of works. Students in this course will study contemporary collections of poetry and fiction with an eye to producing work that may be used as a portfolio for graduate school. Students will also study a variety of aspects of the "business of writing", considering the following questions throughout the term: What do writers do to make a living? How does one get published? What kinds of magazines publish creative writing, and what do people get paid? To answer those questions, the class will look at small presses and little magazines to better understand the business end of writing. In addition, students will learn about editing through involvement in service-learning practica on campus, such as editing the student literary magazine, planning a reading series, or contributing to other writing-specific projects. Guest speakers and field trips may be included. Open to students with a declared major or minor in the creative writing track; senior standing recommended.
Prerequisite(s): ENG-3060 or ENG-3240.

ENG-4810-9 Selected Topic in English (Variable semester hours)
This course will address a specific area of study in English not already covered by other course offerings. Prerequisites vary by topic.

ENG-4940 English Internship (4 semester hours)
An advanced academic internship experience for credit requires the student to be at least a junior in standing, although individual programs may require senior 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. Regular tuition is charged, and additional fees may apply.

ENG-4990 Senior Seminar in English (4 semester hours)
This course will survey major theoretical positions on the structure and functions of written texts, literary and otherwise, and on the processes by which they are written and read. It will also examine significant contemporary interactions between English studies and other fields of scholarly inquiry. Open to students with a declared major in English. Senior standing recommended.
Prerequisite(s): A minimum of four courses in English, including ENG-2260 or equivalent, and at least two of them at the 3000-level.

Environmental Studies (ENV)

ENV-1000 Introduction to Environmental Studies (4 semester hours)
Environmental studies is a subject that requires an understanding of issues transcending geographic and disciplinary boundaries to address local, regional, national, and global challenges. This course provides an introduction to the field by exploring the cultural, ethical, political, scientific, historical, and economic dimensions of human-environment interactions. Students will analyze evidence, arguments, and concepts through multiple disciplinary lenses, consider past and present environmental challenges, and examine efforts to understand and address them.

ENV-1810-9 Selected Topics in Environmental Studies (Variable semester hours)
This course will address a specific area of study in Environmental Studies not already covered by other course offerings. Prerequisites vary by topic.

ENV-2150 Environmental Ethics (4 semester hours)
This course offers an introduction to environmental ethics. In addition to considering fundamental ethical concepts, themes, and questions, it examines the ways in which environmental ethics challenges the anthropocentric assumptions of traditional ethics by emphasizing biocentric and ecocentric ways of thinking. The course also explores the relationship between theory and practice, providing students with abundant opportunities to sharpen their reading, writing, speaking, and critical thinking skills as they consider ongoing environmental challenges.

ENV-2810-9 Selected Topics in Environmental Studies (Variable semester hours)
This course will address a specific area of study in Environmental Studies not already covered by other course offerings. Prerequisites vary by topic.

ENV-2999 Environmental Studies Distribution (1-4 semester hours)

ENV-3810-9 Selected Topics in Environmental Studies (Variable semester hours)
This course will address a specific area of study in Environmental Studies not already covered by other course offerings. Prerequisites vary by topic.

ENV-3999 Environmental Studies Distribution (1-4 semester hours)

ENV-4500 Environmental Solutions (4 semester hours)
This course is the capstone course of the Environmental Studies and Sustainability major. It examines the technical, political, economic, cultural, social, and administrative forces that shape environmental problems, policies, regulations, and management of natural resources. In addition to considering such broad themes, students design their own research projects, which they develop over the course of the semester.
Prerequisite(s): ENV-1000; BIO-2200.

Additional fee required

ENV-4810-9 Selected Topics in Environmental Studies (Variable semester hours)
This course will address a specific area of study in Environmental Studies not already covered by other course offerings. Prerequisites vary by topic.

Exercise Science (EXS)

EXS-1000 Career Exploration in Exercise Science (2 semester hours)
This course is designed to expose students to career opportunities in exercise science. Additionally, the student will hear from various professionals in the field which will aid in their understanding of the possible career paths they may follow and what each may entail.

EXS-1800 Responding to Emergencies (2 semester hours)
This course is designed to provide students with the knowledge and skills necessary to recognize and respond appropriately to cardiac, breathing and first aid emergencies. The course content and activities will prepare students to provide care to a suddenly injured or ill person until more advanced medical personnel arrive and take over. Upon completion of this course, students who qualify will be certified by the American Red Cross in Responding to Emergencies First Aid, CPR for the Professional Rescuer and Health Care Provider, Blood borne Pathogens, Asthma Inhaler, and Epinephrine Administration.
Additional fee required

EXS-2230 Olympic Style Weightlifting I (1 semester hours)
This course is designed to improve health and fitness through Olympic style weightlifting. Progressions through Olympic lifts will allow athletes to enhance performance and develop technique. The methodology of training will address: mode or type of exercise, frequency, intensity, and volume. Course content will prepare students to sit for the USA Weightlifting Level I Sports Performance Coach Certification.

EXS-2235 Olympic Style Weightlifting II (1 semester hours)
This course is designed to improve health and fitness through Olympic style weightlifting. Implementation of advanced training methods will allow athletes to enhance performance and further develop technique in Olympic lifts. The methodology of training will highlight: triphasic training, biometric training, and complex training. Course content will further prepare students to sit for the USA Weightlifting Level I Sports Performance Coach Certification through a deeper understanding of advanced program design.
Prerequisite(s): PED-2230 or EXS-2230.

EXS-2500 Prevention and Care of Athletic Injuries and Illness (4 semester hours)
This course addresses the recognition, first aid, prevention and care of acute injuries. This course is designed to provide future fitness professionals, athletic trainers and coaches a basic knowledge and understanding of injury prevention and acute injury care. Emphasis will be on understanding the care and prevention of athletic injuries and basic concepts of athletic training.
Additional fee required

EXS-3215 Kinesiology (4 semester hours)
The purpose of this course is to study the human body from both the musculoskeletal anatomy and biomechanical perspectives. The first half of the course is designated to the anatomical components of human movement, including bones, joints and muscles. The second half of the course is the analysis of human motion through the use of biomechanical principles and the application of proper technique, with an emphasis on proper analysis to recognize errors in those techniques and prescribe corrections, developing training techniques for movement effectiveness, and for injury prevention. Students will be more prepared to teach and coach athletes on proper technique to improve performance and prevent injury. Finally, students will be introduced to the proper kinesiology analysis method of movement, analyzing a broad range of movements throughout the course of the semester.
Prerequisite(s): HLS-2650 or HLS-2660.

EXS-3230 Physiology of Exercise (4 semester hours)
Students will investigate the relationship between human energy and physical activity, inclusive of energy transfer and expenditure, at rest and during exercise. The roles of the pulmonary, cardiovascular and neuromuscular systems will be studied as support systems to physical training and its application to the athletic training, fitness, sports performance, and health science field. Exercise training and functional capacity will be addressed in relation to the muscles, and the anaerobic and aerobic energy systems. Laboratory experiences exploring neuromuscular, metabolic, and cardiorespiratory responses to acute exercise will be introduced.
Prerequisite(s): BIO-1060 or HLS-2650 or HLS-2660.

Additional fee required

EXS-3240 Biomechanics (4 semester hours)
This course will provide students with greater insight into the biomechanical design of human skeletal muscles and their interactions with the skeletal system. Biomechanics emphasizes the investigation and application of mechanical principles to the study of human motion and the motion of sport objects. Students will learn systematic approaches for the qualitative and quantitative analysis of the human body as it engages in motor activities. This course begins by developing the students' knowledge in several topics related to physics of motion as it relates to sports movement.
Prerequisite(s): PED-3215 or EXS-3215.

EXS-3250 Clinical Exercise Testing and Prescription (4 semester hours)
This is an in-depth course addressing application of exercise principles, assessment tools and technology. Students will be exposed and apply appropriate guidelines for laboratory testing used in a health and fitness setting and for exercise programming both in healthy populations and in populations with special needs. Students will cover the American College of Sports Medicine (ACSM) Job Task Analysis (JTAs) designated for this course and to develop instructional skills by demonstrating proficiency in lab experiences. Successful completion of the JTA's is required.
Prerequisite(s): PED-3230 or EXS-3230.

EXS-3460 Sports Nutrition (4 semester hours)
This course will examine the different physiological relationships between nutrition and exercise. Emphasis is placed on the body's metabolic response to a wide range of stresses that occur in different sports and activities, at different intensities, and within different environments. Macro and micronutrients and their respective roles in energy production and the development of improved athletic performance are discussed in detail. In addition, this course will study those methods of assessing an athlete's nutritional needs and status.
Prerequisite(s): BIO-1060 or HLS-2650 or HLS-2660.

EXS-3480 Sport Psychology (4 semester hours)
Sport psychology is a field of study in which the principles of psychology are applied in a sports setting. These principles are often applied to enhance the athletic performance of teams and individuals. It also focuses on the study of personal and social factors responsible for the development of citizenship, sport behavior and personality.

EXS-3550 Principles of Strength Training and Conditioning (4 semester hours)
This course explores scientific foundations of strength training and conditioning. Students will be introduced and taught different concepts and principles related to strength training and conditioning. Emphasis will be placed on how to use strength training and conditioning to optimize performance. Emphasis will also be placed on learning how to develop strength training and conditioning programs for various populations.
Prerequisite(s): BIO-1060 or HLS-2650 or HLS-2660; PED-3230 or EXS-3230.

EXS-3600 Research Methods in Exercise Science (4 semester hours)
This course is designed to provide students with knowledge of basic principles and understandings fundamental to research used in exercise science. Students will learn the basics of reading and interpretation of research and statistics, and the application to practical settings common to the field of exercise science.

EXS-4020 Exercise & Physical Activity Management for Special Population (4 semester hours)
This course is designed to expand the student's knowledge in the topic of exercise as it relates to special populations including, but not limited to age, diagnosed medical conditions, and special needs. Up-to-date information will also be presented to the student in regard to exercise programming, and fitness assessment and evaluation for special populations.

EXS-4120 Exercise Science Capstone (4 semester hours)
This senior-level capstone course focuses on integrating the knowledge and skills gathered from prior course work to further develop as exercise science professionals. Students will participate in a variety of experiential and project-based activities that focus on career preparedness, exploring the administrative and managerial roles within the field of exercise science. Current and emerge professional issues and their impact on the profession will be explored. Open to exercise science majors only.
Prerequisite(s): Senior Standing.

EXS-4250 Exercise Science Internship (4-12 semester hours)
The exercise science internship is a culminating experience that allows students to apply knowledge and skills attained during their academic training through the completion of extensive work under the supervision of a certified clinical or sports performance professional. Focus will be spent on building professional behaviors and attributes necessary in their chosen field. Must complete a background check and pass a TB test within the current academic year (cost incurred by student).
Prerequisite(s): PED-4115 or PED-4120.

Grading Type: Credit/No Credit

EXS-4350 Advanced Sports Performance and Program Design (4 semester hours)
The focus of the class will include the concepts and theory of program design for athletes, general population and special populations. A thorough examination of the theory and methodology of training will be used to design exercise programs for improvement of muscular system and cardiovascular system. Topics will include program design, functional movement screening, corrective strategies, and periodization. Exercise progressions and nutritional interventions will also be discussed.
Prerequisite(s): EXS-3550.

Finance (FIN)

FIN-1810-9 Selected Topics in Finance (Variable semester hours)
This course will address a specific area of study in Finance not already covered by other course offerings. Prerequisites vary by topic.

FIN-2010 Personal Finance (4 semester hours)
This course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit management, as well as saving and investing.

FIN-2810-9 Selected Topics in Finance (Variable semester hours)
This course will address a specific area of study in Finance not already covered by other course offerings. Prerequisites vary by topic.

FIN-3400 Principles of Finance (4 semester hours)
This course introduces students to financial markets; time value of money; risk and return; market valuation of securities; capital budgeting, capital structure, and the fundamentals of international finance.
Prerequisite(s): ECN-2030.

FIN-3450 Wealth Management (4 semester hours)
This course will examine the personal financial planning and wealth management process. Topics will include client interactions, time value of money applications, personal financial statements, cash flow and debt management, asset acquisition, education planning, an overview of risk management, investment planning and retirement planning, ethics, and the business of financial planning. The course is based on the model financial planning curriculum of the Academy of Financial Services and the Certified Financial Planning Board.
Prerequisite(s): FIN-3400.

FIN-3480 Financial Markets and Institutions (4 semester hours)
This course will examine the types and functions of financial institutions and the operation of financial markets. Specifically, it will study how fluctuating economic and government forces, such as the Federal Reserve and SEC, influence money and capital markets.
Prerequisite(s): ECN-2030.

FIN-3560 International Finance (4 semester hours)
This course is a comprehensive study of international finance reflecting the growing importance of global business in an integrated world economy. The curriculum will emphasize international financial basics from a managerial prospective. Key concepts for the student will be the understanding and managing of foreign exchange and political risk, corporate governance, balance of payments issues, international banking and the money market, multinational cash management, foreign direct investment, the Foreign Exchange Market, the International Monetary System, transaction exposure, translation exposure, foreign direct investment and international commercial terms.
Prerequisite(s): FIN-3400.

FIN-3810-9 Selected Topics in Finance (Variable semester hours)
This course will address a specific area of study in Finance not already covered by other course offerings. Prerequisites vary by topic.

FIN-4250 Investments and Portfolio Management (4 semester hours)
Investing within the context of an overall portfolio management approach is the focus of this course. Principal emphasis of the course is given to the risk and investment characteristics of asset classes rather than individual security selection. The course will cover the risk and return of general investment strategies, the operation and mechanics of the securities markets, and the evaluation of debt and equity securities within the context of portfolio objectives. Derivative securities, such as options and futures contracts, will be introduced.
Prerequisite(s): FIN-3400.

FIN-4430 Advanced Corporate Finance (4 semester hours)
The objective of this course is to provide an in-depth treatment of the major decision-making areas of managerial finance and some selected topics in financial theory. Topics will include estimation of the cost of capital, financial leverage, dividend policy, capital budgeting techniques, working capital, short-term and long-term financing, and equity and debt financing in mergers and consolidations.
Prerequisite(s): FIN-3400.

FIN-4810-9 Selected Topics in Finance (Variable semester hours)
This course will address a specific area of study in Finance not already covered by other course offerings. Prerequisites vary by topic.

FIN-4940 Finance Internship (4 semester hours)
Students will have the opportunity to embark on new business-related experiential learning opportunities through the use of general elective business internships. Students will work with a faculty coordinator to identify an organization where they can gain pragmatic finance skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator and faculty member. Letter grading applies. Open to finance majors only. Permission of the instructor required.
Prerequisite(s): FIN-3400. Instructor permission.

French (FRN)

Graphic Design (GRD)

GRD-1810-9 Selected Topics (Variable semester hours)
This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours.

GRD-2650 Graphic Design and Typography (4 semester hours)
This course will introduce students to graphic design and typographic structures. Students will use hands-on activities to reinforce their development in the use of design principles and the language of type. Topics include the elements and principles of graphic design, the tools and vocabulary of typography and the methods required to use them effectively.
Additional fee required

GRD-2810-9 Selected Topics (Variable semester hours)
This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours.

GRD-3250 Digital Layout and Design (4 semester hours)
This course is an introduction to the practice and principles of graphic design for print and electronic media. This lab-based course covers the basics of typography and layout, as well as the technologies and techniques of interactive media production. Students will use modern digital imaging and publication software to create effective informational and promotional materials.
Prerequisite(s): COM-2850.

Additional fee required

GRD-3350 Interactive Media (4 semester hours)
This course is an introduction to the design and use of interactive media. Students will explore the creation of narrative using digital programs and will analyze the communication process used in online digital formats. Additionally, students will discover effective use of message design. Activities in this course will focus on the creation of narratives, websites and virtual environments. Students will also gain skills in advanced digital design.
Prerequisite(s): GRD-2850/COM-2850.

Additional fee required

GRD-3810-9 Selected Topics (Variable semester hours)
This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours.

GRD-4810-9 Selected Topics (Variable semester hours)
This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours.

GRD-4940 Graphic Design Internship (4 semester hours)
The purpose of the Graphic Design Internship is to enable Aurora University students to acquire work experiences in the graphic designer professional's business world. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours. Open to graphic design majors only. Permission of the instructor required.
Prerequisite(s): Instructor permission.

GRD-4990 Digital Portfolio Capstone (4 semester hours)
This capstone course is required of all Graphic Design and Professional Writing majors in their senior year. Students will complete individual term projects that will demonstrate their ability to integrate theoretical and practical aspects of their chosen major. The seminar will center on project development and the development of an electronic portfolio. Open to graphic design or professional writing majors only.
Prerequisite(s): Senior standing.

Health Education (HED)

HED-1500 Health Behaviors and Social Responsibility (2 semester hours)
Health is dictated by behaviors as well as genetics. This course examines common health risk behaviors that eventually could lead to disability or death later in life. Each of the risk behaviors will be explored for possible social, mental, physical, emotional, and environmental impacts and how each contributes to overall wellness. Social marketing is a persuasion technique to "sell" behavior modification ideas to prevent disease and disability. Students will create and market a health behavior plan for a designated group that incorporates content covered in class. Students will also look at own personal health behaviors and create a strategy to enhance personal health.

HED-3260 Strategies in Health Promotion (4 semester hours)
Health promotion success is often based on the strategies of delivery and timing. This class will examine the various opportunities to promote positive health behaviors in order to reduce common diseases and conditions that affect absenteeism, productivity, and health care costs. It will examine the health promotion process that includes needs assessment, planning implementation, evaluation, participation and budget concerns. The strategy of the promotion will consider where we work, where we live and where we learn and the demographics of the target population and any cultural influenes. Topics for examination will include common diseases, health weight, nutrition, physical activity, safety, mental health, and stress.

HED-3300 Planning for Health Education (4 semester hours)
This course focuses on the components of planning a comprehensive health education curriculum. Students will examine a variety of teaching strategies for educating youth on the 10 components of health. The course will include instruction and activities related to classroom management, lesson planning, unit organization, development of formative and summative assessments, organizing a K-12 health education scope and sequence, and incorporating the National Health Education Standards and/or Common Core. Course activities will include K-12 school health observation(s) and will require students to obtain a required educational background check and TB test.

HED-4300 Methods in Health Education (4 semester hours)
This course addresses essential information for successful teaching at the secondary school level in regard to the 6-12 learner, the curriculum and the teacher. The content will address the development of a scope and sequence plan for comprehensive school health education. Furthermore, students will develop measurable cognitive, affective and behavioral learning outcomes. Various curricular models pertaining to the 10 key content areas of health instruction will be explored. Students will incorporate technology and other educational media into the instructional process. National and state health standards will be examined in detail. Issues and methods related to the planning, implementation and evaluation of comprehensive school health education will be emphasized as students develop unit plans. Teacher candidates will engage in a 25-hour, supervised methods experience in an assigned school and participation in this course will link philosophy, knowledge and pedagogy to the authentic experience of teaching health education in the secondary school. Students will do classroom observations; therefore, will require a national FBI fingerprint/criminal background check and TB test. Acceptance into the School of Education is also required.
Co/prerequisite(s): PED-3050.

Health Science (HLS)

HLS-1000 Introduction to Healthcare (2 semester hours)
This course will introduce and prepare students for a career in healthcare. It will develop critical thinking and problem-solving methods necessary for future healthcare professionals, professional behaviors and attributes necessary to become a successful healthcare practitioner, introduce the language of healthcare, discuss major developments in healthcare today, and explore a variety of healthcare professions.

HLS-1100 Medical Terminology (2 semester hours)
This course is designed to teach word roots, combining forms, suffixes, and prefixes to develop an understanding of health care terms. Definitions, spelling and the use of correct abbreviations are emphasized. The course content is organized around body systems and emphasizes terminology and applications related to the health and fitness career fields.

HLS-1810-9 Selected Topics in Health Science (Variable semester hours)
This course will address a specific area of study in health science not already covered by other course offerings. Prerequisites vary by topic.

HLS-2000 Healthcare Systems and Informatics (4 semester hours)
This course is intended to help the student explore and understand the health care system in the U.S. and to provide an overview of how health care administration decisions are made. This course will provide a broad, fundamental overview of the health care industry. Informatics will also be explored to teach students how to make informed decisions about the delivery of health care.

HLS-2020 Culturally Competent and Interprofessional Healthcare (4 semester hours)
This course examines the roles and responsibilities of all health professionals and will prepare health science students to provide care in a collaborative team. A second goal of this course is to expand our cultural understanding and develop the skills necessary to appreciate, interpret, and communicate with others in a competent way. Students will develop positive attitudes towards cultural differences, and gain knowledge and understanding of cultural practices which define what cultural competence means within the context of medicine, healthcare, and community health.

HLS-2080 Nutrition and Health Promotion (4 semester hours)
This course is intended to provide an understanding of basic nutritional science and dietetics to students with a limited nutrition background. This will be accomplished though exploration of fundamental concepts of nutrition, health, and wellness with special focus on contemporary issues and personal application. Topics covered include the principles of diet planning, government standards, and food labeling; the biological functions and food sources of each nutrient; energy balance, weight management, and physical activity; the role of nutrition in health, disease, and lifespan development; food safety issues; and nutrition pseudoscience, misinformation, and current controversies.

HLS-2650 Essentials of Anatomy and Physiology (4 semester hours)
This course explores the interrelationship between structure and function in the human body at the macro, micro, and cellular levels, with an emphasis on how physiological mechanisms operate to maintain homeostasis. Topics include tissues, thermoregulation, and the major body systems (i.e., integumentary, skeletal, muscular, nervous, endocrine, cardiac, respiratory, digestive, renal, and reproductive).

HLS-2660 Anatomy and Physiology I (4 semester hours)
This course is the first of a two-course sequence that provides a detailed study of the relationship between structure and function of the human organism. Topics include physical and chemical principles related to the major organ systems, including integumentary, muscular, skeletal, nervous, and the sensory systems. Laboratory experiences for Anatomy and Physiology I will reinforce lecture material through the use of models, dissection, and various modes of technology.
Additional fee required

HLS-2670 Anatomy and Physiology II (4 semester hours)
This course is the second of a two-course sequence that provides a detailed study of the relationship between structure and function of the human organism. Topics include the endocrine, digestive, respiratory, cardiovascular, immune, reproductive, and urinary systems, with discussion of acid-base and electrolyte balance. Laboratory experiences for Anatomy and Physiology II will reinforce lecture material through the use of models, dissection, and various modes of technology.
Prerequisite(s): HLS-2660 with a grade of "C" or better.

Additional fee required

HLS-2810-9 Selected Topics in Health Science (Variable semester hours)
This course will address a specific area of study in health science not already covered by other course offerings. Prerequisites vary by topic.

HLS-3000 Epidemiology (4 semester hours)
This course allows students to examine the principles and methods used in epidemiology, particularly as it relates to community health, including the types of study designs used in health research, disease screening, and infectious disease outbreak. Students will develop critical thinking and application skills as they utilize an epidemiological approach to health science.

HLS-3010 Healthcare Ethics (4 semester hours)
The course will examine the foundations of ethics as it applies to ethical decision-making in healthcare fields. Students will develop a formalized process to examine a wide variety of ethical dilemmas encountered in health and medicine and will rely on ethical principles and virtues, moral theorists, and empathy to make complex ethical decisions.

HLS-3020 Evidence-Based Healthcare (4 semester hours)
This course is designed to provide students with foundational knowledge and clinical application of the principles of Evidence-Based Practice (EBP). Students will learn to research evidence and also learn how to use and communicate those findings to inform clinical practice. Students will learn the different models of EBP and how to rate the quality of the evidence based on current best practices.

HLS-3050 Pathophysiology (4 semester hours)
This course surveys the principles and mechanisms of disease on the cellular and organismal levels. Topics include the immunologic, inflammatory, genetic, nutritional and neoplastic mechanisms of disease, and reviews the major diseases of each organ system.
Prerequisite(s): BIO-2670 with a grade of "C" or better.

HLS-3100 Healthcare Policy and Law (4 semester hours)
This course will explore the various laws and policies that regulate healthcare in the United States. Students will examine both public and private programs for financing the delivery of healthcare in the United State. This courses will also examine the role of physicians, hospitals, and long-term care facilities in policy, the law, and decision making. Finally, students will learn the factors that influence successful policy and law implementation as it related to the healthcare industry
Prerequisite(s): PSC-2160.

HLS-3810-9 Selected Topics in Health Science (Variable semester hours)
This course will address a specific area of study in health science not already covered by other course offerings. Prerequisites vary by topic.

HLS-4000 Research Methods and Biostatistics (4 semester hours)
Students will learn various research methods used in the healthcare industry. Special emphasis will be placed on learning science laboratory practices and conducting research. Students will also learn statistical methods as they relate to health science, including statistical analysis, technical writing, data presentation, and use of computer statistical packages (SPSS).

HLS-4100 Managing and Leading Healthcare Organizations (4 semester hours)
This course prepares students to effectively manage and lead healthcare organizations (HCOs) and its employees. Students will learn the theory and application of total quality improvement. Students will also learn project management and information management as it relates to HCOs. Finally, students will learn how to use innovation and entrepreneurship to influence overall performance of HCOs.

HLS-4810-9 Selected Topics in Health Science (Variable semester hours)
This course will address a specific area of study in health science not already covered by other course offerings. Prerequisites vary by topic.

HLS-4940 Healthcare Administration Internship (4 semester hours)
The healthcare administration internship is a culminating experience that allows students to apply knowledge and skills attained during their academic training through the completion of extensive work within a healthcare organization (HCO). Focus will be spent on learning the systems, processes, and policies that governs the organization. A special focus will also be on building professional behaviors and attributes necessary in their chosen field. Students must pass a certified criminal background/sex offender check, TB Test, and Drug Test (Cost incurred by student). Additional site-specific requirements may also apply.
Prerequisite(s): HLS-4100.

Grading Type: Credit/No Credit

History (HIS)

HIS-1200 American History I (to 1877) (4 semester hours)
This course examines the evolution of the U.S. from its colonial origins to the end of the Civil War and Reconstruction. It looks at the Columbian Exchange and the exploration of North America, the concept of empire as practiced by Spain, France, and England in the Americas, and the founding of the British American colonies and their differences. The course compares the colonial American experience in the 17th and 18th centuries. It analyzes the causes and nature of the American Revolution and the problems associated with the founding of the nation. Students will examine the development of the American party system and economy, along with the clashing voices of growing nationalism and sectionalism. The course will analyze the causes and nature of the Civil War and the problems associated with reuniting the country.

HIS-1210 American History II (since 1877) (4 semester hours)
This course examines the major political, economic, social, and cultural developments in the U.S. since 1877. It considers such political developments as imperialism, the growth in the power of the federal government (especially the presidency), the development of the Cold War, and the emergence of the U.S. as a superpower, and such economic developments as the maturation of the Industrial Revolution and the Great Depression. The course examines the causes and consequences of six wars (including the two world wars) along with the major social reform and liberation movements since 1877 and the conservative reactions produced by them.

HIS-1300 World History I (to 1500) (4 semester hours)
This course surveys the history of the world from the evolution of Homo sapiens in Africa and migration across the continents; through the development of agriculture, civilizations, and world religions; to the collision of "Old" and "New" worlds in the fifteenth century.

HIS-1400 World History II (since 1500) (4 semester hours)
This course surveys the history of the "modern" world, focusing on its accelerating integration over the past five centuries, from the Columbian Exchange and rise of overseas empires in the "early modern" era; through the "dual revolution" of industrialization and democratization in the eighteenth and nineteenth centuries; through the world wars of the twentieth; to the age of the Anthropocene in the twenty-first.

HIS-1810-9 Selected Topics in History (Variable semester hours)
This course will address a specific area of study in History not already covered by other course offerings. Prerequisites vary by topic.

HIS-2200 Introduction to Historical Methods (4 semester hours)
This course introduces students to the tools and methods used by historians. Students will explore archives, both physical and virtual, to learn how to work with primary sources. Additionally, they will acquire the knowledge necessary to be able to analyze secondary sources.

HIS-2250 Origins of Greek Philosophy (4 semester hours)
How did philosophy come to be? Why did it emerge where it did and when it did? This course explores these questions by investigating the roots of western philosophy in the myths and cultural circumstances of the archaic Greeks and their neighbors. Special foci will be on the passage from mythical thinking to that of philosophy and what would come to be known as science; the cosmological speculations of pre-Socratic thinkers; and the change in focus represented by the figure of Socrates. Other topics include the role of political life in shaping thinking; the significance of mathematics and geometry; and the influence of historical events on the course of thought. Texts will be chosen from a selection of early thinkers and poets, as well as from scholarship on the topic.

HIS-2350 Africa in World History (4 semester hours)
This course examines human life in Africa from its origins over 200,000 years ago. It emphasizes the impact of geography and climate on the continent, as well as Africa's long-established trade links with Eurasia. Students will consider the importance of traditional African religions and the impact of various forms of Islam and Christianity as they have engaged with local religions and spiritualties. Particular attention will be paid to the colonial and post-colonial periods of Africa's history.

HIS-2360 Black Chicago (4 semester hours)
This course will be an introduction to the historical experience of African Americans in the city of Chicago. Attention will be paid to early Black settlers in Chicago, the impact of the Civil War and Reconstruction, the rise of Black businesses, endemic racism and Jim Crow, the Great Migration, artistic and intellectual life, the Great Depression, the Civil Rights Movement, the Black Arts movement, de-industrialization, the mayorship of Harold Washington, and contemporary Black Chicago life.

HIS-2400 Ancient Egypt, Greece, and Rome (4 semester hours)
This course surveys the ancient worlds of Egypt, Greece, and Rome from the emergence of Egyptian civilization to the fall of the Western Roman Empire. Students will examine a variety of primary and secondary sources to understand the connections between the three civilizations as well as their impact upon other cultures and societies.

HIS-2620 Russian History to 1917 (4 semester hours)
Russia is the world's largest country, a place of breathtaking dimensions, dizzying diversity, and sharp contrasts. This course will explore the history of Russian politics, culture, and society from the origins of the earliest Russian polity in the medieval period through the collapse of the Russian Empire in the fires of war and revolution. Students will be exposed to a wide variety of materials, from literary classics to contemporary films, and will have abundant opportunity to sharpen their reading, writing, speaking, and critical thinking skills in the process.

HIS-2630 Russian and Soviet History Since 1917 (4 semester hours)
This course will examine the history of late Russian Empire, the Soviet Union, and the Russian Federation. The turbulence that this part of the world has seen during the past century is staggering: the implosion of the world's largest state in the revolutions of 1917; the creation of the world's first communist state, which sought to spread its revolution across the world; the wrenching years of civil war, Stalinism, and WWII; the paranoia of the Cold War; the collapse of Communist regimes across Eurasia; and the formation of new states and societies in their wake. In exploring these pivotal topics, students will be exposed to a wide variety of materials, from literary classics to contemporary films, and will have abundant opportunity to sharpen their reading, writing, speaking, and critical thinking skills in the process.

HIS-2700 20th Century European History (4 semester hours)
This course examines the history of Central, Western, and Eastern Europe from the late 19th century to the present. The course will cover such topics as the First and Second World Wars, the Russian Revolution, the Spanish Civil War, the rise of dictatorships during the interwar period, the Holocaust, imperialism and decolonization, post-war culture and the rise of civic activism, the creation of the European Union, the fall of communism, and the end of the Cold War.

HIS-2750 Topics in Religious History (4 semester hours)
These are regular courses reflecting faculty interests. Courses are designed to provide students with an introduction to significant religious figures, events and movements, and the history of religion in specific regions or eras. Students will gain skills in analyzing both historical and scholarly sources and learn the foundational principles needed for taking more advanced courses found at the 3000-level. This course designation is repeatable for credit.

HIS-2760 Religion in America (4 semester hours)
How has religion shaped the history of the United States and been reshaped by the course of that history? This course focuses on key moments in the history of American religions in order to understand the social and political dynamics that created the religiously diverse public sphere we live in today. Topics may include the internal diversity of American Christian churches; the impact of religious ideas on movements for social and economic reform, especially the abolition of slavery; the evolution of ideas and practices of religious liberty, including the role of the Supreme Court; political engagement of religious communities on both the Left and the Right; moments of conflict between religion and science; and encounters between Christians and non-Christians in North American history.

HIS-2810-9 Selected Topics in History (Variable semester hours)
This course will address a specific area of study in History not already covered by other course offerings. Prerequisites vary by topic.

HIS-3050 American Urban History (4 semester hours)
This course examines American city-building and the diverse populations that inhabited American cities. It compares the preindustrial city of the colonial period and early 19th century with the modern, industrial city in the 19th and 20th centuries. It considers such contributing factors to urbanization as industrialization, the transportation revolution, population growth/immigration, and new types of architecture/city planning. The course investigates such 20th-century developments as the emergence of the metropolis, the modern suburb, urban sprawl, and the modern urban planning movement.

HIS-3100 The African-American Experience (4 semester hours)
This course examines the history of the Black experience in the U.S., tracing the history of African Americans from their African origins through their struggle against slavery and segregation to the drive for civil rights and full legal and social equality.

HIS-3120 History of African-American Masculinity (4 semester hours)
This course is a reading seminar on the contemporary history of African-American men. Intensive reading, thought about this reading, and discussion will play an integral role in this class. The use of audiovisuals to illustrate certain points and to provoke discussion will be important.

HIS-3150 Women in American History (4 semester hours)
This course emphasizes the average woman from the colonial period to the present -- her life's opportunities, values, and culture-and the changing idea of womanhood and the family as reflections of changing socioeconomic conditions in the U.S. The course examines the origins, development, and major ideas of the 19th- and 20th-century women's movements. It reviews the status of modern women in the workplace and family as well as major current women's issues.

HIS-3200 United States History Since the 1960s (4 semester hours)
This course examines the major social, cultural, political, and economic developments in the U.S. since the 1960s. It emphasizes the social/cultural revolution that swept the U.S. in the 1960s and its consequences (including a resurgence of conservatism) and the political developments of this era, such as the changing relationship between the President and Congress and the United States' changing role as a superpower, both during and after the Cold War.

HIS-3360 Renaissance and Revival (4 semester hours)
History is punctuated by periods of rebirth and renewal. The energy characterized by such periods is illustrated in material culture and, in particular, in the visual arts. This course explores the idea of renaissance in art and history and its visual manifestations. Topics covered include the Carolingian Renovation, the Italian Renaissance, Neoclassicism and the revivals of the 19th century, and the Harlem Renaissance of the 20th century.
Prerequisite(s): One prior college-level course in history or one of the following courses in Art History: ART-1000, ART-1020, ART-2300, ART-2500, ART-2530, ART-2540, ART-2600, ART-2620, ART-3450, or REL-3450.

HIS-3400 Problems in History (4 semester hours)
This is a reading seminar that focuses on a major era, issue, or event in history. This course is based on such readings as historical monographs, journal articles, and primary sources. Such issues as interpretation, bias, sources, and documentation will be discussed. There will be extensive reading on the selected topic (which will change each time the course is offered).
Prerequisite(s): HIS-2200.

HIS-3410 Global Environmental History (4 semester hours)
This course offers an introduction to global environmental history, focusing on the past two centuries since the Industrial Revolution -- when population growth and technological change have accelerated dramatically, transforming humans' place within and ideas about the natural world. Students will encounter range of debates, readings, films, and other sources that offer vital perspectives on the planet's most pivotal contemporary challenges while also sharpening their reading, writing, speaking, and critical thinking skills in the process.

HIS-3450 Latin American History (4 semester hours)
This course examines the establishment of European empires in the Americas, Latin American wars for independence, and the major developments of the 19th, 20th, and 21st centuries. It explores such topics as contributions of indigenous peoples and those of African descent to Latin American history, themes of empire and imperialism, the construction of national identities, globalization, migration, the relationship between the United States and the countries of Latin America, and the experiences of migrants across the Americas.

HIS-3650 Hitler and the Nazi Revolution (4 semester hours)
This course examines the origins and development of European fascism (including 19th-century racial thought, World War I and the Great Depression), the nature of European fascism, the rise of Hitler and the Nazi Party to power, and Hitler's blueprint for the Nazi revolution (and the extent to which it was fulfilled, both domestically and internationally). The course reviews the origins of World War II, Hitler's performance as a war leader, and the nature of the German home front and the Nazi Empire during the war. It investigates the origins, implementation, and consequences of the Holocaust, as well as the question of why Hitler's revolution ultimately failed.

HIS-3700 History of the Middle East (4 semester hours)
This course examines the political, cultural, social, and economic history of the Middle East from the rise of Islam to the present, focusing in particular on the rise of Islam; the expansion and development of Islamic empires; the region's relations with Western powers, particularly since the 19th century; nationalism; the creation of Israel; and Israeli-Arab relations; the Iranian Revolution; the politics of oil; and the rise of Islamic fundamentalism (and reactions to it).

HIS-3750 History of East Asia (4 semester hours)
This course examines the development of East Asian civilization up to the present, focusing in particular on cultural, social, economic, and political trends; the relations between China, Japan and Korea; the region's interaction with Western powers, particularly since the 19th century; and the development and growing influence of East Asian countries in the 20th and 21st centuries.

HIS-3800 Religion and Politics in World History (4 semester hours)
How have religions exercised political power to shape the history of human societies? This course takes a comparative approach to a major historical problem, examining case studies from the history of Christianity alongside cases from the histories of Islam, Confucianism, Hinduism, or another of the world's religions. Students will study major religious documents as well as primary sources for understanding political and legal contexts. Emphasis is placed on understanding how religious ideas shaped historical conflicts and how these conflicts reshaped the history of the religions themselves.
Prerequisite(s): One prior college-level history or religion course.

HIS-3810-9 Selected Topics in History (Variable semester hours)
This course will address a specific area of study in History not already covered by other course offerings. Prerequisites vary by topic.

HIS-3900 Advanced Topics in U.S., European, Non-Western or Latin American History (4 semester hours)
These are regular courses reflecting faculty research interests. These 3000-level courses enable students to build upon the content knowledge and skill sets acquired in lower-level courses, to study an historical topic in depth, and to become more familiar with the historiography on a given subject. Courses taught will cover such things as national histories of countries around the globe; histories of imperialism and colonialism; women's and gender history; film history; environmental history; and a range of social, cultural, and political histories. This course designation is repeatable for credit.
Prerequisite(s): One prior college-level history class.

HIS-4100 Readings Seminars in U.S., European, Non-Western, Latin American Or Intellectual History (4 semester hours)
These are regular courses reflecting faculty research interests. These readings seminars assume proficiency in foundational and intermediate-level subject matter and provide students with the opportunity to analyze the historiography and historical sources on a particular topic in depth. This course designation is repeatable for credit. Open to history majors only or by permission of the instructor.

HIS-4810-9 Selected Topics in History (Variable semester hours)
This course will address a specific area of study in History not already covered by other course offerings. Prerequisites vary by topic.

HIS-4940 History Internship (1-4 semester hours)
The purpose of the history internship is to enable Aurora University students to acquire work experiences in the history profession. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment approved by the History Department, including internships on campus in the Jenks Memorial Collection of Adventual Materials and the Doris M. Colby Memorial Archives. This course designation is repeatable for credit. Open to students with a history major or minor only; students must seek advanced approval from a history department faculty mentor prior to registering for the history internship. Permission of the instructor required.
Prerequisite(s): Instructor Permission.

HIS-4990 Senior Seminar in History (4 semester hours)
This is a capstone course that examines the nature and definition of history and historical truth, research methodology and tests of evidence, synthesis and skill in writing, the evolution of history as a discipline, and the tasks of the professional historian. It treats history as a liberal arts discipline and as a profession and is designed to be useful both to those going on to graduate work and to those who will undertake no further formal study of history. Open to history majors only.
Prerequisite(s): HIS-3400 with a grade of "C" or better; Senior Standing.

Human-Animal Studies (HAS)

HAS-1200 Introduction to Animal Science (4 semester hours)
This course covers the major biological disciplines and how the science of each of these contributes to the whole of Animal Science. Appropriate feed, housing and care for animals are discussed, as well as disease prevention. Emphasis is placed on the companion animal species, but primarily agricultural species and their care will also be explored. The course also discusses the industries that have arisen as animals' roles in society have changed, and the economic impact of these businesses.

HAS-2210 Animals in Society (4 semester hours)
Concepts of the relationship of animals and man throughout history will be explored, especially contemporary changes in those relationships, including industrial agriculture, companion animals, and concepts of animal welfare versus animal rights.

HAS-3200 Animal Welfare (4 semester hours)
This course will explore the historical development and contemporary issues involving the concepts of animal welfare and animal rights, and how human and animal interactions have evolved over time. The different global perspectives on appropriate animal care and use will be explored. Issues of animal neglect and abuse will be discussed, as well as the link between domestic violence and animal abuse. A service project chosen by the class will be implemented.
Prerequisite(s): HAS-1200 or HAS-2210.

HAS-3300 Prevention and Control of Animal and Zoonotic Diseases (4 semester hours)
This course will discuss techniques used to prevent and control animal and zoonotic diseases, particularly in populations of animals housed together. Though all domestic animals will be addressed, the course will emphasize control and prevention techniques in companion animals. Hygiene, vaccination protocols, medications, and management will be explored.
Prerequisite(s): HAS-1200.

HAS-3320 Forensic Investigations Involving Animals (4 semester hours)
Laws are constantly changing on both the state and local levels pertaining to animal cruelty. Actions that were previously considered non-offenses are now being prosecuted on misdemeanor and felony levels. Because of this evolution to convictions and heavier sentencing, there is a significantly higher expectation that those working in animal specific fields have knowledge and training in animal forensic science. This course is designed as an introduction to the fundamentals of forensics in relation to animals in preparation for these elevated expectations.

HAS-3400 Animals and Public Policy (4 semester hours)
There has been an increase in the identification of a number of complex issues associated with the development and recognition of the human-animal bond. With these changes, there is a recognition that ethics, culture, values, and economics greatly impact and influence that dynamic. Animals and public policy is a course designed to analyze and evaluate how those influences and trends are shaping the treatment of animals in public policy and practice, and how these policies can be developed to utilize research findings as evidence to support them.
Prerequisite(s): HAS-1200 or HAS-2210.

HAS-3500 Behavior, Training, and Rehabilitation of Animals (4 semester hours)
This course explores the scientific behavioral basis of animal training, and offers a comparison of various training techniques. Students will also explore the various modalities of rehabilitation for companion animals, particularly those involved in sporting activities.
Prerequisite(s): HAS-3300.

Co/prerequisite(s): PSY-1100

HAS-3600 Animal Assisted Therapy (4 semester hours)
This course is designed to provide students with foundational knowledge as well as practical application of animal assisted therapeutic interventions as they are utilized with a variety of vulnerable populations and settings. Students will be introduced to standards for practice, practice methods, and research conducted to study the impact of animal assisted therapy on vulnerable populations. Skills for intervention design, implementation and assessment of efficacy will be developed and practiced in this course.
Prerequisite(s): REC-2250 or REC-2400 or SWK-2500 or SPED-2120; Junior Standing.

HAS-3940 Animal Studies Internship (1-4 semester hours)
Students will find and complete a 4-hour internship in a professional environment involving human-animal interactions. Students will report to a site supervisor and be overseen by a faculty member from Aurora University. It is expected that students will be exposed to animal management and handling, observing human and animal interactions, and furthering their career goals. Students are expected to present themselves as professionals and further the reputation of Aurora University and the Human Animal Studies program.
Co/prerequisite(s): HAS-3500 or HAS-3600.

Interdisciplinary Studies (IDS)

IDS-1100 Creating Success for College I (1 semester hours)
This course is the first of a two-course sequence that is designed to assist first-year students in the transition to college during their first semester. Topics include improving classroom skills and broadening academic skills. The development of a better understanding of the financial responsibilities of college and the skills and behaviors necessary to meet these responsibilities will also be discussed. Registration is limited to students designated for the conditional admit.

IDS-1110 Creating Success for College II (1 semester hours)
This course is the second of a two-course sequence that is designed to further develop student academic readiness with the skills, knowledge, and dispositions that will promote critical thinking and success. Topics addressed will be selected to aid students in their development as learners and active members of the University community. Registration is limited to students designated for the conditional admit

IDS-1150 First Year Experience (1 semester hours)
Aurora University's year-long First-Year Experience Program is focused on orientating students to college life, engaging them in campus activities, assisting students in the development of essential academic, college, and life skills, and providing opportunities to meet and work with faculty and staff from across campus. Students will engage in activities, training programs, workshops, readings, conversations with AU faculty and staff, and writing assignments from May to December of their freshman year. The First-Year Experience is part of the university's General Education Program.
Grading Type: Credit/No Credit

IDS-1200 Discover What Matters (4 semester hours)
"Discover what matters. And build your life around it." Such is the essential purpose of an Aurora University education. This thematic seminar course will engage students in the process of discovery and reflection by grappling with enduring questions about what matters in their individual lives and the world around them. Students will read and discuss core texts, develop effective communication and critical thinking skills, and meet one-on-one with faculty members to receive guidance and feedback. The course is designed to help launch a student's journey through a successful and meaningful college experience.

IDS-3040 Global Justice (4 semester hours)
What does it mean to be responsible citizens in today's global village? What are human rights and how can a global justice framework address issues ranging from income inequality to climate change to HIV/AIDS? In this interdisciplinary course, students will learn about globalization from a wide range of perspectives. They will also learn about theories of justice and examine a variety of worldviews (including their own) on human dignity and human rights, justice and fairness, and social responsibility. After examining numerous case studies related to global justice issues and articulating their own global justice framework, students will investigate a contemporary issue of global significance, examine the issue from the viewpoint of various local and global stakeholders, and create fact-based action plans directed toward addressing the problem. Systems of government, activists/nonprofits, business/for-profits, and social entrepreneurship will be analyzed as possible means of addressing these issues. The course utilizes a writing, reading, and discussion-intensive curriculum to sharpen students' communication and critical thinking skills.

IDS-3500 Junior Mentoring Program I (0.5 semester hours)
The junior year is a pivotal moment in a student's academic career. It is a time for reflecting, for identifying, and for planning -- a time for discovering what matters and building one's life around it. This distinctive junior-year experience is designed to facilitate this vital work. Each student will work intensively with a faculty mentor in their major program to articulate their personal and professional goals; develop a meaningful, individualized plan to achieve those goals; and sharpen the skills essential to achieving those goals.
Grading Type: Credit/No Credit

IDS-3550 Junior Mentoring Program II (0.5 semester hours)
The junior year is a pivotal moment in a student's academic career. It is a time for reflecting, for identifying, and for planning -- a time for discovering what matters and building one's life around it. This distinctive junior-year experience is designed to facilitate this vital work. Each student will work intensively with a faculty mentor in their major program to articulate their personal and professional goals; develop a meaningful, individualized plan to achieve those goals; and sharpen the skills essential to achieving those goals.
Grading Type: Credit/No Credit

Latino/a Studies (LTS)

LTS-1200 Introduction to Latino Cultural Studies (4 semester hours)
This introductory course will explore the effects of migration, urbanization and acculturation on the Latino population in the United States. Special attention will be paid to diversity of Latino groups in the U.S. along with exploration of Latinos in Chicago and surrounding suburban communities. This course will be taught in English.

LTS-1300 Latinos and Latinas in the United States (4 semester hours)
This course will provide an in-depth study of the various contributions of Latinos in the United States mainstream culture. The history and integration of Latinos in the U.S. landscape in venues such as politics, education, economics and healthcare will be explored. Key individuals who have enabled these contributions will also be identified. This course will be taught in English.

LTS-1810-9 Selected Topics in Latino Studies (Variable semester hours)
This course will address a specific area of study in latino studies not already covered by other course offerings. Prerequisites vary by topic.

LTS-2100 Latina Writers (4 semester hours)
This course will examine gender, socio-political, historical, economic or artistic issues as viewed by women writers from the Americas in different literary genres: poetry, the short story and the novel. Texts from Sor Juana Ines de la Cruz, Rosario Ferre, Elena Garro, Liliana Heker, Isabel Allende, Maria Luisa Bombal, Luisa Valenzuela, Elena Poniatowska, Maria Elena Llano, Angeles Mastretta, Esmeralda Santiago, Sandra Cisneros, Ana Castillo, and others, may be included in the course of study. Selected texts may vary, depending on contemporary issues. This course will be taught in English.
Prerequisite(s): ENG-1000.

LTS-2230 Introduction to U.S. Latino/a Literature (4 semester hours)
This course will expose students to the writings by and about Latinos and Latinas living in the United States, with emphasis on the similarities and differences that form the experiences among diverse Latino sub-groups living in the United States. The majority of the texts selected will emanate from the three major Latino sub-groups in the United States, Mexican Americans or Chicanos, Puerto Ricans or Nuyoricans, and Cuban Americans, written during the 20th and 21st centuries, with additional works from other Latinx identities. Texts will include poetry, short fiction, drama, essays, autobiographies, and novels. By critically analyzing works from a range of genres, students will be asked to examine themes and issues through literary analysis as well as factors that influence the cultural production of these groups. Films may also be introduced to support engagement with the texts. Readings will be in English, and this course will be taught in English.
Prerequisite(s): ENG-1000.

LTS-2630 Latinx Theatre (4 semester hours)
This survey course will explore the development of Latinx theatre through an intersectional lens. Students will study the works of various Latinx theatre artists, past and present, by examining cultural history, artistic processes and political/social motivations.

LTS-2810-9 Selected Topics in Latino Studies (Variable semester hours)
This course will address a specific area of study in latino studies not already covered by other course offerings. Prerequisites vary by topic.

LTS-2940 Latino Community Internship (4 semester hours)
The purpose of the Latino Community Internship is to place students in a structured immersive internship experience with local Latino-led or Latino-focused organizations, non-profits, and businesses designed to increase students' marketability to future employers. Students will be asked to integrate and apply concepts in addressing and interpreting opportunities and challenges faced by the U.S. Latino community. Students will acquire professional experience and knowledge about social, political, economic, educational, and cultural issues facing Latinos and Latin Americans. Placements will introduce issues of ethnicity, identity, and transnationalism. Permission of the instructor required.
Prerequisite(s): LTS-1200. Instructor permission.

LTS-3200 Contemporary Latin American Politics (4 semester hours)
This course outlines the major political conflicts in contemporary Latin America with emphasis on selected countries. The course traces back these conflicts to the period of democratization in the 1980s and the adoption of free-market policies across the region in the 1990s. It then looks at the current "turn to the Left" in many nations in the region. This course also emphasizes the relationship between people of Latin American origin living in the United States and their countries of origin, on political issues such as drug trafficking and immigration. This course will be taught in English.

LTS-3350 Politics and Policy in the Latino Community (4 semester hours)
This course familiarizes students with the major public policies and political activities affecting Latinos in the United States. Course topics may address issues of immigration, assimilation, identity, mobilization, and voter behavior. Historical trends will be examined.

LTS-3450 Latin American History (4 semester hours)
This course examines the establishment of European empires in the Americas, Latin American wars for independence, and the major developments of the 19th, 20th, and 21st centuries. It explores such topics as contributions of indigenous peoples and those of African descent to Latin American history, themes of empire and imperialism, the construction of national identities, globalization, migration, the relationship between the United States and the countries of Latin America, and the experiences of migrants across the Americas.

LTS-3810-9 Selected Topics in Latino Studies (Variable semester hours)
This course will address a specific area of study in latino studies not already covered by other course offerings. Prerequisites vary by topic.

LTS-3940 Latino Community Internship (4 semester hours)
The purpose of the Latino Community Internship is to place students in a structured immersive internship experience with local Latino-led or Latino-focused organizations, non-profits, and businesses designed to increase students' marketability to future employers. Students will be asked to integrate and apply concepts in addressing and interpreting opportunities and challenges faced by the U.S. Latino community. Students will acquire professional experience and knowledge about social, political, economic, educational, and cultural issues facing Latinos and Latin Americans. Placements will introduce issues of ethnicity, identity, and transnationalism. Permission of the instructor required.
Prerequisite(s): LTS-1200. Instructor permission.

LTS-4800 Introduction to Community-Based Research (4 semester hours)
This course introduces students to rudimentary qualitative research methods including community-based research. Students will produce a final research document based on a research project conducted in the Aurora/Fox Valley Latino/a community during the course of the semester. This document will include a statement of the research problem, supported by some references to a literature review, and an explanation of research methodology. Students will be asked to abide by research guidelines established by the university's Institutional Review Board. This course will be taught in English.

LTS-4810-9 Selected Topics in Latino Studies (Variable semester hours)
This course will address a specific area of study in latino studies not already covered by other course offerings. Prerequisites vary by topic.

Leadership Studies (LED)

LED-1500 Foundations of Leadership (4 semester hours)
This course will explore historical and contemporary leadership theories, personal assessment and development of leadership skills, followership, the relationship between leadership and vocation, and begin to examine the role of ethics and developing a moral foundation in leadership. Students will be introduced to traditional leadership development strategies while also beginning to learn about group work theory and effective goal setting techniques. Content will be delivered through dynamic interactions, selected readings, experiential learning, case studies, and practical applications.

LED-2100 Leadership Ethics (4 semester hours)
The course will examine major perspectives on ethical reasoning, the role of ethics/morality in leadership, ethical perspectives of different regional and cultural contexts, and the role of leadership in global change and issues of conflict. Students will be immersed in selected readings from classical texts, learn multiple approaches to ethical reflection, review case studies, and engage in practical application through leadership evaluations.

LED-2320 Introduction to Nonprofit Leadership (4 semester hours)
Course is intended to introduce students to the nonprofit sector by examining the historical and contemporary roles of nonprofit organizations in American society, as well as a variety of nonprofit management and leadership topics, including key aspects related to nonprofit governance, how best to engage in advocacy and organizing, roles and responsibilities of boards, strategies for managing volunteers and staff, and examining critical questions/challenges that face nonprofit leaders.

LED-3880 Leadership Principles in Practice (4 semester hours)
This course serves as an integrative experience of the Leadership Studies program that will allow students to connect leadership theory into practice. LED-3880 can take multiple forms as either a traditional on-campus class or outdoor immersion experience that is designed to teach strategies and techniques for leading people, groups, and organizations through experiential learning techniques. Students will also sharpen their decision-making abilities, communication skills, ability to lead small/large group and accomplish difficult objectives, and capacity for followership.
Prerequisite(s): LED-1500 or instructior permission.

LED-4940 Leadership Studies Internship (1-4 semester hours)
The purpose of the Leadership Studies Internship is to enable Aurora University students to acquire real-world experiences in the field (e.g., internship, practicum, etc.). This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured field environment. Students may repeat this course involving a different field experience for a maximum of 12 semester hours. Permission of the instructor required.
Prerequisite(s): LED-3880; Senior standing. Instructor permission

LED-4990 Applied Leadership Studies Capstone (4 semester hours)
Course is designed to provide an opportunity that allows students to blend prior academic training with a practical application of leadership skills. This capstone will help students apply and test both leadership and group work strategies in new situations and provide opportunities for students to interact in different settings, both on and off campus, for deep, meaningful learning experiences, which may include a research project, collaborative partnerships, or other experience that can demonstrate mastery of the Leadership Studies program.
Prerequisite(s): LED-3880 or instructor approval; Senior standing.

Management (MGT)

MGT-2100 Financial Management (4 semester hours)
This course is designed to explain how accounting and financial data can be interpreted and used by managers in making decisions. In addition, this course introduces the student to the analysis and interpretation of financial reports, the budgeting process, and the use of data in business decision making.

MGT-2500 Leading People and Teams (4 semester hours)
In this course, students will learn how to build effective teams, improve teamwork and collaboration, and sustain team performance through continuous learning and improvement. Students will learn best practices for composing a team and aligning individual and team goals. Drawing on research in group dynamics, students will also learn how to establish roles, build structures, and manage decision making so that their team excels. This course will also help future leaders manage critical team processes such as conflict resolution and building trust that have a profound impact on a team's performance.

MGT-3000 Organizational Development and Change (4 semester hours)
This course explores the fundamental theories of organization development; the dynamics that happen at the individual, team, and leadership levels that impact change; and approaches to diagnosing and enabling the organization to change.
Prerequisite(s): BUS-1020.

MGT-3110 Nonprofit Management (4 semester hours)
This course is a general introduction to the theory and practice of effective management of nonprofit organizations, with a heavy emphasis on practical application. Real world examples and experiences will be used to ensure that the academic lessons translate to the nonprofit experience. The course addresses some of the pertinent management issues of the nonprofit sector that includes education, research, health care, art, culture, religion, communications, social welfare and services, advocacy, legal services, international assistance, foundations and mutual benefit professional and trade associations.

MGT-3120 Fundraising, Philanthropy, and Development (4 semester hours)
This course introduces the theory and concepts in the field, along with an overview of the development cycle from identification and cultivation through stewardship and recognition. Students will learn how to develop a case for support, identify and assess prospective donors, match a donor's interests and needs with your organization's mission and goals, recognize planned giving benefits to your donors, structure a successful solicitation, and respond to ethical dilemmas

MGT-3130 Grant Writing (4 semester hours)
This course focuses on developing student skills necessary to have the knowledge to be able to develop a solid funding grant proposal. This course is ideal for students who are pursuing careers in nonprofit and government agencies and are seeking to develop the skills needed to become an effective grant writer. This course also prepares students to work with and/or supervise grant based programs or agencies instilling the knowledge of how the grant process works.

MGT-3210 Lean Six Sigma (4 semester hours)
This course introduces students to the fundamentals of Lean and Six Sigma and presents them as complementary, additive methodologies that focus on both waste and variation reduction. This course provides an overview of the philosophy of Lean Six Sigma and introduces key terminology and methodologies used in Lean Six Sigma organizations. Value stream mapping, elimination of waste, the 5S's and the DMAIC project cycle are presented conceptually and cornerstone tools of Lean Six Sigma.

MGT-3220 Applied Quality (4 semester hours)
This course provides students with the knowledge and techniques required to improve product quality and process efficiency by identifying and measuring production process variability which, if not successfully addressed, leads to inconsistent product quality, costly wastage, non-standardization and other reliability and productivity problems. This course introduces basic quality management concepts and definitions and builds on that knowledge to explore Statistical Process Control (SPC) based quality improvement techniques as a means to diagnose, reduce, and eliminate causes of variation and to assist in process improvement, production control, production planning, and decision making. A brief review of the fundamentals of statistics and probability and their applications in quality management is provided, and various measurement and control techniques -- for example, charts for variables and attributes, are presented.

MGT-3230 Manufacturing and Logistics Information Systems (4 semester hours)
This course provides an overview of manufacturing and logistics information systems, processes and software packages, as well as practical tools and techniques for effective decision making and integrated supply chain management (e.g. inventory management; demand forecasting and planning; sourcing; transportation management; warehouse management; etc.). The concentration of the course is on understanding the importance of having accurate and timely data for effective decision-making; having efficient business processes in place; and current state-of-the-art tools and off-the-shelf supply chain software packages.

MGT-3410 Healthcare Management (4 semester hours)
This course examines the nation's health care delivery system with overviews provided for each major sector of the health economy. The basic tools of economics and finance are employed to gain critical insights into the structure, conduct and performance of each of these sectors. This course is designed to accommodate both health care professionals and individuals from other business areas interested in learning more about the health care industry.
Prerequisite(s): MGT-2500.

MGT-3420 Healthcare Information Systems (4 semester hours)
This course introduces the health information management profession and healthcare delivery systems. Topics may include healthcare settings, the patient record, electronic health records (EHRs), data collection standards, legal aspects of health information, coding, and reimbursement.
Prerequisite(s): MGT-2100.

MGT-3430 Healthcare Finance (4 semester hours)
This course focuses on learning and applying key financial and managerial accounting tools and concepts to healthcare problems. Provides a broad introduction to key concepts, issues, tools, and vocabulary useful for practitioners and administrators. Examples of possible topics include evaluation of capital investment decisions, sources of financing, managerial accounting concepts (including cost behavior, profit analysis, and incremental analysis), reimbursement under various third-party payer environments, cost allocation and government program reporting.
Prerequisite(s): MGT-2100.

MGT-3510 Employee and Labor Relations (4 semester hours)
This course provides an overview of the internal consulting role of HR in Employee and Labor Relations. This includes history, applicable laws, challenges and opportunities. Employee Relations will examine the broad range of concepts and practices that arise out of the relationship between an organization and its employees. Analyzes the organization decisions that impact on employee training, conduct, evaluation, coaching, counseling, disciplining, and separation. The Labor Relations process will be demonstrated from the union organizational campaign, to contract negotiations through the grievance procedure and arbitration.
Prerequisite(s): BUS-3250.

MGT-3520 Employee Training and Development (4 semester hours)
This course will examine the role of human resource development in maintaining an organization's competitive position in the marketplace. The course will identify assessment techniques that will assist the manager in determining the general training needs of the organization and the specific needs of the employees and it will introduce practices that help managers to successfully transfer training to the workplace so that organizational efficiency and effectiveness improve. The course will also examine special topics of interest, such as diversity training and career management.
Prerequisite(s): BUS-3250.

MGT-3530 Compensation and Benefits Management (4 semester hours)
In this course, students will learn strategies for managing core compensation, choosing employee benefits, analyzing cost leadership vs. differentiation, monitoring capital and operating requirements, adhering to compensation-related legislation, and maintaining labor/management relations. This course covers how to analyze and implement programs both employers and employees value.
Prerequisite(s): BUS-3250.

MGT-3610 Agribusiness Management (4 semester hours)
This course surveys and introduces agricultural business management concepts and general knowledge base needed to run a small profit oriented agribusiness in today's competitive environment.
Prerequisite(s): MGT-2500.

MGT-3620 Agri-Food Systems (4 semester hours)
This introductory survey course investigates and analyzes agriculture and food systems in the context of public health, the environment and the marketplace. The course primarily focus on the American food systems but will explore some global and food systems as well. The environmental, economic, biological, cultural, social and ethical dimension of our food systems -- from farm to fork -- are considered. We look critically at some of the challenges faced through the food systems in order to feed a growing world population. The course will consider whether, and how, farming can be done in an environmentally friendly and sustainable way, and consider whether consumers can play a role through the food choices they make.

MGT-3630 Agribusiness Sales and Marketing (4 semester hours)
This course provides an overview of agricultural sales and marketing. Topics may include competition in the agriculture market place, marketing decisions, types of markets, contracting, government programs and regulations, personal development, employee and employer responsibilities, communications, promotion strategies, records, files, purchasing materials, stocking, selling and business account procedures.
Prerequisite(s): MKT-2300.

MGT-4230 Facilities and Operations Management (4 semester hours)
This course explores the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organization. Potential topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management.
Prerequisite(s): BUS-1020.

MGT-4300 Project Management (4 semester hours)
In this course, students will learn the key concepts of planning and executing projects. Students will identify factors that lead to project success, and learn how to plan, analyze, and manage projects. Learners will be exposed to state-of-the-art methodologies and to considering the challenges of various types of projects. This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.
Prerequisite(s): BUS-1020.

MGT-4940 Management Internship (4 semester hours)
The purpose of the Management Internship is to enable Aurora University students to acquire work experiences in the world of business or related-contexts. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours. Instructor approval required. Letter grading applies.
Prerequisite(s): Junior or Senior standing.

MGT-4990 Strategic Leadership (4 semester hours)
This course introduces the key concepts, tools, and principles of strategy formulation and competitive analysis. It is concerned with managerial decisions and actions that affect the performance and survival of organizations. The course is focused on the information, analyses, organizational processes, and skills and judgment managers must use to devise strategies, position their organizations, define firm boundaries and maximize long-term success in the face of uncertainty and competition. Strategic Management is an integrative and interdisciplinary course. It assumes a broad view of the external environment that includes customers/clients, competitors, technology, the market, government, and global forces and views the external environment as dynamic and characterized by uncertainty. The course draws together and builds on all the ideas, concepts, and theories from prior foundational courses in management. The course takes a general management perspective, viewing the organization as a whole, and examining how policies in each functional area are integrated into an overall competitive strategy. The key strategic decisions of concern in this course involve selecting competitive strategies, creating and defending competitive advantages, defining organizational boundaries and allocating critical resources over long periods. Decisions such as these can only be made effectively by viewing an organization holistically, and over the long term.
Prerequisite(s): MGT-3000.

Marketing (MKT)

MKT-1810-9 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-2300 Principles of Marketing (4 semester hours)
In this course, students will be introduced to marketing fundamentals and build the foundation for delivering customer value through marketing tools and metrics. Students will learn a strategic approach based on product, price, promotion, and place marketing objectives. Students will evaluate market opportunities based on changes in environmental business forces and provide solutions based on a critical examination of marketing information. Students will understand the relevance of incorporating technology and ethics in marketing decision-making.

MKT-2370 Integrated Marketing Communication and Brand Building (4 semester hours)
The purpose of this course is to provide a thorough understanding of promotional objectives, developing promotional campaigns (using specific promotional activities) along with integrated marketing communications (knowing how different media work synergistically), that develop long-term relationship partners. Students develop a promotional campaign for a local business-client designed to elicit a direct inquiry or response from a qualified lead (a member of a narrow target market) to a prospect. As a result of completing this course, students will have competence in developing a promotional direct marketing and advertising campaign.

MKT-2390 Marketing Research for Consumer Insight (4 semester hours)
This course takes an interdisciplinary approach to understanding how customers make buying decisions through behavioral science and data analysis. Students will gain a deeper understanding of consumer buying behavior through the lens of psychology, cultural, and social factors. Students will develop skills for how marketing leverages data to make decisions about price, place, promotion, and product. An emphasis is placed on defining marketing needs and identifying research methodologies to provide consumer insights when developing brand strategies and marketing campaigns.
Prerequisite(s): MKT-2300.

MKT-2810-9 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-3265 Media Strategy and Automation (4 semester hours)
This course explores how brands leverage traditional media to connect with customers. Building on Principles of Marketing and Integrated Marketing Communications, students will apply their customer insight, messaging, traditional media, and automation tools.
Prerequisite(s): MKT-2370.

MKT-3320 The Professional Sales Process (4 semester hours)
In this course, students will work through each step of the sales process by developing a sales plan and executing a professional sales role-play. This includes prospecting, sales pre-planning, writing sales proposals, preventing and handling objections, sales closing and post sales servicing. These steps will be addressed within the context of an ethically based relationship selling approach. Students will use these selling tools to enhance sales performance and to make better sales management decisions, including hiring and motivation activities. Course outcomes include: mapping out the entire customer buying process, conducting written sales plans and a professional interactive oral sales presentation, and developing a sales strategy with action points for every step in the professional sales process.
Prerequisite(s): MKT-2300.

MKT-3330 Strategic Sales and Customer Relationship Management (4 semester hours)
This course focuses on how organizations build and develop strategic relationships with customers and clients through understanding and applying the complete strategic sales processes. An emphasis is placed on ethical selling practices. This includes prospecting, sales pre-planning, needs identification, developing client solutions, writing proposals, preventing and handling objections, closing, and post-sales servicing. Students will understand Customer Relationship Management systems, capabilities, and sales enablement strategies/approaches. Students will develop a written sales plan and engage in a professional sales role-play. Throughout the course, students will be introduced to professional sales careers such as sales development representation, business development, and account management.
Prerequisite(s): MKT-2300.

MKT-3350 Consumer Behavior (4 semester hours)
This course investigates behavior and communication related to research, appraising models, methodology and concepts applicable to marketing. The course draws on concepts from communication, psychology, sociology and economics to better understand factors that influence consumer decision making. A major qualitative client- based research project allows students to apply theoretical concepts in the marketplace. The course also uses contemporary examples to illustrate consumer behavior models.
Prerequisite(s): MKT-2300.

MKT-3360 Sales Management and Motivation (4 semester hours)
To effectively manage a sales force, three processes need to be taken into account. These include formulating a strategic sales program, implementing the formulated sales program, as well as evaluation, control and measurement of sales performance. Sales managers are responsible for taking into account multiple issues that affect the overall performance of sales teams. The issues can include the business environment, selecting and hiring sales people, responsibilities of the sales team along with aptitude and skills of the sales force. This course will also examine issues related to sales force motivation, including intrinsic (developing an inner drive) and extrinsic (compensation structures) factors required to balance the demands of new client acquisition and current client development. The course will also address how salespeople can overcome some of the obstacles common in selling, such as call reluctance and sales rejection.
Prerequisite(s): MKT-2300.

MKT-3370 Integrated Marketing Communication (4 semester hours)
The purpose of this course is to provide a thorough understanding of promotional objectives, developing promotional campaigns (using specific promotional activities) along with integrated marketing communications (knowing how different media work synergistically), that develop long-term relationship partners. Students develop a promotional campaign for a local business-client designed to elicit a direct inquiry or response from a qualified lead (a member of a narrow target market) to a prospect. As a result of completing this course, students will have competence in developing a promotional direct marketing and advertising campaign.
Prerequisite(s): MKT-2300.

MKT-3380 Sales Prospecting and Lead Generation (4 semester hours)
Through effective lead generation and prospecting approaches, students will learn how to develop a consistent pool of qualified potential new customers and business clients. Lead generation approaches will include using relevant content to target prospects through social media and email. Students will design lead generation activity for the purpose of building engagement with prospective customers. With regard to prospecting, students will develop strategies to communicate with qualified leads through a combination of using phone calling, social media and email contact to set appointments and move the professional sales process forward. Students will examine sources of business to business segment lists to help identify specific prospects for contact. The issue of sales call reluctance will also be addressed.
Prerequisite(s): MKT-2300.

MKT-3610 Internet Marketing (4 semester hours)
This course will cover the foundations of Internet marketing, Internet marketing tools, strategies and programs as well as methods to evaluate performance and opportunities and how to integrate online and offline marketing strategies. Topics include strategy integration; search marketing, including paid search and search engine optimization; social media marketing; email marketing; as well as mobile strategies and tactics. Students will also explore how to maintain an effective web presence through website usability, optimization and conversion practices. Consideration will also be given to ethical issues associated with online privacy and security.
Prerequisite(s): MKT-2300.

MKT-3630 Digital Strategy and Automation (4 semester hours)
This course focuses on design, development, integration, implementation, and evaluation of digital marketing campaigns. Students will explore topics spanning social media marketing, search, web analytics, email, and user experience. Students will certify in Hootsuite, HubSpot, GoogleAdWords, and/or Google Analytics. These automation and analytics platforms will be used in class to create a portfolio project.
Prerequisite(s): MKT-2370; MKT-2300.

MKT-3710 Data Mining and Visualization (4 semester hours)
This course emphasizes model building and the exploration and comparison of various data mining techniques. Data visualization techniques for presentation of results in a marketing business and management context will be emphasized using up-to-date tools for data analytics and/or visualization.
Prerequisite(s): MKT-2390 or BUS-3590.

MKT-3810-9 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-4350 Marketing Research (4 semester hours)
This course introduces students to marketing research methods, design and analysis. Instruction focuses on surveys and marketplace experiments, information evaluation, sampling techniques, instrument construction and statistical analysis, as well as validity and reliability. Students design and execute a quantitative marketing research project for a local business client. SPSS predictive analytics software is used extensively in this course.
Prerequisite(s): MKT-2300.

MKT-4610 Social Media Marketing (4 semester hours)
This course will introduce students to concepts and tactical concerns related to social media marketing in the context of an organization's overall content marketing strategy. The course will touch on social media history, environment and regulation; however, the focus will be on the marketing implications of using social media tools to foster customer relationships and personal branding. Topics include social brand building, community- and location-based social networks, podcasts, photo and video sharing, video and viral marketing, and blogs. Social media platforms discussed will vary as new communities gain a web presence.
Prerequisite(s): MKT-2300.

MKT-4810-9 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-4940 Marketing Internship (4 semester hours)
Students will engage in a marketing-related internship. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment. Permission of the instructor required.
Prerequisite(s): Instructor permisson.

MKT-4990 Contemporary Topics in Marketing (4 semester hours)
Students select topics from the major areas of contemporary marketing for in-depth study. May cover such areas as consumer experience marketing, the professional sales process, strategic marketing communication, nonprofit marketing, etc.
Prerequisite(s): MKT-3330; MKT-3630.

Mathematics (MTH)

MTH-1030 Dealing With Data (4 semester hours)
By incorporating algebraic thinking, students will develop the ability to use data and observations to make informed decisions by interpreting and analyzing data. Topics include ratios, proportionality, data sources and sampling, concepts of experimental design, descriptive measures, graphical representations, measures of center and variability, and use of spreadsheet software. The effective use of evidence, methods, and models in real world applications will be highlighted.

MTH-1100 College Algebra (4 semester hours)
This course addresses the fundamentals of algebra for students of all majors. It prepares the student mathematically for such courses as MTH-1310, MTH-2320, CSC-1700, ECN-2030 and CHM-1310. Topics include equations and systems of linear equations, inequalities, graphs, and functions, including polynomial, rational, inverse, exponential, and logarithmic functions.

MTH-1210 Mathematics for Elementary Teachers I (4 semester hours)
This course is the first of a three-course sequence (MTH-1210, MTH-1220, NSM-2500) for those majoring in elementary education. Topics include problem solving, sets and set operations, numeration systems, whole number operations, estimation, integer operations, number theory concepts, rational numbers and proportional reasoning.

MTH-1220 Mathematics for Elementary Teachers II (4 semester hours)
This course is a continuation of MTH-1210. Topics include decimals, percents, operations with decimals, probability, statistics and statistical analysis, fundamentals of geometry, congruence and similarity, geometric constructions, motion geometry, the Pythagorean Theorem, measurement, area and volume.
Prerequisite(s): MTH-1210.

MTH-1310 Precalculus (4 semester hours)
This course is a preparation for calculus beyond college algebra. Topics include a brief review of functions and graphs, trigonometric functions, analytic trigonometry, vector arithmetic, and analytic geometry in two and three dimensions.
Prerequisite(s): Placement in MTH-1310 is based on SAT or ACT mathematics sub-score or MTH-1100 with a grade of "C" or better or its equivalent as demonstrated on the AU Mathematics Competency Examination.

MTH-1810-9 Selected Topics in Mathematics (Variable semester hours)
This course will address a specific area of study in Mathematics not already covered by other course offerings. Prerequisites vary by topic.

MTH-2100 General Statistics (4 semester hours)
This course is designed to acquaint the student with the principles of descriptive and inferential statistics. Topics will include types of data, frequency distributions and histograms, measures of central tendency, measures of variation, probability, probability distributions including binomial, normal probability and student's t distributions, standard scores, confidence intervals, hypothesis testing, correlation and linear regression analysis. This course is open to any student interested in general statistics and it will include applications pertaining to students majoring in exercise science, pre-nursing and business.
Prerequisite(s): Placement in MTH-2100 is based on SAT or ACT mathematics sub-score or MTH-1030 or MTH-1100 or MTH-1310 or MTH-2210 or the equivalent as demonstrated on the AU Mathematics Competency Examination.

MTH-2210 Calculus and Analytic Geometry I (4 semester hours)
This is the first of three courses covering the fundamentals of calculus and its applications. Topics include limits, continuity, derivatives, implicit differentiation, applications of differentiation, indefinite integral, the definite integral, numerical integration, logarithmic and exponential functions, and inverse functions. Numerical techniques and modeling applications of content will be explored.
Prerequisite(s): Placement in MTH-2210 is based on SAT or ACT mathematics sub-score or MTH-1310 with a grade of "C" or better or its equivalent as demonstrated on the AU Mathematics Competency Examination.

MTH-2220 Calculus and Analytic Geometry II (4 semester hours)
This course is a continuation of MTH-2210. Topics include application of integration, area, volume of revolution, arc length, techniques of integration, L'Hopital's rule, improper integrals, sequences, infinite series, power series, conics, parametric equations, polar, cylindrical and spherical coordinates. Numerical techniques and modeling applications of content will be explored.
Prerequisite(s): MTH-2210.

MTH-2230 Calculus and Analytic Geometry III (4 semester hours)
This course is a continuation of MTH-2220. This is a multivariable calculus course. Topics include vectors, vector functions and their derivatives, partial derivatives, multiple integrals, vector analysis, and infinite series. Numerical techniques and modeling applications of content will be explored.
Prerequisite(s): MTH-2220.

MTH-2320 General Statistics (4 semester hours)
This course is designed to acquaint the student with the principles of descriptive and inferential statistics. Topics will include types of data, frequency distributions and histograms, measures of central tendency, measures of variation, probability, probability distributions including binomial, normal probability and student's t distributions, standard scores, confidence intervals, hypothesis testing, correlation and linear regression analysis. This course is open to any student interested in general statistics and it will include applications pertaining to students majoring in exercise science, pre-nursing and business.
Prerequisite(s): Placement in MTH-2320 is based on SAT or ACT mathematics sub-score or MTH-1100 or MTH-1310 or MTH-2210 or the equivalent as demonstrated on the AU Mathematics Competency Examination.

MTH-2500 Problem Solving, Modeling, and Design (4 semester hours)
Students in this course develop an understanding of problem solving, modeling, and design by developing ideas and solutions to relevant real-world opportunities. With team building, project management skills, and coursework fundamentals, students apply their knowledge to work within constraints using available tools. Professional and ethical responsibilities are considered.
Prerequisite(s): MTH-2210.

MTH-2810-9 Selected Topics in Mathematics (Variable semester hours)
This course will address a specific area of study in Mathematics not already covered by other course offerings. Prerequisites vary by topic.

MTH-3100 Financial Engineering (4 semester hours)
This course gives a comprehensive overview of the theory of interest and its application to a wide variety of financial instruments. Topics include rates of interest, present and future value, effective and nominal rates, annuities, loans, bonds, rate of return, stocks, fixed income investment, cash flow duration, immunization, and financial derivatives.
Co/prerequisite(s): MTH-2220.

MTH-3240 Probability and Statistics I (4 semester hours)
This course provides students with the fundamentals of statistical methods, probability and data analysis. It includes descriptive measures for data characterization (statistics), graphical representations and organization of data, random variables, expectation, distribution functions, central limit theorem, and an introduction to statistical inference. The theories of probability and statistics and their relational value to applied real-world problem solving are studied.
Prerequisite(s): MTH-2210.

MTH-3250 Linear Algebra (4 semester hours)
Topics in this course include systems of linear equations, matrices, determinants, vector spaces, subspaces, bases, dimension, eigenvalues and eigenvectors, inner products, linear transformations and matrices of linear transformations. Mathematical proofs of theorems and properties are also introduced in the course.
Prerequisite(s): MTH-2220.

MTH-3260 Probability and Statistics II (4 semester hours)
This course serves as a continuation of MTH-3240, Probability and Statistics I. Topics include continuous random variables, continuous distributions, bivariate and multivariate distributions, covariance, correlation, moment-generating functions, and the Central Limit Theorem.
Prerequisite(s): MTH-2230; MTH-3240.

MTH-3270 Discrete Mathematics (4 semester hours)
This course will provide students with the fundamentals of mathematical proof. Different proof techniques, such as direct proof and induction, will be introduced. Logic, graph theory, set theory, Boolean algebra, theory of automata, computability, Turing machines, and formal language theory will also be presented.
Prerequisite(s): MTH-1100.

MTH-3300 Differential Equations and Numerical Analysis (4 semester hours)
Topics include mathematical modeling, graphical solutions, techniques for solving first order differential equations, Euler's method, homogeneous constant coefficient linear equations, nonhomogeneous linear equations and their solutions, Laplace transformations, and numerical methods.
Prerequisite(s): MTH-2230.

MTH-3320 Applied Geometry (4 semester hours)
This is a course in Euclidean and non-Euclidean geometry in two and three dimensions via the axiomatic approach. Topics include Euclid's geometry, axiomatic systems and the nature of proof, the parallel axiom, non-Euclidean geometries, projective geometry, and transformation geometry. Applications of calculus and linear algebra to the geometry of curves and surfaces in space.
Prerequisite(s): MTH-2230.

MTH-3505 Data Analytics I: Predictive Analytics and Data Analysis (4 semester hours)
This is a course in predictive analytics, including theoretical background, tools, and techniques used to obtain insight into the properties of datasets. Regression, multiple regression, design of experiments, and time series analyses will be discussed in detail, including analysis of real data. Students will learn to visualize, explore, and interpret datasets as well as to apply and evaluate models using statistical software.
Prerequisite(s): MTH-3240.

MTH-3510 Data Science II - Advanced Modeling and Statistical Programming (4 semester hours)
This course will expand on the content in Data Science I: Analysis and Modeling. Students will implement advanced modeling strategies using extensive statistical programming. Topics may include advanced model selection, decision trees, neural networks, K means, K neighbors and hierarchical clustering.
Prerequisite(s): MTH-3505; CSC-1700.

MTH-3810-9 Selected Topics in Mathematics (Variable semester hours)
This course will address a specific area of study in Mathematics not already covered by other course offerings. Prerequisites vary by topic.

MTH-3820 Secondary Methods in Mathematics and Computer Science (4 semester hours)
This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.
Prerequisite(s): Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU-2100; EDU-2260; EDU-3620; EDU-3720.

MTH-3830 Directed Study in Mathematics (0.5-17 semester hours)
This is a course in which a student or students study on campus under the close supervision of an Aurora University faculty member. This is not "field experience," does not cover material in the regular curriculum, and is not as research and/ or independently oriented in its instructional methodology as an independent study. Descriptions of directed studies are contained in the petition by which the learning experience was approved. Students should file the Directed Study Petition prior to registration. This petition must be signed/approved by the Instructor, Department chair, and Academic Dean. Regular tuition is charged, and additional fees may apply.

MTH-4240 Probability and Statistics II (4 semester hours)
This course serves as a continuation of MTH 3240 Probability and Statistics I. Topics of study include multivariate continuous distributions, transformations of variables, moment generating functions, covariance, and statistical inference.
Prerequisite(s): MTH-2230; MTH-3240.

MTH-4260 Number Theory (4 semester hours)
This course addresses the theory of mathematical induction, divisibility theory, prime numbers and their distribution, theory of congruences and modular arithmetic, Fermat's theorem, and number theoretic functions and their applications.
Prerequisite(s): MTH-3270.

MTH-4300 Introduction to Real Analysis (4 semester hours)
This course introduces students to the theory of the calculus of functions of one variable. Introduction to advanced proof techniques is an emphasis of this course. Topics in this course could include, but are not limited to, functions, limits, continuity, differentiability and integrability for functions of one variable.
Prerequisite(s): MTH-2230.

MTH-4450 Abstract Algebra (4 semester hours)
This course is an introduction to abstract algebra. Algebraic structures and properties will be studied. Structures, substructures, and quotients with examples from groups, rings, and fields. Particular attention will be paid to examples from modular arithmetic on the integers and polynomials. Emphasis is placed on both the writing of clear and logically correct proofs as well as demonstration of computational proficiency.
Prerequisite(s): MTH-2230.

MTH-4505 Data Analytics II: Modeling, Optimization and Statistical Programming (4 semester hours)
This course will expand on the content in Data Analytics I. Students will explore and implement advanced modeling strategies and optimization techniques. Topics may include advanced model selection, logistic regression, decision trees, neural networks, optimization, and clustering.
Prerequisite(s): MTH-3505; CSC-1700.

MTH-4810-9 Selected Topics in Mathematics (Variable semester hours)
This course will address a specific area of study in Mathematics not already covered by other course offerings. Prerequisites vary by topic.

MTH-4830 Directed Study in Mathematics (0.5-17 semester hours)
This is a course in which a student or students study on campus under the close supervision of an Aurora University faculty member. This is not "field experience," does not cover material in the regular curriculum, and is not as research and/ or independently oriented in its instructional methodology as an independent study. Descriptions of directed studies are contained in the petition by which the learning experience was approved. Students should file the Directed Study Petition prior to registration. This petition must be signed/approved by the Instructor, Department chair, and Academic Dean. Regular tuition is charged, and additional fees may apply.

MTH-4940 Internship in Actuary Science (4 semester hours)
An advanced academic internship experience for credit requires the student to be at least a junior in standing, although individual programs may require senior 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. Regular tuition is charged, and additional fees may apply.
Prerequisite(s): Instructor Permission.

MTH-4970 Research in Mathematics (1-4 semester hours)
This course is designed to provide students with the opportunity to do mathematical research that has the potential to be published in a peer-reviewed scientific journal and/or presented at a scientific meeting. Students will accomplish these goals by performing a supervised research project and attending weekly seminars with their supervising instructor on how to conduct scientific research. Permission of the Instructor or Department Chair required.

MTH-4980 Independent Study in Mathematics (0.5-17 semester hours)
Descriptions of independent studies are contained in the petition by which the learning experience was approved. Prior to registration, students must file the Independent Study Petition. This petition requires the signature/approval of the Instructor, Department Chair, and Academic Dean. Regular tuition is charged. In most cases, Independent Study should be within the field of the student's major and should be something that cannot be pursued through established courses. These are pursued on campus under the direct supervision of an Aurora University faculty member. Regular tuition is charged, and additional fees may apply.

MTH-4990 Senior Capstone in the Mathematical Sciences (4 semester hours)
This course is the culmination of the mathematics and actuarial science major's academic experience. Students engage in independent research on a chosen topic or question under the direction of a faculty member. Guest lectures by various faculty members will expose students to content suitable for independent research. The course will also prepare students for entry into the job market or graduate school. Permission of the instructor/department.
Prerequisite(s): Senior standing, permission of the Instructor/Department Chair.

Museum Studies (MST)

MST-1110 Introduction to Museum Studies (4 semester hours)
This course serves as a broad introduction to the world of museums, including the historical origins, development, philosophy, purposes and administrative structure of the various types of museums (e.g., art, history, natural history, science, culturally specific etc.) Students will investigate the variety of jobs and responsibilities that museum professionals hold, such as collection management, conservation, exhibition development, research and museum education. Students will examine the ethical, moral and legal responsibilities of museums. The course includes lectures, discussion, guest speakers and field trips.

MST-2200 Museum Exhibitions (4 semester hours)
This course will explore the many facets of exhibit production, including conceptualization, planning, design, interpretation, themes, educational goals, implementation and project management with an emphasis on problem solving and creativity. This class will create an original exhibition in the Schingoethe Museum.
Prerequisite(s): MST-1110.

MST-2250 Museum Methods (4 semester hours)
Students will be introduced to the development and care of a museum's collection, including registration methods (i.e., accessioning, deaccessioning, marking, storing, records keeping) and conservation issues and methods. Ethical and legal issues, including NAGPRA, will be covered. Through hands-on experience, students will analyze an artifact and take it through these processes, from donation to storage.
Prerequisite(s): MST-1110.

MST-2300 Museum Education (4 semester hours)
This course is designed to introduce students to the basic components of teaching and learning in museums, with an emphasis on application. Topics include types of museum education, tour techniques, history and current trends, public programming, museum-school services, object-based learning and development of educational materials. Assessment materials for a variety of audiences will be developed by course participants. The course will include lectures, field trips, individual projects and practicum.
Prerequisite(s): MST-1110.

MST-3940 Internship in Museum Studies (4 semester hours)
This internship is in collaboration with the Schingoethe Center/Jenks Collection or area museums. Student, appropriate museum staff and faculty members designate a project for the intern. Registration requires declared major in museum studies.
Grading Type: Credit/No Credit

MST-4940 Internship in Museum Studies (4 semester hours)
This internship is in collaboration with the Schingoethe Center/Jenks Collection or area museums. Student, appropriate museum staff and faculty members designate a project for the intern. Registration requires declared major in museum studies.
Grading Type: Credit/No Credit

Music (MUS)

MUS-1010 Beginning Voice (1 semester hours)
Beginning Voice is organized as a group lesson in which students explore visual, auditory and aesthetic dimensions of vocal music. Attention will be given to the fundamentals of singing, including technique, tone production, breath control, ear training, diction, dynamic control, interpretation and analytical preparation. Students gain performance experience in a studio-class setting, while learning to give and take musical suggestions and criticism. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

MUS-1070 Recital Attendance (0 semester hours)
Intentional listening is essential for the growth of all musicians. Students enrolled in Recital Attendance are expected to listen critically in order to increase their musical experience, their knowledge of performance skill and literature with the intent of applying this knowledge to better their own performance and understanding of music. Recital Attendance is a pass/fail course that is required of all music majors each semester of enrollment.
Grading Type: Credit/No Credit

MUS-1410 Beginning Classical Guitar (0.5 semester hours)
This course is an introduction to technical skills for performing classical guitar repertoire, including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Jury performance for music faculty is required. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges.

MUS-1520 Exploring Music: World of Opera (2 semester hours)
World of Opera traces the history and development of opera from its beginnings to the present, emphasizing opera as a combination of music, literature, theatre, dance and visual arts. This course introduces operas, composers and performers through listening to live and recorded music, discussions and films.

MUS-1550 Exploring Music (4 semester hours)
This course explores topics in music with the aim of increasing active listening skills, components of musical composition and history. Exploring Music will offer a variety of genres to serve as the basis of these skill and knowledge developments. Possible topics will be Jazz History, World Music, Music across the Centuries, and others. Attendance will likely be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

MUS-1910 University Chorale (1 semester hours)
Open to musicians of all majors, the AU Chorale focuses primarily on vocal skills and the creation of a unified choral sound. Members study a variety of music, ranging from medieval and renaissance to contemporary, preparing quality choral literature for performance and education. Public performances, some of which may be off campus and/or evenings, are required. This course may be repeated for credit. A maximum of eight semester hours of MUS-1910 may be counted toward graduation. Permission of the instructor required based on successful audition.

MUS-1930 Chamber Ensemble (0.5 semester hours)
This is a performance class for instrumentalists or singers who will prepare, study, and perform literature spanning several eras and styles for small groups of 3-30. Public performances, some of which may be off campus and/or evenings, are required. A maximum of eight semester hours of MUS-1930 may be counted toward graduation. Chamber Ensemble options may include Chamber Choir, AU Band, Flute Ensemble, Opera Workshop, Chamber Strings or others as determined by the music department. Permission of the instructor required based on successful audition.

MUS-2030 Applied Voice for Non-Majors (0.5-1 semester hours)
Students work individually with an instructor to develop the technical production of vocal sound. Learners will explore various vocal styles with a focus on classical art songs, arias and folk songs and may include works in foreign languages. Students will gain the tools to progress toward the next level of vocal skill. Studio class and final jury examination are required. This course may be repeated for credit. A maximum of eight semester hours of MUS-2030 may be counted toward graduation. Permission of the instructor required based on successful audition.
Corequisite(s): MUS-1910.

MUS-2100 Diction for Singers I (2 semester hours)
This course explores language pronunciation for the vocalist focusing upon English and Italian. Attention in this course will be given to the proper vocal production (sounds) of the language, with a minimum of grammar and construction. Skills will be demonstrated through classroom foreign language readings, as well as in classroom performances. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

MUS-2110 Diction for Singers II (2 semester hours)
This course explores language pronunciation for the vocalist focusing upon German and French. Attention in this course will be given to the proper vocal production (sounds) of the language, with a minimum of grammar and construction. Skills will be demonstrated through classroom foreign language readings, as well as in classroom performances. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

MUS-2200 Applied Piano for Non-Majors (0.5-1 semester hours)
Students who wish to begin or continue piano study will gain skill in reading musical notation, piano technique and forms and styles of piano composition. Mastery of technical skills for performing and memorizing piano repertoire, including the study of representative works from the piano literature, scales, triads, arpeggios and the development of aesthetic awareness. Studio recital and jury performance for music faculty will be required. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges. This course may be repeated for credit. A maximum of eight semester hours of MUS-2200 may be counted toward graduation. Permission of the instructor required.

MUS-2230 Applied Woodwinds (0.5-1 semester hours)
This course involves the mastery of technical skills for performing woodwind repertoire (flute, oboe, clarinet, bassoon, saxophone), including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. This course may be repeated for credit. A maximum of eight semester hours of MUS-2230 may be counted toward graduation. Permission of the instructor required.

MUS-2240 Applied Brass (0.5-1 semester hours)
This course involves the mastery of technical skills for performing brass (trumpet, horn, trombone, tuba) repertoire, including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. This course may be repeated for credit. A maximum of eight semester hours of MUS-2240 may be counted toward graduation. Permission of the instructor required.

MUS-2250 Applied Strings (0.5-1 semester hours)
This course involves the mastery of technical skills for performing string (violin, viola, cello, double bass) repertoire, including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. This course may be repeated for credit. A maximum of eight semester hours of MUS-2250 may be counted toward graduation. Permission of the instructor required.

MUS-2260 Applied Classical Guitar (0.5-1 semester hours)
This course continues the development of technical skills for performing classical guitar repertoire, including the study of representative works from the literature, scales, arpeggios and etudes, and the development of musicianship and aesthetic awareness. Studio recital and jury performance are required. Performance or attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges. This course may be repeated for credit. A maximum of eight semester hours of MUS-2260 may be counted toward graduation. Permission of instructor.
Prerequisite(s): Two semesters of MUS1410 and/or permission of instructor.

MUS-2270 Applied Organ (0.5-1 semester hours)
This course introduces technical skills for performing organ repertoire, including the study of representative works from the literature, development of musicianship, and basic knowledge of the construction of the instrument. Jury performance for music faculty will be required. This course may be repeated for credit. A maximum of eight semester hours of MUS-2270 may be counted toward graduation. Permission of the instructor required.

MUS-2300 Piano Accompanying (1 semester hours)
The purpose of this course is threefold: to broaden and deepen the student's knowledge of vocal and instrumental repertoire, to develop proficiency in collaborative keyboard skills and to strengthen accompanying skills. Piano Accompanying focuses on two main components: keyboard skills and ensemble repertoire. Keyboard skills consist of the development of sight reading, open-score reading, transposition, score-reading, harmonization, or any skill related to collaborative activities. Ensemble groups and repertoire will be assigned at the beginning of the semester, and keyboard skills assignments will be addressed on a weekly basis. This course serves as the ensemble requirement for piano majors and minors. Permission of the instructor required.

MUS-2600 Musicianship I (4 semester hours)
Musicianship I is an introduction to fundamental organizing principles of Western tonal music, including notating and reading major and minor scales, key signatures, chords, intervals on treble and bass clefs, rhythms, and meters. Basic score reading and instrumental transpositions, vocabulary for tempo and expression will be covered. In addition to theoretical study, this course is an introductory development of the ability to hear the basic elements of diatonic music, including scales, intervals, chord qualities, melodic shapes, rhythms, harmonic functions and form. Practice reading and singing rhythms and diatonic melodies at sight and notating music examples will be the foundational methods for accomplishing the goals of the course. The course will include listening assignments and possible attendance at live concerts, some of which may be off campus and/or evenings with additional ticket charges. Musicianship I is a requirement of all music majors and music minors.

MUS-2610 Musicianship II (4 semester hours)
This course is an introduction to the theoretical basis of diatonic harmony, including chord spellings, harmonic functions and composition in two, three, and four parts using triads in the common practice style. Analysis of the compositional features of masterworks and an introduction to phrase structures, elementary forms, and score reading are undertaken. Included also are the aural skill components of increased the ability to hear diatonic music and the basic elements of chromatic music, including scales, intervals, chord qualities, melodic shapes, rhythms, harmonic functions, and form. Skills will be developed through practice reading and singing rhythms and diatonic and chromatic melodies at sight and notating music examples. Musicianship II is a requirement of all music majors and music minors.
Prerequisite(s): MUS-2600.

MUS-2620 Musicianship III (4 semester hours)
Musicianship III is a study of modulation to closely related keys, binary and ternary forms, altered and borrowed chords, leading tone chords, and diminished seventh chords. Students will be introduced to polyphonic analysis and writing, variations forms, fugue and related forms. Additionally, analysis of representative classical compositions will be included. Aural skill components commensurate with the theoretical concepts presented in the course will be acquired including sight-singing in multiple clefs, one- and two-voice melodic dictation will be mastered. The course explores further use of chromatic material, intermediate rhythm and more advanced harmonic dictation. Musicianship III is a requirement of all music majors.
Prerequisite(s): MUS-2610.

MUS-2630 Musicianship IV (4 semester hours)
Musicianship IV explores advanced harmonic analysis of the late 19th century, including higher tension and non-tertiary chords. The course involves analysis of tonal forms, including sonata and rondo forms. Students will further investigate techniques to develop a mastery of traditional harmony and exploration of compositional technique of the 20th century. Aural skills commensurate with the theoretical concepts presented will be acquired, including advanced sight singing of chromatic and atonal material, advanced rhythmic and harmonic dictation and preparation for score reading. Musicianship IV is a requirement of all music majors.
Prerequisite(s): MUS-2620.

MUS-3030 Intermediate Applied Voice (0.5-1 semester hours)
This course is primarily for music majors and minors or individuals with high interest in vocal progress. Singers work individually with an instructor to gain and refine mastery of the technical production of vocal sound. Exploration of musical style and interpretation will be emphasized. Repertoire will focus on art songs, arias and folk songs and musical theater. Repertoire will include works in a variety of languages. Performance on Studio Class or Student Recital and final jury examination are required. This course may be repeated for credit. A maximum of eight semester hours of MUS-3030 may be counted toward graduation. Permission of the instructor required.
Corequisite(s): MUS-1910.

MUS-3130 Vocal Literature (2 semester hours)
Vocal Literature is a fundamental course designed to examine the history and development of the art song and opera through reading, hearing and performing examples of the song literature for solo voice.
Prerequisite(s): Two semesters of applied vocal study.

MUS-3200 Intermediate Applied Piano (0.5-1 semester hours)
This course is primarily intended for music majors or minors in piano. Non-majors who are highly motivated or advanced may be included by permission. Pianists work individually with an instructor to gain and refine mastery of the technique of playing the piano. Exploration of musical style and interpretation will be emphasized. Performance on Studio Class or Student Recital and jury performance for music faculty are required. Attendance may be required at live concerts, some of which may be off campus and/ or evenings with additional ticket charges. This course may be repeated for credit. A maximum of eight semester hours of MUS-3200 may be counted toward graduation. Permission of the instructor required.

MUS-3330 Keyboard Literature (2 semester hours)
This course provides an overview of piano literature and performance practices beginning with the earliest examples of keyboard music leading up to and inclusive of the standard repertoire of the standard periods of western art music. By means of score study, listening, readings and presentations, the student will acquire analytical skills and develop historical concepts needed for the understanding and performance of this literature.
Prerequisite(s): Two semesters of Applied Piano Study.

MUS-3400 Conducting (2 semester hours)
In this course, students will gain skill in conducting choral and instrumental ensembles. Skills presented include beat patterns, rehearsal techniques, score study, terminology, transpositions, left hand independency, and expressive conducting techniques. Students will use the class and on occasions existing groups on campus as laboratory ensembles.
Prerequisite(s): MUS-2610.

MUS-3410 Music History I (4 semester hours)
This course studies the development of Western Art Music from antiquity through the end of the Baroque era. Attention will be placed on the relationship of music to the artistic, historical and social trends of each era. Emphasis will be placed on the ability to analyze, evaluate and communicate, both verbally and in writing, about music history and literature through listening and the reading of primary and secondary texts.
Prerequisite(s): MUS-2610.

MUS-3450 Music History II (4 semester hours)
A continuation of MUS-3410, this class is a study of the development of Western Art Music during the Classical and Romantic eras. Attention will be placed on the relationship of music to the artistic, historical and social trends of each era. Emphasis will be placed on the ability to analyze, evaluate and communicate, both verbally and in writing, about music history and literature through listening and the reading of primary and secondary texts.
Prerequisite(s): MUS-2610.

MUS-3500 Applied Conducting (0.5-1 semester hours)
This course is organized as an applied lesson in conducting. The student will get highly individualized feedback and instruction on the finer points of conducting, while still developing conducting skills from the student's starting point and attempting to take further his or her conducting potential. In the practice of the spiral curriculum, all conducting skills will be revisited to hone them to a sharper edge, a higher level of proficiency. These skills will be put into use in the conducting practicum for a hands-on approach to the art. Literature will be approached in a seminar fashion, with students making frequent presentations of research on assigned topics.
Prerequisite(s): MUS-3400.

MUS-3510 Music History III (4 semester hours)
Music History III is an integrative study of the history and theory of Art Music since 1900. This course will explore the historical, sociological, philosophical and aesthetic contexts of music in the 20th century and beyond through an examination of compositional methods and materials, history, critical listening and research. Additional study of World Music is included.
Prerequisite(s): MUS-2610.

MUS-4030 Advanced Applied Voice (1 semester hours)
This course is primarily intended for music majors. Highly motivated advanced non-majors can be admitted with instructor permission. Singers work with an instructor to accomplish upper level literature and advanced concepts in musical style and interpretation. Students will gain advanced vocal techniques and repertoire ranging throughout all style periods and in foreign languages. Performance on Studio Class, Student Recital and a final jury examination are required. Attendance will be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. This course may be repeated for credit. A maximum of 8 semester hours of MUS-4030 may be counted toward graduation. Permission of the instructor required based on successful passage of the sophomore jury.
Corequisite(s): MUS-1910.

MUS-4100 Vocal Pedagogy (2 semester hours)
This course is designed to help students: 1) develop a working knowledge of the anatomy and function of the vocal mechanism and how it relates to specific vocal problems, 2) develop their own teaching philosophy and style by exposing them to a variety of pedagogical methodologies, 3) become acquainted with appropriate teaching repertoire and resources. Laboratory teaching will be utilized to give the students hands-on experience.
Prerequisite(s): Five semesters of applied vocal study.

MUS-4200 Advanced Applied Piano (1 semester hours)
Advanced Applied Piano lessons for music majors and minors is designed to instruct students in methods and techniques that polishes expressive performance skill and explores in greater detail the mastery of piano technique. The development of this high level of performance will be guided through the use of etudes, scales, arpeggios and exploration of compositional styles and advanced musical literature appropriate to the pianist's level. The student's repertoire will include standard compositions from across eras, genres and styles. Skill mastery will be demonstrated through performance in Studio Class, Student Recital, and final jury examination for music faculty. Permission of the instructor required based on successful passage of the sophomore jury.

MUS-4300 Piano Pedagogy (2 semester hours)
Piano Pedagogy is the study of principles and practices of music teaching focused on the piano. The discussion of methods and materials is followed by guided laboratory work with both class and private students. The course includes methods of teaching piano, appropriate materials and techniques for all levels.
Prerequisite(s): Five semesters of applied piano study.

MUS-4400 Audio Recording and the Business of Music (2 semester hours)
This course gives the student an introduction to important aspects of the music profession. Topics covered are basic sound recording techniques and principles, self- promotion, music advocacy, taxes for self-employed musicians, and music and the law.
Prerequisite(s): MUS-2610.

MUS-4990 Senior Recital/Capstone (1 semester hours)
This course is the final or penultimate course in the sequence of Applied Lessons depending on when the recital is scheduled during the senior year. The student will successfully perform a full recital from memory, unless accepted performance practice indicates usage of music. The student will research the music selected for performance and write program notes for the recital. Permission of instructor required.
Prerequisite(s): Six semesters of applied study.

Natural Science (NSM)

NSM-1150 Science Foundations (4 semester hours)
This course explores some of the fundamental physical concepts, including energy and the atomic view of matter, that are necessary to our understanding of science and technology in our world.
Co/prerequisite(s): MTH-1100 or higher is required.

NSM-1400 Earth and Space Science (4 semester hours)
This course includes an overview of those sciences that collectively seek to understand our dynamic Earth and its relationship to the larger universe. Includes material from the fields of geology, oceanography, meteorology and astronomy through which we examine the physical laws and natural processes that have helped to shape and change Earth and the universe around it. An introduction to astronomy will explore the universe and solar system, including basic cosmological principles, the life and death of stars, and the objects in our solar system.

NSM-2500 Integrated Mathematics and Science for Teachers (4 semester hours)
This course presents an integrated approach to mathematics and science and their applications to problem solving. Topics in science include exploration of fundamental physical concepts, including transformation of energy, force and motion, waves, electricity and magnetism, and the atomic view of matter. Topics in mathematics include real numbers, representation and evaluation of functions, properties of linear and nonlinear functions, problem solving with and without linear equations, problem solving and representation of systems of linear equations, the relationship between symbolic expressions, and graphs of lines. Note: Successful completion of MTH-1210, MTH-1220, NSM-2500 satisfies the mathematics competency requirement for graduation for elementary education majors.
Prerequisite(s): MTH-1100 or MTH-1220.

NSM-3200 Real World STEM Applications (4 semester hours)
This course will expand the breadth and depth of the students' content knowledge in various STEM fields and will emphasize the inter-disciplinary nature of STEM. Topics in science, technology, engineering and mathematics will be addressed through a problem-based learning instructional approach in a collaborative environment. Through this course students will develop the skills, knowledge and practice to become civic minded, responsible, and ethical problem solvers in a global society.

NSM-3790 ACCA: Affiliated Course (2-4 semester hours)
Aurora University in collaboration with the other Associated Colleges of the Chicago Area (ACCA), the Shedd Aquarium and Morton Arboretum, offers a range of courses, including lecture series, laboratory courses and field experiences that enrich our core curriculum. These will be offered as student interests and needs indicate. Permission of department chair required.

Nursing (NUR)

NUR-1214 Professional Nursing, Culture, and Health Care (4 semester hours)
This course examines the basic concepts of professional nursing, its historical and social context, its code of ethics, and its social contract with society. The intersection of culture and professional nursing's values will be examined, with a focus on self-development of cultural awareness and competence in nurses. U.S. and global health care, including the influence of culture, will be explored.

NUR-3000 Introduction to Professional Nursing (3 semester hours)
This course explores the development of professional nursing. Students are introduced to selected concepts, themes and theories which will be used as a foundation throughout the curriculum. Major contemporary nursing issues are explored within historic, economic, philosophical and political contexts. The concepts of health and illness as influenced by psychological, social, cultural, ethical and legal issues are examined. Nursing theories, the ANA Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Illinois Nurse Practice Act are explored. The development of nursing knowledge, diagnoses, interventions and outcomes are emphasized. Open only to students admitted to the School of Nursing.
Prerequisite(s): Admission to the School of Nursing

Co/prerequisite(s): Take NUR-3050; Take NUR-3050Z or NUR-3051Z or NUR-3052Z; Take NUR-3260; Take NUR-3260Z or NUR-3261Z.

NUR-3050 Principles of Nursing I (7 semester hours)
This course applies major concepts from the liberal arts and sciences to the understanding of the nursing profession. The framework for nursing knowledge base is developed and fundamental nursing interventions (physiologic, communicative, behavioral, and environmental) are taught using the evidence upon which the profession and the care of patients and populations is based. The course introduces the nursing student to the professional nursing role and its influence on health and illness, health promotion and disease prevention at the individual and population level across the lifespan. The professional role is explored within the context of the social, cultural, ethical and legal issues inherent in the nurse's role as provider of care, educator and advocate and as a member of the profession. The student is introduced to the health care system and the nurse's role as a member of a multidisciplinary care team. Open only to students admitted to the School of Nursing.
Prerequisite(s): Admission to the School of Nursing

Corequisite(s): NUR-3050Z, NUR-3051Z or NUR-3052Z

Co/prerequisite(s): Take NUR-3000 or NUR-1120; Take NUR-3260; Take NUR-3260Z or NUR-3261Z.

Additional fee required

NUR-3050Z Principles of Nursing I Laboratory (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 a multidisciplinary care team.
Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to begin to systematically analyze information and implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs.
Prerequisite(s): Admission to School of Nursing.

Corequisite(s): NUR-3050.

Grading Type: Credit/No Credit

NUR-3051Z Principles of Nursing I Laboratory (0 semester hours)
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. Open only to students admitted to the School of Nursing.
Prerequisite(s): Admission to Nursing.

Corequisite(s): NUR-3050.

Grading Type: Credit/No Credit

NUR-3052Z Principles of Nursing I Clinical (0 semester hours)
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. Open only to students admitted to the School of Nursing.
Prerequisite(s): Admission to the school of Nursing.

Corequisite(s): NUR-3050.

Grading Type: Credit/No Credit

NUR-3101Z Principles of Nursing I Laboratory (0 semester hours)
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.
Prerequisite(s): Admission to Nursing.

Corequisite(s): NUR-3100.

Grading Type: Credit/No Credit

NUR-3102Z Principles of Nursing I Clinical (0 semester hours)
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. Open only to students admitted to the School of Nursing.
Prerequisite(s): Admission to the school of Nursing.

Corequisite(s): NUR-3100.

Grading Type: Credit/No Credit

NUR-3110 Principles of Nursing II (6 semester hours)
This course builds on the conceptual framework developed in Principles of Nursing I. The professional nursing role is explored further to gain a deeper understanding of the nurse's role as provider of care, educator, advocate and member of the profession. The student continues to function within the health care system as a member of an inter-professional care team.
Prerequisite(s): Complete NUR-3050/Z; Complete NUR-3000 or NUR-1120; Complete NUR-3260/Z

Corequisite(s): NUR-3110Z, NUR-3111Z or NUR-3112Z

Co/prerequisite(s): Take NUR-3160; Take NUR-3450.; Take NUR-3450Z or NUR-3452Z.

Additional fee required

NUR-3111Z Principles of Nursing II Laboratory (0 semester hours)
Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to expand the ability to systematically analyze information, implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.
Corequisite(s): NUR-3110.

Grading Type: Credit/No Credit

NUR-3112Z Principles of Nursing II Clinical (0 semester hours)
Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to expand the ability to systematically analyze information, implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.
Corequisite(s): NUR-3110.

Grading Type: Credit/No Credit

NUR-3160 Pharmacological Concepts (4 semester hours)
This course utilizes the basic knowledge from the physical and life science foundation to study the effects and interactions of pharmacologic agents on the client population. The focus of the course is to gain an understanding of the underlying physiology of the human body and the pharmacologic effects an agent will have on the human body. The pharmacological concepts of pharmacokinetics and pharmacodynamics are applied to each pharmacologic agent therapeutic category. The course also explores the ethical, legal, cultural and age implications of pharmacologic therapy across diverse populations and the lifespan.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3260/Z

Co/prerequisite(s): Take NUR-3110; Take NUR-3110Z OR NUR-3111Z OR NUR-3112Z; Take NUR-3450; Take NUR-3450Z or NUR 3452Z

NUR-3260 Health Assessment, Education and Promotion (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 with emphasis on aging. This includes assessment of mental status, basic psychosocial status, functional health patterns, and physical assessment skills. The National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families, and communities in aggregate. Health promotion strategies and practices are explored. Open only to students admitted to the School of Nursing.
Prerequisite(s): Admission to the School of Nursing

Corequisite(s): NUR-3260Z or NUR-3261Z

Co/prerequisite(s): Take NUR-3000 or NUR-1120; Take NUR-3050; Take NUR-3050Z OR NUR-3051Z OR NUR-3052Z

Additional fee required

NUR-3261Z Health Assessment, Education and Promotion Laboratory (0 semester hours)
Clinical Laboratory: The clinical laboratory provides integration for advancing critical thinking skills. Open only to students admitted to the School of Nursing.
Corequisite(s): NUR-3260.

NUR-3402Z Psychiatric-Mental Health Nursing Clinical (0 semester hours)
Clinical: Clinical opportunities include experiential learning activities involving psychiatric patents across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.
Corequisite(s): NUR-3400.

Grading Type: Credit/No Credit

NUR-3450 Psychiatric-Mental Health Nursing (4 semester hours)
Reflecting the ANA Psychiatric-Mental Health Nursing Scope and Standards of Practice, this course prepares the nurse generalist to utilize effective communication to develop therapeutic interpersonal relationships 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 psychiatric-mental health nursing while nursing, psychosocial, neurobiological theories, and research evidence provide its scientific base. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the inter-professional care team.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3260/Z

Corequisite(s): NUR-3450Z or NUR-3452Z

Co/prerequisite(s): Take NUR-3110; Take NUR-3110Z OR NUR-3111Z OR NUR-3112Z; Take NUR-3160.

Additional fee required

NUR-3452Z Psychiatric-Mental Health Nursing Clinical (0 semester hours)
Clinical: Clinical opportunities include experiential learning activities involving psychiatric patents across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.
Corequisite(s): NUR-3450.

Grading Type: Credit/No Credit

NUR-4050 Nursing Research (3 semester hours)
Research provides the foundation for evidence-based professional nursing practice. The role of the baccalaureate nurse as consumer of research is the focus of this course. Students will develop skills to accurately interpret evidence to improve patient outcomes utilizing clinical judgement, interprofessional perspectives, and patient preferences.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3110/Z; Complete NUR-3160; Complete NUR-3260; Complete NUR-3450/Z

Co/prerequisite(s): Take NUR-4200; Take NUR-4200Z or NUR-4202Z; Take NUR-4300; Take NUR-4300Z or NUR-4302Z.

NUR-4200 Nursing: a Global Community Outlook (4 semester hours)
This course incorporates concepts from nursing and applies them to public health functions and community-based client care. The focus shifts from individual health to population-focused nursing. The dynamic influence of social justice, political agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. Current trends in the global health community are explored.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3110/Z; Complete NUR-3160; Complete NUR-3260/Z; Complete NUR-3450/Z

Corequisite(s): NUR-4200Z or NUR-4202Z

Co/prerequisite(s): Take NUR-4050; Take NUR-4300; Take NUR-4300Z or NUR-4302Z

Additional fee required

NUR-4202Z Nursing: a Global Community Outlook Clinical (0 semester hours)
Clinical: The clinical component for this course will apply nursing concepts and public health and community- based practices to selected populations to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.
Corequisite(s): NUR-4200.

Grading Type: Credit/No Credit

NUR-4300 Medical Surgical Nursing I: Collaborative Practice in Health and Illness (7 semester hours)
This medical surgical nursing course builds on the conceptual foundations learned in the principles of nursing practice, health assessment, pharmacology and behavioral health nursing courses. Pathophysiologic processes of all body systems are discussed focusing on evidence-based nursing interventions in the acute care setting. Application of the nursing process in interdisciplinary practice to prevent, promote, maintain and restore health throughout the lifespan is emphasized.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3110/Z; Complete NUR-3160; Complete NUR-3260/Z; Complete NUR-3450/Z

Corequisite(s): NUR-4300Z or NUR-4302Z

Co/prerequisite(s): Take NUR-4050; Take NUR-4200; Take NUR-4200Z or NUR-4202Z.

Additional fee required

NUR-4302Z Medical Surgical Nursing I: Collaborative Practice in Health and Illness Clinical (0 semester hours)
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.
Prerequisite(s): Completion of all NUR 3000-level courses.

Corequisite(s): NUR-4300.

Grading Type: Credit/No Credit

NUR-4500 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.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3110/Z; Complete NUR-3160; Complete NUR-3260/Z; Complete NUR-3450/Z; Complete NUR-4050; Complete NUR-4200/Z; Complete NUR-4300/Z

Corequisite(s): NUR-4500Z, NUR-4502Z OR NUR-4503Z

Co/prerequisite(s): Take NUR-4600.; Take NUR-4605; Take NUR-4800.; Take NUR-4800Z or NUR-4802Z

Additional fee required

NUR-4502Z Nursing Care of the Family/OB Clinical (0 semester hours)
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.
Prerequisite(s): Completion of all NUR 3000-level courses.

Corequisite(s): NUR-4500.

Grading Type: Credit/No Credit

NUR-4503Z Nursing Care of the Family/PED Clinical (0 semester hours)
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.
Prerequisite(s): Completion of all NUR 3000-level courses.

Corequisite(s): NUR-4500.

NUR-4600 Leadership Ethics and Policy (3 semester hours)
This course for the pre-licensure student facilitates the transition from student to professional nurse. The roles, traits, and contributions of the nurse in leadership and managerial positions are explored. Conceptual aspects of power, problem solving/ decision making, effective communications, conflict resolution, delegation, team building, quality improvement and patient safety are applied to a variety of situational contexts. The course is designed to facilitate student self-assessment of leadership and management abilities as they develop the necessary skills to enter and thrive within the professional nursing workplace. The final paper requires the student demonstrate the ability to integrate and synthesize learning from general education in the arts and sciences with nursing knowledge.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3110/Z; Complete NUR-3160; Complete NUR-3260/Z; Complete NUR-3450/Z; Complete NUR-4200/Z; Complete NUR-4300/Z; Complete NUR-4050

Co/prerequisite(s): Take NUR-4500; Take NUR-4500Z OR NUR-4502Z OR NUR-4503Z; Take NUR-4800; Take NUR-4800Z or NUR-4802Z; Take NUR-4605

NUR-4605 NCLEX Review (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.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3110/Z; Complete NUR-3160; Complete NUR-3260/Z; Complete NUR-3450/Z; Complete NUR-4050; Complete NUR-4200/Z; Complete NUR-4300/Z

Co/prerequisite(s): Take NUR-4500; Take NUR-4500Z or NUR-4502Z or NUR-4503Z; Take NUR-4600; Take NUR-4800; Take NUR-4800Z or NUR-4802Z

Additional fee required

NUR-4800 Medical Surgical Nursing II: Collaborative Practice in Health and Illness (6 semester hours)
The medical surgical course builds on the conceptual foundations developed in Medical-Surgical Nursing I and in Nursing Research. Pathophysiological processes are discussed, focusing on evidence-based nursing interventions in the acute care setting with an emphasis on the high-acuity patient, examining a diverse population across the adult lifespan. The professional nursing role is explored further to gain a deeper understanding of the nurse's role as provider of care, educator, advocate, researcher and manager of care. The student continues to function as a member of the inter-professional care team and is expected to continue to gain skills and confidence when collaborating with others.
Prerequisite(s): Complete NUR-3000 or NUR-1120; Complete NUR-3050/Z; Complete NUR-3110/Z; Complete NUR-3160; Complete NUR-3260/Z; Complete NUR-3450/Z; Complete NUR-4300/Z; Complete NUR-4200/Z; Complete NUR-4050

Corequisite(s): NUR-4800Z or NUR-4802Z

Co/prerequisite(s): Take NUR-4500; Take NUR-4500Z or NUR-4502Z or NUR-4503Z; Take NUR-4600; Take NUR-4605

Additional fee required

NUR-4802Z Medical Surgical Nursing II: Collaborative Practice in Health and Illness Clinical (0 semester hours)
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 inter-professional team.
Prerequisite(s): Completion of all NUR 3000-level courses.

Corequisite(s): NUR-4800.

Grading Type: Credit/No Credit

Philosophy (PHL)

PHL-1100 Problems of Philosophy (4 semester hours)
This course is an introduction to the nature of philosophy through reading and discussion of various philosophical problems and comparisons of different philosophical viewpoints. The topics discussed will include the nature of reality, the existence of God, the nature of human existence, the nature of knowledge, the criteria for making value judgments, and the terminology of philosophical inquiry.

PHL-1200 Logic (4 semester hours)
This course is a study of the nature of arguments and the criteria for evaluating and constructing arguments. Topics in the course will include formal logic, informal fallacies, rules for definitions, constructing and presenting arguments, and the relation between logic and the scientific method.

PHL-1810-9 Selected Topics in Philosophy (Variable semester hours)
This course will address a specific area of study in Philosophy not already covered by other course offerings. Prerequisites vary by topic.

PHL-2100 Ethics (4 semester hours)
This course is a study of a variety of answers that have been given to the questions of what constitutes the good life and what standard should be used to evaluate actions. The course will include the study of significant ethical theorists from Plato to the present and examination and discussion of various contemporary ethical issues.

PHL-2250 Origins of Greek Philosophy (4 semester hours)
How did philosophy come to be? Why did it emerge where it did and when it did? This course explores these questions by investigating the roots of western philosophy in the myths and cultural circumstances of the archaic Greeks and their neighbors. Special foci will be on the passage from mythical thinking to that of philosophy and what would come to be known as science; the cosmological speculations of pre-Socratic thinkers; and the change in focus represented by the figure of Socrates. Other topics include the role of political life in shaping thinking; the significance of mathematics and geometry; and the influence of historical events on the course of thought. Texts will be chosen from a selection of early thinkers and poets, as well as from scholarship on the topic.

PHL-2700 Art and Philosophy (4 semester hours)
This course studies the varied relationships between philosophy and the production and reception of art. Topics covered include aesthetics, the cross-influences between art and philosophy, and questions about the similarities and differences between the two practices.

PHL-2810-9 Selected Topics in Philosophy (Variable semester hours)
This course will address a specific area of study in Philosophy not already covered by other course offerings. Prerequisites vary by topic.

PHL-3150 Professional Ethics (4 semester hours)
This course explores the moral standards, responsibilities, and duties of professionals, such as physicians, nurses, lawyers, social workers, teachers, administrators, public officers, accountants, and managers. We will examine the criteria for a profession as well as obligations of professionals toward their clients and toward third parties. We will explore some common philosophical theories of moral obligation, rights and justice and how they apply to cases.

PHL-3200 Business Ethics (4 semester hours)
This course is a study of the ethical principles that apply to business practices and goals. In addition to an examination of the moral theory and values behind a free market, this course examines a variety of issues such as employer/employee rights and responsibilities, privacy in the workplace, whistle blowing, corporate responsibilities, and advertising practices, all of which are examined in the light of alternative approaches to making moral judgments.

PHL-3300 Modern Philosophy: History of Philosophy II (4 semester hours)
This course will focus on the foundation of Modern philosophy in the 17th and 18th centuries. Emphasis will be placed on 1.) the Rationalist tradition, starting with Descartes and continuing in Spinoza and Leibniz; and 2.) Empiricism, focusing on Locke and Hume.
Prerequisite(s): Highly Recommended: A prior course in philosophy.

PHL-3350 History of Philosophy III (4 semester hours)
This course will focus on Kant's thinking and the influence of it on such schools as German Idealism, Phenomenology and Existentialism.
Prerequisite(s): Highly Recommended: PHL-2250 or PHL-3300.

PHL-3400 The Good Life? (4 semester hours)
This course is a study of how a variety of philosophical authors have defined both the good life and happiness and how they may be achieved. Topics in the course range from Socrates' question as to what life is worth living to the belief that the pursuit of happiness is an inalienable right.

PHL-3500 Philosophy of Love and Sex (4 semester hours)
This course is a study of the various philosophical issues that surround the topics of love and sex. The topic will include the philosophical, theological and contemporary influences that have shaped the public debates about love and sex; the ethical issues associated with these topics; and the social policy implications.
Prerequisite(s): Highly Recommended: PHL-1100.

PHL-3600 Philosophy of the Mind (4 semester hours)
What is a mind? What does it mean to be conscious? Is it possible for machines to actually think? This course entertains these and other related questions by reviewing some of the most influential theories about the nature of mentality and consciousness, chosen from the history of philosophy to the most current scientific research. Special focus will be placed on the debate between dualism (the belief that the mind must be separate from the body) and monism (that the mind is part of the body); the role of language in the mind; the possibility of artificial minds; and problems of identity and free will.

PHL-3810-9 Selected Topics in Philosophy (Variable semester hours)
This course will address a specific area of study in Philosophy not already covered by other course offerings. Prerequisites vary by topic.

PHL-4650 Classical Political Philosophy (4 semester hours)
This course examines methodological, conceptual and substantive ideas of major political theorists, emphasizing primary sources and the contributions of Aristotle, Plato, Machiavelli, Hobbes, Locke and Rousseau. Available to sophomore level (30 SH+) and higher students.

PHL-4660 Modern Political Philosophy (4 semester hours)
This course examines methodological, conceptual and substantive ideas of major political theorists and movements in the 19th and 20th centuries, emphasizing primary sources and the contributions of Hegel, Marx, Mill, and contemporary approaches to the study of political theory. Available to sophomore level (30 SH+) and higher students.

PHL-4810-9 Selected Topics in Philosophy (Variable semester hours)
This course will address a specific area of study in Philosophy not already covered by other course offerings. Prerequisites vary by topic.

PHL-4990 Senior Seminar in Philosophy (4 semester hours)
This course will focus on major theoretical positions in contemporary philosophy. It will also examine the significance of philosophical theory for other disciplines, social and political life, and the arts. Open to students majoring or minoring in philosophy only.
Prerequisite(s): A minimum of three courses in philosophy, including at least two at the 3000-level; Senior standing recommended.

Physical Education (PED)

PED-1130 Yoga I (1 semester hours)
This course will expose students to the study of yoga. Yoga uses bodily postures (asanas), breathing techniques (pranayama) and meditation (dyna) with the goal of bringing about a sound healthy body, and a clear peaceful mind.

PED-1140 Yoga II (1 semester hours)
This course is a continuation into the study of yoga and will cover more in-depth the history, Sanskrit terminology, philosophy and movements appropriate for the intermediate yoga practitioner.
Prerequisite(s): PED-1130.

PED-1150 Pilates I (1 semester hours)
This course introduces the fundamentals and principles of the classical Pilates method of exercise. Students will focus on proper breathing techniques and will learn proper form and execution of all exercises to strengthen the core. Students will be introduced to using bands and Pilates rings.

PED-1160 Pilates II (1 semester hours)
This course will focus on breathing and spinal alignment while improving strength, precision and flow of the Pilates principles. Various props such as flex bands and Pilates rings will be used to enhance and intensify the Pilates workout.
Prerequisite(s): PED-1150.

PED-1170 Cardio Kick and Sculpt (1 semester hours)
This course will focus on developing cardiovascular fitness and general strength through a variety of exercises and conditioning methods. Students will learn proper technique and exercise variations on equipment such as stability balls, dumbbells, foam pads, medicine balls, and BOSU balls. Students will develop their own personal fitness and learn how to vary intensity based on changing resistance, duration and rest intervals.

PED-1180 Cardiovascular Training (1 semester hours)
This course is for students desiring to reach and maintain optimal levels of fitness. Specifically, the student will be introduced to a variety of aerobic equipment, including treadmill, climber, rower, elliptical trainer, recumbent, and upright bicycle ergometers. Students will learn safe and proper use of the equipment and how to vary resistance, duration, and rest intervals in planning a personal training program based on one's individual capacity.

PED-1190 Wellness Walking (1 semester hours)
With specially designed poles and easy-to-learn techniques, students will learn how to exercise every major muscle with each stride. Students will enjoy the safety, simplicity, and convenience of walking, and the total body fitness benefits of what experts call the world's best exercise, "cross-country skiing"- all year round.

PED-1200 Fitness for Life (2 semester hours)
This course investigates the value of fitness in daily life and its effect on total wellness. Through lecture, discussion, and laboratory experiences, students will acquire a general understanding of fitness principles according to the American College of Sports Medicine (ACSM) guidelines. Specifically, students will assess their current fitness levels and health behaviors, set health goals based on strengths and weaknesses, and devise a realistic plan to achieve this goal. In correlation to fitness and performance, students will also explore related content areas of nutrition, sleep, stress, disease prevention, weight management, and injury prevention.

PED-1210 Strength Training (1 semester hours)
This course is designed to improve health and fitness through training of the whole body. Training of the muscular, skeletal and nervous systems using the three energy systems of the body will be addressed. Students will be exposed to methodology of training that will include exercise: mode or type, frequency, intensity, volume, proper periodization and programming.

PED-1215 Core Strengthening (1 semester hours)
This course will focus on developing core strength through a variety of exercises. Core strength includes abdominals, postural muscles, balance and the posterior chain. Students will be exposed to different exercise equipment such as stability balls, dumbbells, medicine balls, and BOSU balls. Students will develop their own personal core strength, and learn the muscle groups targeted by each exercise. Students will also learn safety techniques, variations of each exercise, proper form and the importance of core strength.

PED-1220 Self-Defense (1 semester hours)
Participants in the course will learn practical self-defense strategies and tactics designed to overcome modern day threats and assailants. Students will identify risks of personal safety; become aware of risk-reduction strategies; learn physical self-defense techniques and increase their technique skills through practice and study. This class offers a basic education of confrontation principles and personal defense. The program ranges from awareness, risk reduction, and avoidance, to basic physical defense.

PED-1225 Ninjutsu as Self Defense (2 semester hours)
This course offers a simplistic but quick-paced education on confrontation principles and personal defense. Students will learn about awareness, risk reduction, and avoidance, to basic physical defense. This course will also instruct students on the use of improvised weapons to get out of dangerous situations against a trained attacker.

PED-1240 Aerobic Dance (1 semester hours)
This course will focus on developing cardiovascular fitness and general strength through a variety of different types of aerobic dance. Aerobic dance is a combination of traditional exercise movements combined with dance steps. For example, high knee running, grapevines, v-steps, ham curls and jumping jacks. Students will develop their own personal fitness and learn how to vary intensity based on changing resistance, duration, and rest intervals.

PED-1320 Foundations of Dance (1 semester hours)
This course is designed to provide students with a foundational knowledge base of basic dance skills and concepts used in many recreational dance forms. Students will learn and perform a variety of line, contra and social dances as well as dance used in fitness such as Zumba, Pilates and Yoga. They will also be introduced to the history and culture of the dance forms. Movement concepts, locomotor skills and rhythmic activities will also be introduced. This course is a prerequisite for PED-3025 Enhancing Cultural Awareness Through Dance.

PED-1410 Cardiovascular Training Inside and Out (2 semester hours)
This course combines cardiovascular training indoors and wellness walking outdoors and provides the opportunity to exercise throughout the entire semester with some variety. See PED-1180 and PED-1190 for descriptions.

PED-1420 Step and Train (2 semester hours)
This course combines step aerobics and strength training, specifically designed to improve both muscular strength and cardio-respiratory endurance, and provides the opportunity to exercise throughout the entire semester with some variety. See PED-1310 and PED-1210 for descriptions. Students will acquire a general understanding of the basic principles and techniques involved in step training and weight training. The first eight weeks will focus on cardiovascular and muscular endurance as students participate in bi-weekly step classes, including warm-up, step aerobics, strength/ isolation training, cool-down, flexibility and relaxation. Each student will also have an opportunity to create her/ his own step routine. The second eight weeks will focus on muscular strength as students learn the latest methods and techniques of weight training.

PED-1510 Foundations of Teaching K-12 Physical Education (2 semester hours)
This course provides foundational knowledge of teaching K-12 physical education through understanding of major concepts, assumptions, principles, processes of inquiry, and theories that are central to the discipline. Introductory frameworks of professionalism, collaboration and advocacy are introduced. Principles of K-12 physical education are addressed through historical, philosophical and modern perspectives of content knowledge and pedagogical skills. Students will learn of the role of physical education in enhancing language acquisition (first and second), literacy development, reading, writing and oral communication, and how to integrate these components to increase content learning. Students will engage in assignments aligned with current teaching practices that meet the diverse learning needs of all K-12 students. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as a TB test (cost incurred by student). In fulfillment of the course requirements, students will experience a day-long educational adventure near the George Williams College campus in Williams Bay, Wisconsin. The Outdoor Wisconsin Leadership School (OWLS) staff leads the teambuilding, ropes, courses and other outdoor activities.
Additional fee required

PED-1810-9 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-2080 First Aid and CPR (1 semester hours)
This course is designed to provide the knowledge and skills necessary to prevent and treat injuries effectively and safely. The course will follow the guidelines established for first aid and CPR by the American Red Cross. Throughout the course, students will gain knowledge and confidence in their skills by participating in practice scenarios. Upon successful completion, students who qualify will be certified in lay person first aid, adult CPR/AED, child CPR/AED and infant CPR.
Additional fee required

PED-2330 Officiating Team Sports (2 semester hours)
This course addresses the responsibilities and techniques of the official in high school sports. Sports covered will depend upon the term it is offered (i.e., fall: football, volleyball soccer; spring: basketball, baseball and softball.) The course is directed toward the achievement of an Illinois High School Association certification.

PED-2340 Sports Statistics (1 semester hours)
This course prepares students for recognizing, identifying, and accurately reporting sport statistics during a live game, for the major sports of baseball, basketball, football, soccer, softball and volleyball. Students will become familiar with paperwork associated with NCAA score reporting forms and newspaper box scores.

PED-2400 Inclusive Physical Ed Characteristics/ID Disability and the Law (4 semester hours)
This course is designed to provide an overview of the physical, cognitive, emotional and sensory conditions that qualify an individual for special services under federal law. The course covers content necessary for understanding the safety implications associated with working with special populations; accessing information regarding specific disabilities; modifying activities, equipment and the environment to ensure safe participation for all; and compliance with inclusive laws.

PED-2510 K-12 Student Learning Through Fitness Activities (4 semester hours)
This course will provide opportunities for physical education majors to learn developmentally appropriate strategies for teaching health-related fitness activities that meet the diverse needs of children. They will also learn the concepts of training, health related fitness, skill related fitness and exercise science and how they are incorporated into physical education. Information on how to successfully plan, implement and evaluate a fitness/wellness program will be presented within the context of sound physiological principles and current trends in the field. Fitness activities will be considered in relation to readiness to learn from a physical, intellectual, cultural and emotional developmental perspective. Fitness activities will be created around the unique characteristics and abilities of a diverse student population. These activities will use a variety of strategies that encourage critical and creative thinking. Interdisciplinary themes will be incorporated into fitness activities in an effort to reinforce learning while respecting individual differences. Students will employ differentiated instructional strategies and techniques to create, and teach, lessons specific to health-related fitness. Students will participate in approximately 3-5 hours of clinical experiences. Open to physical education K-12 majors only.
Prerequisite(s): Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test (cost incurred by student).

Co/prerequisite(s): PED-1510.

PED-2520 K-12 Student Learning Through Sport Activities (4 semester hours)
This course provides opportunities to understand content and pedagogical knowledge for teaching a variety of sport activities through active participation. The goal of this course is to experience related instructional strategies (e.g., problem solving and guided discovery) that meet the learning needs of all K-12 students through peer teaching and skill mastery. Peer teaching experiences require the generation of lesson plans, skill tests, and a unit block plan to develop and create instructional opportunities that maximize learning by addressing the K-12 learner's needs, the community and cultural diversity. Teacher candidates will also learn appropriate formative and summative assessment techniques as evidence of student learning. Open to physical education K-12 majors only.
Prerequisite(s): Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check,; pass a TB Test (cost incurred by student).

PED-2600 Motor Development (2 semester hours)
The essence of the study of motor development involves observing how movements change across the lifespan, then determining why they change. Students will examine why movements change to include the individual, environment and task, as well as interactions among these factors. The theoretical and historical roots of the field of motor development will be addressed. In addition, students will observe many facets of movement skills, such as growth, aging and perception, and discover how different constraints or factors can encourage or discourage different movements.

PED-2810-9 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-3000 An Integrated Approach to Teaching K-5 Physical Education (4 semester hours)
This course offers essential information for successful teaching at the elementary school level in regard to the K-5 learner, the curriculum, and the teacher. The developmental approach advocated analyzes knowledge of children's growth and motor development in a comprehensive manner that recognizes the essential concept of the individuality of the learner in relation to the motor, cognitive and affective domains. Teacher candidates will understand how each K-5 student constructs knowledge, acquires skills, and develops effective and efficient critical-thinking and problem- solving capabilities, within the perspective of diverse K-5 student characteristics and abilities that affect processes of inquiry and influence patterns of learning. Appropriate and varied instructional approaches will be experienced, including how physical education can help develop word knowledge, vocabulary, comprehension, fluency and strategy use. Teacher candidates will learn about school laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in addition to emergency response procedures that include school safety and crisis intervention protocol. Teacher candidates will engage in a 75-hour, supervised methods experience in an assigned school and participate in this course that links philosophy, knowledge and pedagogy to the authentic experience of teaching physical education in the elementary school. Open to physical education K-12 majors only. Students must apply two terms in advance through the School of Education for site placement.
Prerequisite(s): Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB Test (cost incurred by student); PED-1510; PED-2520; EDU-2260; Acceptance into the School of Education.

PED-3025 Enhancing Cultural Awareness Through Dance (2 semester hours)
The fine arts are an essential component of a comprehensive education and are necessary to accommodate the needs of students as they prepare to take their place in the 21st century global environment. Students will explore how the arts impact and enrich education; provide training in critical and creative thinking, communication and collaboration; and address the impact of diverse cultures within society. Students will learn methodologies for teaching a variety of dance forms, introduce the culture and history associated with each, and present strategies to establish a socially and emotionally safe environment for all K-12 learners. This course is designed for physical education K-12 majors.
Prerequisite(s): Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/ sex offender check,; passing a TB Test (cost incurred by student); PED-1510; PED-1320.

PED-3050 An Integrated Approach to Teaching 6-12 Physical Education (4 semester hours)
This course addresses essential information for successful teaching at the secondary school level in regard to the 6-12 learner, the curriculum, and the teacher. The developmental approach advocated analyzes knowledge of 6-12 students' growth and maturation in a comprehensive manner that recognizes the essential concept of the individuality of the learner in relation to the motor, cognitive and affective domains. Teacher candidates will understand how each 6-12 student constructs knowledge, refines skills, and develops effective and efficient critical-thinking and problem-solving capabilities within the perspective of diverse student characteristics and abilities that affect processes of inquiry and influence patterns of learning. Appropriate and varied instructional approaches will be experienced, including how physical education can help develop word knowledge, vocabulary, comprehension, fluency and strategy use. Teacher candidates will learn about school laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in addition to emergency response procedures that include school safety and crisis intervention protocol. Teacher candidates will engage in a 50-hour, supervised methods experience in an assigned school and participate in this course that will link philosophy, knowledge and pedagogy to the authentic experience of teaching physical education in the secondary school. Students must apply two terms in advance through the School of Education for site placement. Open to physical education K-12 majors only.
Prerequisite(s): Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB Test (cost incurred by student); EDU-2260.; Acceptance into the School of Education.

Corequisite(s): HED-4300.

PED-3060 Curriculum Development and Administration of K-12 Physical Education (2 semester hours)
This course will help teacher candidates to understanding the process of curriculum development which is critical for developing progressive, developmentally appropriate, and standards aligned physical education curriculums that span all grade levels. Teacher candidates will develop a scope and sequence, grade level benchmarks, and align lesson plans and assessments with district level benchmarks and national/ state standards as part of a collaborative learning process. This process of curriculum development will also help teacher candidates to development necessary leadership and advocacy skills necessary for advancing the field of physical education. Open to physical education K-12 majors only.

PED-3150 Assessing Student Learning in Health and Physical Education (4 semester hours)
Understanding the theory, tools, and techniques of assessment and its application are crucial for effective teaching and accountability. Students will become familiar with current assessment techniques in health and physical education and learn how to select and administer the most appropriate tool for the task. Students will experience heart rate monitors, pedometers, software programs, and applications. Open to physical education K-12 majors only.
Prerequisite(s): Passing a FBI National Fingerprinting Screening that encommpasses passing a criminal background/sex offender check; passing a TB test (cost incurred by student); Junior standing; PED-1510; PED-2520; Highly Recommended: PED-2600.

PED-3810-9 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-4110 Administration of Health and Human Performance (4 semester hours)
The art of managing people productively and effectively is perhaps the most challenging task facing any professional. The art of managing others is a dynamic process that is ever-changing and evolving, just as people, professional environments, government, and the economy continue to change. Attracting, training, motivating, and retaining quality employees are critical in the fields of coaching, sport management and fitness, and exercise science. This course focuses on the interactive management skills necessary to develop effective teams of satisfied and productive individuals by creating trusting interpersonal relationships with employees. Open to sport management and exercise majors only.
Prerequisite(s): Senior Standing.

PED-4810-9 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.

Physics (PHY)

PHY-1810-9 Selected Topics in Philosophy (Variable semester hours)
This course will address a specific area of study in Philosophy not already covered by other course offerings. Prerequisites vary by topic.

PHY-2210 General Physics I (3 semester hours)
This is the first of a two-course non-calculus sequence in physics intended primarily for students in health science and biology. Mechanics topics covered in the first term include force and motion, work, energy, fluid behavior and waves. Biomedical applications are emphasized in all topics being explored.
Prerequisite(s): MTH-1310 with a grade of "C" or better.

Co/prerequisite(s): PHY-2210Z.

PHY-2210Z General Physics I Laboratory (1 semester hours)
This is a one-semester course that reinforces physics concepts of mechanics by engaging in experiments related to motion, free body diagrams, acceleration, momentum, conservation of energy, circular motion, material properties, fluid flow and waves. Data collection, analysis and presentation are emphasized with scientific practices. Lab reports required.
Co/prerequisite(s): PHY-2210.

Additional fee required

PHY-2220 General Physics II (3 semester hours)
This is the second of a two-course, non-calculus sequence in physics intended primarily for students in health science and biology. Topics include electrical force and field, circuits, electromagnetism, optics, and electromagnetic radiation. Modern communication and health-related technologies will be used to explore the four fundamental forces that govern the world.
Prerequisite(s): PHY-2210 with a grade of "C" or better; PHY-2210Z with a grade of "C" or better.

Co/prerequisite(s): PHY-2220Z.

PHY-2220Z General Physics II Laboratory (1 semester hours)
A one semester course that reinforces physics concepts of electricity, magnetism and optics by engaging in experiments related to electric fields, capacitors, circuits, magnetic fields, motors, spectroscopy, and optics. Data collection, analysis and presentation continue to be emphasized scientific practices. Real-world physics connections are explored in researching modern technological and health-care related instrumentation. Lab reports required.
Prerequisite(s): PHY-2210 with a grade of "C" or better; PHY-2210Z with a grade of "C" or better.

Co/prerequisite(s): PHY-2220

Additional fee required

PHY-2240 Physics I (Calculus Based) (3 semester hours)
An introductory calculus-based course where students explore Newtonian mechanics, conservation laws, energy, and waves.
Prerequisite(s): MTH-2210.

Co/prerequisite(s): PHY-2240Z.

PHY-2240Z Physics I (Calculus Based) Laboratory (1 semester hours)
Laboratory component to PHY2240 where students experience hands-on applications of Newtonian mechanics, conservation laws, energy, and waves.
Prerequisite(s): MTH-2210.

Co/prerequisite(s): PHY-2240.

Additional fee required

PHY-2250 Physics II (Calculus Based) (3 semester hours)
An introductory calculus-based course where students explore electromagnetism and its applications, light and optics.
Prerequisite(s): PHY-2240.

Co/prerequisite(s): PHY-2250Z.

PHY-2250Z Physics II (Calculus Based) Laboratory (1 semester hours)
Laboratory component to PHY2250 where students experience hands-on applications of electromagnetism, light, and optics. Lab reports required.
Prerequisite(s): PHY-2240.

Co/prerequisite(s): PHY-2250.

Additional fee required

PHY-2810-9 Selected Topics in Physics (Variable semester hours)
This course will address a specific area of study in Physics not already covered by other course offerings. Prerequisites vary by topic.

PHY-3810-9 Selected Topics in Physics (Variable semester hours)
This course will address a specific area of study in Physics not already covered by other course offerings. Prerequisites vary by topic.

PHY-4810-9 Selected Topics in Physics (Variable semester hours)
This course will address a specific area of study in Physics not already covered by other course offerings. Prerequisites vary by topic.

Political Science & Public Policy (PSC)

PSC-1050 Introduction to Public Policy (4 semester hours)
This course introduces students to the policymaking process within the U.S. context. First, students are introduced to how politicians, the media, interest groups, and even ordinary citizens affect policymaking. Second, students are exposed to the basic models and tools of policymaking and their application to specific policy areas. Potential topics examined include welfare, education, homeland security, and economic policy. Ethical issues in policymaking are also considered.

PSC-1300 Introduction to U.S. Government (4 semester hours)
This course examines the history, founding documents, structure, culture, and values of the American political system, along with some of the contemporary challenges (poverty, inequality, discrimination, immigration, crime, corruption) this country faces as it continues to evolve.

PSC-1810-9 Selected Topics in Political Science (Variable semester hours)
This course will address a specific area of study in Political Science not already covered by other course offerings. Prerequisites vary by topic.

PSC-2160 Economics for Public Policy (4 semester hours)
This course introduces students to microeconomics as applied to public policy. The course begins with an overview of basic microeconomics before focusing on economic concepts important to public policy settings. Topics include consumer and producer theory, moral hazards, adverse selection, externalities, and collective action problems.
Prerequisite(s): MTH-1030 or MTH-1100 or MTH-1310 or MTH-2210 or MTH-2100 or MTH-2700 or (MTH-1210, MTH-1220, and NSM-2500).

PSC-2550 Political Advocacy: From the Grassroots to K Street (4 semester hours)
Political advocacy occurs whenever anyone makes a policy pitch to a government official. Sometimes this occurs inexpensively and spontaneously, such as when a constituent chats with an elected official while waiting together in the checkout line at the local grocery store. But more commonly, we think of advocacy in terms of highly paid Washington lobbyists or large-scale grassroots initiatives. In this course, students will learn about the nature of the interest groups that hire lobbyists and direct grassroots initiatives, focusing on their role in the American political system. Techniques for political advocacy appropriate for different actors will be introduced, and students will gain experience by developing an advocacy plan.
Prerequisite(s): PSC-1050.

PSC-2600 Designing Political Campaigns (4 semester hours)
In democracies, the individuals who formulate and implement public policy frequently hold elected office. Thus, those hoping to influence public policy often must first win election. This course focuses on political campaigns in the United States. Students will learn about campaign organization and planning, including advertising, messaging, fundraising, fieldwork, and precinct analysis. Students will also examine ethical issues involved in the design and implementation of political campaign strategies. In familiarizing themselves with the campaign process by creating a campaign plan, students will learn how politicians and their surrogates position themselves to craft public policy.
Prerequisite(s): PSC-1050.

PSC-2700 Research Methods for Public Policy (4 semester hours)
In this course, students are introduced to research methods commonly used in public policy settings. Emphasis is placed on principles of research design and applied quantitative data analysis. Topics include sampling, descriptive statistics, basic inferential statistics, and the ethics of data analysis. Through an in-depth statistical analysis, students will learn to apply statistical tools to real world settings and present their findings to diverse audiences. Includes instruction in SPSS.
Prerequisite(s): MTH-1030 or MTH-1100 or MTH-1310 or MTH-2210 or MTH-2100 or MTH-2700 or (MTH-1210; MTH-1220; and NSM-2500).

PSC-2810-9 Selected Topics in Political Science (Variable semester hours)
This course will address a specific area of study in Political Science not already covered by other course offerings. Prerequisites vary by topic.

PSC-3100 Environmental Politics (4 semester hours)
Citizens around the world are demanding a cleaner and healthier world as well as more just access to, and benefits from, the environment, in what some call the greening of international environmental politics. Problems such as air pollution, deforestation, famine, access to clean water, and loss of biodiversity pose numerous problems for states and policymakers, including, but not limited to, the increased potential for conflict. Unfortunately, creating effective governance regimes and negotiating such policies is difficult given the disparity between the political and economic power of various national and international actors, access to information, large number of diverse stakeholders, and disparate national priorities. Some multi-national corporations, small businesses and consumers are also actively involved in international environmental issues through the decisions they make in production and consumption of consumer items. While some critics argue that such activity is merely greenwashing, other supporters argue that business can and should play a more active role in global environmental sustainability. This course examines many of these problems central to the challenges of global environmental politics and enables students to identify and analyze their own values regarding these problems.

PSC-3130 Gauging Public Opinion (4 semester hours)
Elected officials are expected to take the public's opinion into account when designing public policy. But how well informed is the public on policy issues, and how can their opinion be measured? What exactly is public opinion, and do policymakers in fact take it into account when making decisions? In this course, students will first learn about the nature of public opinion and its effects on public policy - how attitudes are formed, how knowledgeable citizens are about public policy, and the degree to which public opinion is reflected in public policy. Students will then learn about the rewards and perils of conducting public opinion research, gaining experience in survey methodologies by designing survey instruments and collecting and analyzing survey data.
Prerequisite(s): PSC-2160 or PSC-2550 or PSC-2600 or PSC-2700.

PSC-3180 Constitutional Law and the Judicial System (4 semester hours)
The case method is utilized to analyze the principles of the American Constitution. Topics include presidential, congressional and Supreme Court power, equal protection of the law and race, gender, sexual orientation, implied fundamental rights to abortion choice and education, free speech and religion, and modern constitutional theories.
Prerequisite(s): PSC-1300.

PSC-3300 Comparative Public Policy (4 semester hours)
This course introduces students to the public policies of selected countries other than the United States.
Prerequisite(s): PSC-1050 or PSC-1300.

PSC-3340 U.S. Domestic Policy (4 semester hours)
This course provides students with an overview of contemporary U.S. domestic policy, as well as intensive instruction in a salient domestic policy problem.
Prerequisite(s): PSC-1050 or PSC-1300.

PSC-3350 Politics and Policy in the Latino Community (4 semester hours)
This course familiarizes students with the major public policies and political activities affecting Latinos in the United States. Course topics may address issues of immigration, assimilation, identity, mobilization, and voter behavior. Historical trends will be examined.

PSC-3380 U.S. Foreign Policy (4 semester hours)
This course provides students with an overview of contemporary U.S. foreign policy, as well as intensive instruction in a salient foreign policy problem.
Prerequisite(s): PSC-1050 or PSC-1300.

PSC-3410 Pressing the Agenda: Politics of Media (4 semester hours)
The media influence the direction of public policy in at least two major ways. One way is by functioning as newsmaker, deciding what events are newsworthy. A second way is as a medium through which politicians and interest groups disseminate their views to the public. In this course, students will learn about the media's role in politics, how it has changed over time, and how it has been influenced by new technologies. In addition, students will learn about how different political actors exploit television, radio, print, and social media to their advantage. Finally, students will apply their knowledge by producing a political advertisement based on a contemporary public policy issue.
Prerequisite(s): PSC-2160 or PSC-2550 or PSC-2600 or PSC-2700.

PSC-3810 ST Advanced Topics in Political Science (0.5-17 semester hours)
This course will address a specific area of study in Political Science not already covered by other course offerings. Prerequisites vary by topic.

PSC-3810-9 St:advanced Topics in Political Science (Variable semester hours)
This course will address a specific area of study in Political Science not already covered by other course offerings. Prerequisites vary by topic.

PSC-4700 Capstone in Political Science and Public Policy (4 semester hours)
This is the capstone course in political science and public policy. Students will demonstrate their cumulative knowledge of public policy by examining and proposing detailed solutions to problems faced by actors in the public and private sectors.
Prerequisite(s): PSC-1050; PSC-2160; PSC-2700.

PSC-4810-9 ST:Reading Seminars in Political Scienc (Variable semester hours)
These are regular courses reflecting faculty research interests. These readings seminars assume proficiency in foundational and intermediate-level subject matter and provide students with the opportunity to analyze a specific political topic in depth. This course designation is repeatable for credit.

PSC-4940 Internship in Political Science and Public Policy (2-4 semester hours)
Students will have the opportunity to gain work experience through a political science and public policy internship. Students will work with a faculty coordinator to identify an organization where they can develop practical skills in public policy. Specific new learning objectives will be set and agreed upon by the student, site coordinator, and faculty member. Permission of the instructor required.
Prerequisite(s): Instructor permission.

Psychology (PSY)

PSY-1100 General Psychology (4 semester hours)
This course addresses the study of psychology as a behavioral science; basic research methods and design, learning, motivation, emotion, perception, development, personality, abnormal behavior, and the social and biological bases of psychology.

PSY-1810-9 Selected Topics in Psychology (Variable semester hours)
This course will address a specific area of study in psychology not already covered by other course offerings. Prerequisites vary by topic.

PSY-2100 Principles of Everyday Behavior (4 semester hours)
This course is designed to provide an introduction to the field of behavior analysis. Everyday behavior will be examined as a part of the natural world, with primary focus on how basic principles of behavior influence everyday behavior of both animals and humans.

PSY-2210 Careers in Psychology (1 semester hours)
This course is designed to help students decide whether a degree in psychology will prepare them for the career they wish to pursue or identify the kinds of careers they could pursue once they obtain a degree in psychology. Topics and issues to be explored include: life as a psychology major; what can you do with a BA in psychology; psychology majors in the workplace; presenting yourself to employers; preparing and applying to graduate school; credentialing and licensure; psychology as a profession; and issues of special interest groups.

PSY-2300 Learning and Motivation (4 semester hours)
This course is an introduction to the topics of learning and memory, with an emphasis on experimental studies that have applications to human behavior. The topics of learning theories will include classical and instrumental learning, reinforcement, generalization, forgetting, and the limits of learning. Additionally, this course will cover factors that motivate humans in terms of their behaviors, desires and aspirations. To fully appreciate human motivation, this course will explore conditions in the person, environment and culture that explain human behavior, goals and thoughts. Applied areas such as addictions, phobias, depression, and eating disorders will also be explored.
Prerequisite(s): PSY-1100.

PSY-2340 Personality (4 semester hours)
A study of the major historical and contemporary theoretical viewpoints advanced to explain human behavior and personality development.
Prerequisite(s): PSY-1100.

PSY-2810-9 Selected Topics in Psychology (Variable semester hours)
This course will address a specific area of study in psychology not already covered by other course offerings. Prerequisites vary by topic.

PSY-3210 Applied Behavior Analysis (4 semester hours)
This course is an introduction to applied behavior analysis (ABA), which is a field dedicated to the application of behavioral principles and procedures. We will cover basic principles such as reinforcement, punishment, stimulus control, extinction, etc. and we will address how these principles relate to common behavioral procedures. In addition, we will cover particular topics such as behavioral medicine, behavioral gerontology, drug and alcohol abuse, classroom management, developmental disabilities, and applications in business and industry.

PSY-3250 Lifespan Development (4 semester hours)
This course explores the cognitive, physical, biological, emotional, moral, and social development of the normal individual from conception through old age and death. Developmental process, issues, and stages will be examined.
Prerequisite(s): PSY-1100.

PSY-3350 Child and Adolescent Development (4 semester hours)
This course introduces the cognitive, physical, emotional, social and sex/gender role development of the normal individual from conception through adolescence. Racial/ethnic variation and vocational development of the adolescent are also explored.
Prerequisite(s): PSY-1100 or EDU-2260 or SPED-3355.

PSY-3360 Adult Development and Aging (4 semester hours)
This course explores the cognitive, physical, biological, emotional, moral and social development of the normal individual from emerging adulthood through old age and death.
Prerequisite(s): PSY-1100.

PSY-3380 Brain and Behavior (4 semester hours)
This course provides a study of the anatomical, biochemical and neurological bases of behavior with particular attention to such phenomena as cognition, emotion, perception, sensation, and behavioral pathologies.
Prerequisite(s): PSY-1100; BIO-1210 or BIO-1310 or HLS-2650 or HLS-2660 or HLS-2670.

PSY-3400 Cognitive Psychology (4 semester hours)
This course is an introduction to the concepts in cognitive psychology, including theories and applications of memory systems, pattern recognition, attention, decision-making, problem solving, language and text comprehension, reasoning and neurocognition.
Prerequisite(s): PSY-1100.

PSY-3410 Career Exploration in Psychology (4 semester hours)
This course is designed to help students identify and prepare for careers once they obtain a degree in psychology. Topics and issues to be explored include: what it means to be a psychology major; what one can do with a BA in psychology; psychology majors in the workplace; preparing and applying to graduate school; credentialing and licensure; and psychology as a profession. The course requires an experiential learning component in the form of an internship, relevant service project, or research with a faculty member.

PSY-3430 Issues in Study of Gender and Sexuality (4 semester hours)
In this course students are introduced to various theoretical and empirical approaches to the understanding of the diversity of sexual and gender expression, including the politics of sexual orientation and gender identity. They explore the biological, psychological, and social aspects of human sexuality and gender and the processes that lead from difference to discrimination and inequality. They learn about the continuously changing relationship between gender/sexuality and various social institutions (e.g., government, family) and elements of culture (e.g., religion, language). Issues of structural, symbolic, and intimate violence related to gender and sexuality, and of its impact on physical and mental health are also discussed. Multicultural and global perspectives constitute the framework for the discussion.
Prerequisite(s): SOC-1100 or PSY-1100.

PSY-3440 Social Psychology (4 semester hours)
This course is only available on the George Williams College campus. This course is a general survey of the field of social psychology. Social psychology focuses on how one's social environment affects his or her thoughts, attitudes and behaviors. A broad range of subjects is sampled, organized into units on social cognition, social influence, attitudes and persuasion, social influence, and social relations.
Prerequisite(s): PSY-1100 or SOC-1100.

PSY-3450 Social Psychology (4 semester hours)
This course is a general survey of the field of social and applied psychology. Although a broad range of subjects is sampled, the primary focus of this course is on individuals and their social environment. Social psychology focuses on how one's social environment affects his or her thoughts, attitudes and behaviors.
Prerequisite(s): PSY-1100.

PSY-3460 Exceptional Individual (4 semester hours)
This course focuses on causes and characteristics of persons evidencing exceptionality. It also includes the psychology of prevention, identification, rehabilitation, and methods of teaching the exceptional individual. Covers major areas of exceptionality, including learning disabilities.
Prerequisite(s): PSY-1100; Highly recommended: PSY-3350.

PSY-3470 Industrial/Organizational Psychology (4 semester hours)
Industrial/Organizational (I/O) psychology applies the science of behavior and social psychology to the work environment. I/O Psychology is a growing area and is one of the most lucrative in the field of psychology. I/O psychology influences every stage of the employment process from recruitment and hiring procedures to performance evaluations and employee satisfaction. A goal of this class is to develop the informed employee by making one aware of strategies and techniques that future employers might use. Other topics include training, leadership, harassment, motivation, and group dynamics in the business setting.
Prerequisite(s): PSY-1100.

PSY-3480 Sport Psychology (4 semester hours)
Sport psychology is a field of study in which the principles of psychology are applied in a sports setting. These principles are often applied to enhance the athletic performance of teams and individuals. It also focuses on the study of personal and social factors responsible for the development of citizenship, sport behavior and personality.

PSY-3500 Statistics in the Behavioral Sciences (4 semester hours)
This course addresses scientific method of inquiry for research in the behavioral sciences. Concepts, methods and designs involved in the statistical evaluation of research data will be discussed. The course will include instruction in SPSS statistical software.
Prerequisite(s): PSY-1100 or SOC-1100; MTH-2100 or MTH-1100 with a grade of "C" or better.

PSY-3520 Research Methods in Psychology (4 semester hours)
This course addresses methods for conducting psychological research. In addition to learning about methodological concepts, students will complete a literature review, design a study, recruit participants, collect data, conduct statistical analyses, and complete an APA style research report. Includes advanced training in SPSS statistical software.
Prerequisite(s): PSY-1100; PSY-3500 with a "C" or better.

PSY-3660 Psychological Disorders (4 semester hours)
This course addresses the causes, symptoms, treatment and prevention of mental disorders in adults (such as depression, anxiety disorders, schizophrenia, and personality disorders); may include discussion of such topics as stigma, diagnostic interviewing, alternatives to traditional classification schemes, and ethical/legal issues in mental health.
Prerequisite(s): PSY-1100.

PSY-3700 Clinical and Counseling Psychology (4 semester hours)
Students learn about the research and theory behind the major schools (e.g., psychodynamic, cognitive, behavioral and humanistic) and modalities (e.g., individual, group and family) of psychotherapy, and begin to develop basic counseling skills through observation, role play, and other exercises. Cultural, ethical, and legal issues in the counseling profession are also emphasized.
Prerequisite(s): Highly Recommended PSY-3660.

PSY-3810-9 Selected Topics in Psychology (Variable semester hours)
This course will address a specific area of study in psychology not already covered by other course offerings. Prerequisites vary by topic.

PSY-3940 Psychology Internship (1-4 semester hours)
An internship is an opportunity for students to apply the theories and knowledge that they learn in the classroom to a real-world setting while learning skills that can help them post-graduation. Internships offer students an opportunity to determine the type of career they want to pursue in the field of psychology. Internships are also great additions to a resume and/or graduate school application. Opportunities include working in a mental health center, a crisis hotline, a community agency, a human resources department of an organization, and a variety of other psychology-related contexts. Students interested in an internship will need to complete an agreement with the participating organization and a member of the psychology faculty who will serve as their faculty advisor. Students are expected to contract 48 hours of work at the organization per one semester hour of psychology credit earned at Aurora University. Students may arrange an internship ranging from one to four semester hours in any given semester, with a maximum of 14 semester hours counting towards graduation. Permission of the instructor required.
Prerequisite(s): PSY-1100, Instructor permission.

Grading Type: Credit/No Credit

PSY-4200 Sensation and Perception (4 semester hours)
This advanced laboratory course examines the mechanisms of our primary senses as well as how our brain interprets stimuli in order to allow us to respond with thoughts, emotions and behaviors. The influence of experience, cultural background, mood, social situations, and physiological factors on our interpretation of sensory stimuli will also be explored. There is a laboratory component with this class.
Prerequisite(s): PSY-3520.

PSY-4500 Behavioral Treatment for Children With Autism Spectrum Disorder (4 semester hours)
This is an advanced undergraduate-level course in applied behavior analysis (ABA). Specifically, this course will address the application of the principles of behavior to common behavioral deficits and excesses of social significance related to autism spectrum disorder (ASD). The primary goal of this course is to prepare students to serve as behavior technicians in clinics that provide early intensive behavioral intervention (EIBI) services to children diagnosed with autism. Behavior technicians are responsible for teaching language, social skills, self-help skills, and academic skills to young children with autism.

PSY-4520 Psychological Assessment (4 semester hours)
This course addresses major concepts of testing: sample populations; random samples; reliability; validity. It includes the nature, administration, scoring, interpretation, and use of representative tests of ability, aptitude, interest, intelligence, and personality.
Prerequisite(s): PSY-1100; PSY-3500.

PSY-4700 Contemporary Issues in Psychology (4 semester hours)
Students select topics from the major areas of contemporary psychology for in-depth study. May cover such areas as mental health, industrial psychology, developmental psychology, personality theory, social psychology, physiological psychology, behavior disorders, learning, motivation, perception, or group dynamics.
Prerequisite(s): PSY-1100; PSY-3520 with a "C" or better; Senior standing.

PSY-4810-9 Selected Topics in Psychology (Variable semester hours)
This course will address a specific area of study in psychology not already covered by other course offerings. Prerequisites vary by topic.

PSY-4940 Psychology Internship (1-4 semester hours)
An internship is an opportunity for students to apply the theories and knowledge that they learn in the classroom to a real-world setting while learning skills that can help them post-graduation. Internships offer students an opportunity to determine the type of career they want to pursue in the field of psychology. Internships are also great additions to a resume and/or graduate school application. Opportunities include working in a mental health center, a crisis hotline, a community agency, a human resources department of an organization, and a variety of other psychology-related contexts. Students interested in an internship will need to complete an agreement with the participating organization and a member of the psychology faculty who will serve as their faculty advisor. Students are expected to contract 48 hours of work at the organization per one semester hour of psychology credit earned at Aurora University. Students may arrange an internship ranging from one to four semester hours in any given semester, with a maximum of 14 semester hours counting towards graduation. Permission of the instructor required.
Prerequisite(s): PSY-1100, Instructor permission.

Grading Type: Credit/No Credit

Recreation (REC)

REC-1760 Leisure and Society (4 semester hours)
This course focuses on the phenomena of leisure, recreation and play and their impact on individuals and society. It traces the historical development of recreation and leisure and the corresponding concepts of time, work, meaning, pleasure, culture, technology, and rapid change. Students are challenged to think critically about the issues related to choices an individual and society make when using "free time" and the resulting benefits and consequences.

REC-1810-9 Selected Topics in Recreation Administration (Variable semester hours)
This course will address a specific area of study in Recreation Administration not already covered by other course offerings. Prerequisites vary by topic.

REC-2220 Recreation Leadership (4 semester hours)
This course focuses on the development of foundational leadership knowledge and skills within the recreation field. Students will learn about various leadership styles, interpersonal and organizational communication, motivational theories, group dynamics, process and technical skills, as well as knowledge of liability and risk management issues.

REC-2250 Therapeutic Recreation for Selected Populations (4 semester hours)
This course will focus on an in-depth study of therapeutic recreation services for individuals with selected types of disabilities. Descriptions of disabilities, prevalence, causes, and social, emotional, and bodily systems affected are included.

REC-2400 Recreation as a Therapeutic Intervention (4 semester hours)
This course will focus on the study of recreation as a therapeutic intervention including the values and foundations of practice, and the inter-relationships between therapeutic recreation, health care and human service professionals in various settings. The course includes information on the historical development of the profession, philosophies and models for treatment, information on various disabilities, current issues and trends, and laws that are pertinent to the therapeutic recreation profession.

REC-2810-9 Selected Topics in Recreation Administration (Variable semester hours)
This course will address a specific area of study in Recreation Administration not already covered by other course offerings. Prerequisites vary by topic.

REC-3330 Recreation Programming (4 semester hours)
This course provides an introduction to programming concepts and theory for delivering recreation and leisure programs. Planning, implementing and evaluating program services are explored. The course also addresses a variety of program formats, including education, competition and special events.
Prerequisite(s): REC-2220.

REC-3335 Therapeutic Recreation Programming (4 semester hours)
This course provides advanced concepts in programming for delivering therapeutic recreation services. Models of service delivery including leisure education, adventure programming, animal assisted therapy, horticulture therapy, sporting competition, summer camps, music and art therapy, and special events will be explored. Course content emphasizes treatment and program planning based on client assessment. Principles, objectives, and standards pertaining to assessment, program planning, documentation and evaluation are presented.
Co/prerequisite(s): REC-2400.

REC-3340 Assessment and Documentation in Therapeutic Recreation (4 semester hours)
Students will study and explore the practice of assessment and documentation in the field of therapeutic recreation. This will also include procedures for writing program plans and selecting interventions.
Co/prerequisite(s): REC-2400.

REC-3400 Outdoor Recreation and Education (4 semester hours)
Students study outdoor education theory and philosophy, and apply their learning by preparing and delivering lessons to visiting students. Topics include introduction to outdoor education curriculum development, teaching techniques and administrative programming practices. Students will participate in developing curricula and activities appropriate for extending academic classroom subjects to the outdoors according to state standards of education.
Prerequisite(s): Junior Standing.

REC-3500 Outdoor Recreation Skills (4 semester hours)
This course provides an experiential opportunity to develop skills in designing, preparing and implementing outdoor adventure-based activities and trips. Topics include: planning, logistics, safety and risk management, equipment and clothing selection and use, group dynamics, health and sanitation, navigation, decision making and problem-solving, meal planning and preparation, the Leave No Trace environmental ethic. Field based activities include: camping, kayaking, and rock climbing. Students must wear a personal flotation device (PED) for all water-based activities.
Additional fee required

REC-3520 Facilitation Techniques in Therapeutic Recreation (4 semester hours)
This course will focus on interventions and facilitation techniques in the provision of therapeutic recreation services for individuals with disabilities. The focus is on identifying and applying the principles of planning, leading, and evaluating therapeutic interventions and techniques used throughout the rehabilitation process. Emphasis is on the skillful application of various processes and techniques to facilitate therapeutic changes in the client and the client's environment.
Prerequisite(s): REC-2250; REC-2400.

REC-3600 Animal Assisted Therapy (4 semester hours)
This course is designed to provide students with foundational knowledge as well as practical application of animal assisted therapeutic interventions as they are utilized with a variety of vulnerable populations and settings. Students will be introduced to standards for practice, practice methods, and research conducted to study the impact of animal assisted therapy on vulnerable populations. Skills for intervention design, implementation and assessment of efficacy will be developed and practiced in this course.
Prerequisite(s): REC-2250 or REC-2400 or SWK-2500 or SPED-2120; Junior standing.

REC-3810-9 Selected Topics in Recreation Administration (Variable semester hours)
This course will address a specific area of study in Recreation Administration not already covered by other course offerings. Prerequisites vary by topic.

REC-4360 Administration of Therapeutic Recreation (4 semester hours)
This capstone course is designed to examine issues of professionalism, marketing, financial accountability, management of volunteers, and trends in therapeutic recreation. This course will also help the student select and secure an internship site and prepare for the CTRS examination.
Prerequisite(s): REC-2400.

REC-4780 Parks and Recreation Leadership Internship (4 semester hours)
Students complete a 193-hour/16-week internship at a professional recreation agency. The agency supervisor, the university internship supervisor, and the student work as a team to develop a comprehensive hands-on learning experience for the student. Internship contract must have approval from both the Outdoor Recreation Internship Coordinator and the Department Chair. Permission of Instructor required.
Prerequisite(s): Senior standing; REC-2220; REC-3330, instructor permission required.

REC-4800 Therapeutic Recreation Internship (12 semester hours)
The therapeutic recreation internship is a 560-hour, 14-week experiential transition from the classroom to a professional setting. During this period the students will apply the knowledge, methods, and leadership techniques that they have learned in academic courses under the direct supervision of a nationally Certified Therapeutic Recreation Specialist (CTRS) professional at an approved site. Permission of the instructor required.
Prerequisite(s): REC-3520; REC-2250; REC-2400; REC-3335; REC-3340; REC-4360; BIO-2650; PSY-1100; PSY-3250; PSY-3660; passing a certified criminal background check; Passing a TB test (cost incurred by student). Permission of instructor required.

REC-4810-9 Selected Topics in Recreation Administration (Variable semester hours)
This course will address a specific area of study in Recreation Administration not already covered by other course offerings. Prerequisites vary by topic.

REC-4980 Senior Seminar in Parks and Recreation Leadership (4 semester hours)
This course will focus on preparing the student for the internship experience and beyond. Topics will include integrating theory with best practices in the field, professional core competencies, ethics, professional organizations, certification, the development of resumes and cover letters, as well as interviewing skills.
Prerequisite(s): Senior Standing.

Religion (REL)

REL-1100 Comparing Scriptures (4 semester hours)
What makes a religious book "sacred" and how do different cultures use written texts to construct belief and practice? This course will compare the Christian Bible, the Qur' an, and at least one other major religious book, such as Confucius' Analects, the Sikh GuruGranth Sahib, or the Hindu Bhagavad Gita. Emphasis is placed on understanding diverse genres of text and analyzing the ways religious communities interpret their scriptures. We will see how sacred scriptures shape traditions, as well as how traditions define and reshape scriptures.

REL-1400 Spirituality Today (4 semester hours)
What changes are taking place in the religious lives of 21st-century individuals and communities? Focusing primarily on the contemporary United States, this course examines forms of spiritual expression and practice that have emerged amidst a decline in traditional religious institutions. Students will question whether the "spiritual" and "religious" are in fact distinct categories and investigate the extent of current trends toward "secularization." Emphasis is placed on interpreting spiritual experience and group identity in its social context. How do religious and nonreligious people tell their stories, and how does our society shape the ideas and expectations of both?

REL-1810-9 Selected Topics in Religion (Variable semester hours)
This course will address a specific area of study in Religion not already covered by other course offerings. Prerequisites vary by topic.

REL-2060 Exploring Religion (4 semester hours)
What is "religion" and how should it be studied? This course introduces classification, interpretation, and explanation in the study of religion. Students will compare examples from a wide range of cultural traditions in order to understand the diversity of the world's religions and to apply methods drawn from the social sciences and contemporary critical theories. Emphasis is placed both on the content of religious belief and practice and the social and political construction of religious identities. Students develop tools for understanding how elements of religion operate in culture.

REL-2760 Religion in America (4 semester hours)
How has religion shaped the history of the United States and been reshaped by the course of that history? This course focuses on key moments in the history of American religions in order to understand the social and political dynamics that created the religiously diverse public sphere we live in today. Topics may include the internal diversity of American Christian churches; the impact of religious ideas on movements for social and economic reform, especially the abolition of slavery; the evolution of ideas and practices of religious liberty, including the role of the Supreme Court; political engagement of religious communities on both the Left and the Right; moments of conflict between religion and science; and encounters between Christians and non-Christians in North American history.

REL-2810-9 Selected Topics in Religion (Variable semester hours)
This course will address a specific area of study in Religion not already covered by other course offerings. Prerequisites vary by topic.

REL-3350 Jesus: Faith, Identity, and Power (4 semester hours)
Jesus as a historical person and an object of faith has been a major force in shaping world history. This course looks at ways that races, ethnicities, and religious communities encounter and engage one another in interpretations of Jesus - as a divine being, a symbol of goodness, or a moral and ethical example. We will examine early Christian sources for faith in Jesus and look closely at other sources (artistic, philosophical, historical, political) that make arguments about who Jesus was and what the figure of Jesus means. Emphasis will be placed on understanding the how interpretations of Jesus uphold or resist normative systems of power. We will see how Jesus has been mobilized.

REL-3400 Vocation, Purpose and Community: Calling All Faiths! (4 semester hours)
How does a religious worldview shape the direction a human life takes? How are decisions about what career to pursue or how to engage in the community influenced by the ancient sources of the world's religious traditions? How do individuals negotiate religious identities while living in our contemporary multi-faith society? This course explores the ways different religious traditions have thought about calling, or vocation, and how values shape the decisions that make a life. We will focus particularly on narratives of vocation told by individuals who connected their motivation to work toward some good in the world with the principles and stories that make up their religious worldview. Students will also have opportunities to reflect on their own goals and sense of purpose in light of the multiple faith-journeys under consideration.

REL-3800 Religion and Politics in World History (4 semester hours)
How have religions exercised political power to shape the history of human societies? This course takes a comparative approach to a major historical problem, examining case studies from the history of Christianity alongside cases from the histories of Islam, Confucianism, Hinduism, or another of the world's religions. Students will study major religious documents as well as primary sources for understanding political and legal contexts. Emphasis is placed on understanding how religious ideas shaped historical conflicts and how these conflicts reshaped the history of the religions themselves.
Prerequisite(s): One prior college-level history or religion course.

REL-3810-9 Selected Topics in Religion (Variable semester hours)
This course will address a specific area of study in Religion not already covered by other course offerings. Prerequisites vary by topic.

REL-4810-9 Selected Topics in Religion (Variable semester hours)
This course will address a specific area of study in Religion not already covered by other course offerings. Prerequisites vary by topic.

Social Work (SWK)

SWK-1810-9 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-2000F BSW Field Orientation (0 semester hours)

SWK-2050 Drugs and Human Behavior: Substance Abuse Evaluation and Treatment (4 semester hours)
This course provides an overview of the history of both the use and abuse of a range of psychoactive drugs based upon current research. Various mood altering substances as well as theories used to explain drug use and addiction are examined. This course emphasizes the physical, emotional, and psychological dimensions of addiction, the impact of substance abuse on the individual, the family, and the community, and the controversies regarding national and international drug policies.

SWK-2150 Violence in America (4 semester hours)
This course provides an overview of the various aspects of violence in American society. The course places violence in a historical context and emphasizes the causes and possible solutions. Violence related to family violence, including child abuse and spousal battering, police brutality, gun violence and gun control, media violence, school violence, workplace violence, youth and gang violence, drug violence, hate crimes, murder and capital punishment are addressed. Differential causes and impact of violence related to culture, race, gender, and age are examined. This course emphasizes the role of social workers when intervening with victims of violence.

SWK-2500 Survey of Contemporary Social Work (4 semester hours)
This course provides an overview and historical perspective of the social work profession, discussion of social work values, knowledge and skills. The course is an introduction to generalist social work practice, human diversity within the social work profession and fields of practice. It will include discussion of relevant issues facing social workers today. Students will prepare for the social work field with professional skill-building focused on professional identity, communication skills and professional goal setting.

SWK-2810-9 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-3140 Social Work with Groups (4 semester hours)
This course provides an overview of group work theory, including group development, leadership, group formation, group process, group roles, communication, non-verbal behavior and ethics. Development of group leadership skills, as well as group dynamics are taught through the use of experiential group activities. This course requires a watermark subscription fee. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; SOC-1100.

Co/prerequisite(s): SWK-2500.

SWK-3150 Social Welfare: Institutions and Policy (4 semester hours)
This course addresses social welfare and community services as social institutions (societal response to social problems): values, motivations, and methods by which institutions are developed, issues and social policies affecting programs and services, including analysis of policy-making process. Open to social work majors only.
Prerequisite(s): Social Work Majors Only.

Co/prerequisite(s): SWK-2500.

SWK-3210 Human Behavior in the Social Environment I: Infancy to Adolescence (4 semester hours)
This course, based in an ecological systems perspective, follows human development from infancy to adolescence in the context of family and larger environments. The course includes research-based knowledge about physical, social-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; PSY-1100.

Co/prerequisite(s): SWK-2500.

SWK-3400 Human Behavior in the Social Environment II: Adult Lifespan (4 semester hours)
This course is designed to provide the student with an understanding of the normal processes of physical, emotional, and socio-cultural development from young adulthood through old age. This course also incorporates systems theory in looking at individual and systems of all sizes. Open to social work majors only.
Prerequisite(s): Social Work majors only; PSY-1100.

Co/prerequisite(s): SWK-2500.

SWK-3600 Animal Assisted Therapy (4 semester hours)
This course is designed to provide students with foundational knowledge as well as practical application of animal assisted therapeutic interventions as they are utilized with a variety of vulnerable populations and settings. Students will be introduced to standards for practice, practice methods, and research conducted to study the impact of animal assisted therapy on vulnerable populations. Skills for intervention design, implementation and assessment of efficacy will be developed and practiced in this course.
Prerequisite(s): REC-2250 or REC-2400 or SWK-2500 or SPED-2120; Junior Standing.

SWK-3750 Addictions Counseling I (4 semester hours)
This course will cover basic information regarding alcohol use as a substance and its psychological and physiological impact. Roles and dynamics are examined in families where alcohol and drug use is problematic. Intervention strategies and the range of techniques used to address substance use are covered. State rules and regulations in the treatment of populations impacted by substance use are discussed. Community resources for the addicted population are reviewed. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; SWK-2050; SWK-2500.

SWK-3760 Effects of Trauma on Children (4 semester hours)
This course will focus on children and adolescents who have been exposed to significant trauma and/or loss. Child trauma theory, impact of trauma and loss, and assessment of traumatized children will be explored. Factors such as the therapeutic relationship, working with caregivers, self-care for social workers and the critical need for supervision will be examined. Skills will be developed to directly treat children of trauma to assist with the management of their symptoms, healing from trauma/loss memories and increasing coping skills to prepare for future challenges. Open to social work majors only.
Prerequisite(s): Social Work Majors Only.

SWK-3810-9 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-4010 Social Work with Communities and Organizations (4 semester hours)
This course explores basic concepts and principles of community organization and organizational theory, including social structures and processes, social change, social control, social stratification and socialization through community organizations and institutions. The course emphasizes community and organizational assessment and intervention, ethics and the roles of the social worker in working within an organizational context and within a community. Open to social work majors only.
Prerequisite(s): SOC-1100; SWK-2500; SWK-3150; Social Work Majors Only.

SWK-4110 Social Work Practice With Individuals (4 semester hours)
This course develops and builds on skills, knowledge, values and ethics of the social work profession while working with individuals. The course emphasizes developing practice competence by studying the principles of the helping process and applying systems theory; the ecological and strengths perspectives; and problem solving methods of working with individuals. The engagement, assessment, intervention, and evaluation phases of social work with individuals are addressed in this course. Practice issues prompted from the field experiences are an integral part of the course. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; SWK-3210; SWK-3400; SWK-3140; SWK-3150.

Co/prerequisite(s): SWK-4210.

SWK-4120 Integrative Seminar in Social Work (4 semester hours)
This course further facilitates the student's integration of classroom and field learning. It emphasizes improved demonstration of the social work professional role(s) and the overall development of practice competence as well as the middle and the ending phases of intervention with families, individuals, groups and communities. A continued focus on ethical considerations; theory and skill development, the development of the student's own practice theory are addressed. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; SWK-4110.

Co/prerequisite(s): SWK-4220.

SWK-4140 Social Work Practice With Families (4 semester hours)
This course develops and builds on skills, knowledge, values and ethics of the social work profession while working with family systems. The course prioritizes developing competence by examining theories of family development, ethical priorities, cultural factors, and evidence based practices in providing social work services to family systems. An emphasis is placed on students learning skills in engagement, assessment, intervention, and evaluation of practice with families. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; SWK-3210; SWK-3400; SWK-3140; SWK-3150.

Corequisite(s): SWK-4220.

SWK-4200 Research Methods in Social Work (4 semester hours)
This course provides students with research knowledge and skills essential to the beginning professional worker for research informed practice and practice informed research. Research practices of gathering relevant data, describing, monitoring, and accounting for one's own practice and participating in research are the principle content of this course. Statistical literacy is developed through instruction of standard statistical analysis. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; SWK-3400.

SWK-4210 Field Instruction I (4 semester hours)
This course is taken in conjunction with SWK-4110; approximately 225 clock hours at a social service organization each semester, resulting in a cumulative minimum of 450 field hours over the field course series. Learning experiences in the field setting are under the supervision of an approved field instructor. Field instruction in the classroom and at the site will reinforce conceptualization of the social work core competencies. Experiences include direct work with individuals, groups, families and communities, as well as participation in staff activities. Students will attend weekly class meetings focused on professional development and skill building. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; SWK-2500; SWK-3140; SWK-3150.

Co/prerequisite(s): SWK-4110.

Grading Type: Credit/No Credit
Additional fee required

SWK-4220 Field Instruction II (4 semester hours)
This course is taken in conjunction with SWK-4140; the remainder of field hours to fulfill the 450 hours minimum. Learning experiences in the field setting are under the supervision of an approved field instructor. Field instruction in the classroom and at the site will reinforce conceptualization of the social work core competencies. Experiences include direct work with individuals, groups, families and communities, as well as participation in staff activities. Students will attend weekly class meetings focused on professional development and skill building. Open to social work majors only.
Prerequisite(s): Social Work Majors Only; SWK-4210.

Co/prerequisite(s): SWK-4140.

Grading Type: Credit/No Credit
Additional fee required

SWK-4260 Field Instruction Addictions Certification I (4 semester hours)
This course is designed for students who have not yet earned an undergraduate degree, and are in the undergraduate level program pursuing an addictions certification as a standalone certification. This field course is designed to integrate the professional experiences of students who have/or will practice in an agency providing substance use services 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.

SWK-4270 Field Instruction Addiction Certification II (4 semester hours)
This course is designed for students who have not yet earned an undergraduate degree, and are in the undergraduate level program pursuing an addictions certification as a standalone certification who have completed one section of field instruction (SWK xxxa). This field course is designed to advance the professional experiences of students who have, or will practice in an agency providing substance use services with the unique knowledge and skills required by this setting. Students, in conjunction with the School of Social Work and their field instructor(s), continue to integrate theoretical and conceptual knowledge in working with populations impacted by substance use through an integrated learning experience that allows them to transfer skills developed in other settings to the addictions field. Completion of this course provides advancements towards students' eligibility to apply for the Certified Alcohol and Drug Counselor (CADC) certification through the Illinois Certification Board (ICB).
Prerequisite(s): SWK-4260.

SWK-4700 Addictions Counseling II (4 semester hours)
This is the second course designed to specifically address treatment approaches utilized while working with the populations impacted by substance use. In this course, students will continue building their expertise of addictions treatment by studying specific treatment approaches found to have had positive outcomes with the addicted populations. Open to social work majors only.
Prerequisite(s): Social Work majors only; SWK-2050; SWK-3750.

Co/prerequisite(s): SWK-4210.

SWK-4710 Expressive Therapies for Children (4 semester hours)
This course is designed to explore the expressive therapies, such as art, clay, dance, drama, music, sand and writing. Through the creative therapies, social workers will become self-aware of the use of imagination, mind, body and emotions. Students will understand the effect of expressive therapy on children from diverse populations with diverse needs. Assessment and intervention of such treatments will be examined. The intermodal treatments will allow the social work student to alter their approach based on the client's needs, or through using multiple forms of expression with the same client to aid with deeper exploration. Open to social work majors only.
Prerequisite(s): Social Work Majors Only.

SWK-4720 Social Work With Vulnerable Children and Families (4 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 misuses and intimate personal violence. Current and historical policies will be explored, along with evidence based approaches to serving these populations. Open to social work majors only.
Prerequisite(s): Social Work Majors Only.

SWK-4725 Child Welfare Services (4 semester hours)
This course is designed to present an overview of policy and practice issues in the field of child welfare from a historical, theoretical, political and practice perspective. Emphasis is placed on the role and function of the child welfare worker in each content area presented. Child welfare services are components of a network or continuum of services designed to provide services to children and their families for a variety of child-related issues. The course will provide a conceptual framework of child welfare as an area of study in the field of social work and will describe the various agencies and services that make up the child welfare field of study. Additional work in the critical analysis related to decision making in the child welfare field will be provided. This course builds upon the social work foundation core course work in social welfare policy and human development. Open to social work majors only.
Prerequisite(s): Social Work Majors Only.

SWK-4810-9 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.

Sociology (SOC)

SOC-1100 Introduction to Society (4 semester hours)
This course provides an introduction to the systematic study of human society. Students learn about the process of the construction of social life and culture by individuals and groups, and students learn about the role society and culture play in shaping the life of individuals. Students develop their own sociological imagination and sociological mindfulness and learn how to apply the new skills to the interpretation of social reality and their own experience. Students are introduced to the major social institutions and the basic processes of human interaction to be better prepared to play the role of agents of social change.

SOC-1200 Introduction to Latino Cultural Studies (4 semester hours)
This introductory course will explore the effects of migration, urbanization and acculturation on the Latino population in the United States. Special attention will be paid to diversity of Latino groups in the U.S. along with exploration of Latinos in Chicago and surrounding suburban communities. This course will be taught in English.

SOC-1810-9 Selected Topics in Sociology (Variable semester hours)
This course will address a specific area of study in Sociology not already covered by other course offerings. Prerequisites vary by topic.

SOC-2150 Cultural Anthropology (4 semester hours)
This course focuses on culture defined as a key aspect of human adaptability to the natural and social environment. Students learn about the influences on and processes of culture change, and develop an appreciation of the negative impact of essentialist approaches to culture. They study human biological and cultural characteristics, including language, values, norms, customs and institutions that make up diverse ways of life. A cross-societal analysis of cultures helps students develop acceptance and respect for cultures other than their own. Students are encouraged to develop cultural self-awareness and self-reflection, and create new ways of understanding of their own culture within the context of the emerging global culture.

SOC-2250 Social Inequalities (4 semester hours)
All societies are characterized by the unequal distribution of income, wealth, mobility, power, prestige, etc. This course introduces students to various patterns of social inequalities, and to factors that shape such inequalities over time. Students learn about the ways in which different forms of social inequalities influence individual and group life. Efforts undertaken by various social agents to reduce the existing gaps between various categories of people, both in the developed and the developing societies, are also discussed.

SOC-2810-9 Selected Topics in Sociology (Variable semester hours)
This course will address a specific area of study in Sociology not already covered by other course offerings. Prerequisites vary by topic.

SOC-2940 Community Internship (2-4 semester hours)
Students are individually placed with community organizations and agencies where they work and acquire professional experience. The internship is recommended for students in their junior or senior year. The internship gives students an opportunity to learn the daily operation of community institutions and to develop skills they need to work in culturally diverse contexts. At the same time, students apply their sociological imagination and mindfulness developed in the classroom, as well as their knowledge of sociological theories to the interpretation of the directly observed and experienced aspects of social life.

SOC-3200 Social Problems and Social Action (4 semester hours)
This course provides a comprehensive introduction to important social and political problems and policies from a cross-societal perspective. The fundamental questions ask about the origins of social problems and policies that are developed to solve them. The course focuses on the social construction of social problems, and on the role played by the power elites, social experts, media and social movements in the process of that construction. The strengths and weaknesses of governmental programs and regulations and of market-based solutions of these problems also are discussed. The role of volunteerism and philanthropy is analyzed, and so are the unanticipated consequences of politically motivated reforms.

SOC-3350 Race, Ethnicity, and Culture (4 semester hours)
Why is it that even today discussions concerning ethnic diversity, race, color and the Constitutional promise and actual practice of equal opportunity continue to evoke uneasiness and personal discomfort? This is an interesting question since our cultural context and national identity are often admired as symbols of liberty. Whether we seek employment in education, business, or social services, we need to be aware of the factors that shape the unique experiences of diverse groups. To expand this awareness, the course analyzes how differences in ethnicity, skin color and other indicators of group membership impact vulnerability and opportunity for diverse groups. The legal and moral questions related to the responses by the mainstream population to racial and cultural minority groups, including the new immigrants are also examined. Stereotypes, prejudices, and discrimination of a wide range of social categories, and the role they play in shaping of the structures of power are also analyzed.

SOC-3430 Issues in the Study of Gender and Sexuality (4 semester hours)
In this course students are introduced to various theoretical and empirical approaches to the understanding of the diversity of sexual and gender expression, including the politics of sexual orientation and gender identity. They explore the biological, psychological, and social aspects of human sexuality and gender and the processes that lead from difference to discrimination and inequality. They learn about the continuously changing relationship between gender/sexuality and various social institutions (e.g., government, family) and elements of culture (e.g., religion, language). Issues of structural, symbolic, and intimate violence related to gender and sexuality, and of its impact on physical and mental health are also discussed. Multicultural and global perspectives constitute the framework for the discussion.
Prerequisite(s): SOC-1100 or PSY-1100.

SOC-3480 Globalization and Social Change (4 semester hours)
This course focuses on the trends in economic, political, social, and cultural globalization, hybridization, fragmentation, and on selected local/community phenomena related to those macro/global changes that occur in our times. Elements of world-systems theory and the theory of culture change, theories of social stratification, of the origin and perpetuation of inequalities in society and in the world, in combination with other current approaches to the explanation of human experience both on the macro and micro levels, will be explored. Questions related to ethics, human rights, individualization, consumerism, politics, and to growing awareness of the ambivalence of human experience will be debated.

SOC-3510 Human Rights and Responsibilities (4 semester hours)
Why is our world continuously on fire? What factors contribute to the intra- and intergroup conflicts? To address these questions, this course takes a historical and a cross cultural approach to the study of the socio-political and economic factors that shape violence, aggression and trauma. The first part of the course introduces students to the emergence of human rights in the 20th century. Next, selected examples of economic, social and cultural victimization, wars, genocidal and terrorist actions are explored to understand how violence varies across contexts. The resulting health challenges, such as malnutrition, HIV/AIDS, trafficking of humans and human organs are also addressed. Finally, issues of nonviolent social change, peaceful conflict resolution, and possibilities for a "new world order" are also explored.
Prerequisite(s): SOC-1100.

SOC-3570 Politics of Intimate Relations (4 semester hours)
This course applies a historical, comparative, and global approach to the study of social and political forces that shape patterns of mate selection, dating, intimate relationships, power relations, conflicts, and violence among members of intimate relationships and of the dissolution of such relations with all its consequences. The issues related to parent-child dynamic and the problems that emerge in single-parent, multi-generational, transitional, same-sex or blended families are also taken into consideration. The issues of individual and population aging are contextualized by broader interpersonal, familial, social, and political perspectives. The role of contemporary media representation of intimate relations and their challenges is included in the analysis.
Prerequisite(s): SOC-1100.

SOC-3580 Environmental Justice and Advocacy (4 semester hours)
The course introduces students to the relationship between human societies and the larger natural environment of which they are a part. Environmental justice is one of the most important and active sites of environmental scholarship and activism both locally and globally. As a social movement, environmental justice seeks fair treatment of all people regardless of race, ethnicity, gender, economic status, national origin, and education level with respect to environment politics, policies, and their implementation. In this course, students examine issues of human rights and ecological health in the contemporary world and they review programs that have been developed to address selected health conditions, such as childhood asthma reduction, lead poisoning prevention, waste recycling, clean-up and restoration of contaminated sites, sustainable/organic agriculture, clean energy programs and cancer and health disparities research.

SOC-3600 Research Methods (4 semester hours)
This course provides an overview of the methods used to devise, design and perform social science research. Following a brief overview of the nature and philosophy of science, qualitative, quantitative, and mixed methods approaches are explored, as students generate their own social science research questions, and create appropriate research designs. The course also includes instruction in the SPSS statistical package.
Prerequisite(s): SOC-1100 or CRJ-1010; MTH-1100.

SOC-3700 Politics of Global Health and Medicine (4 semester hours)
The course addresses the question of how social and political factors, such as race, nationality, or social class, as well as governmental laws, regulations, and politics shape and are shaped by individual and population health and well-being around the world. Among other questions, students discuss the impact of structural violence of social inequalities on human suffering and on the access to health care and medical care, including access to medications. The ethicality of medical research is also included in that discussion. Assigned readings and discussions address 1) the determinants of disease and health inequalities between populations and over time; 2) how social and political factors influence medical knowledge, health care, and medical care; and 3) what must be done to combat and prevent health inequalities in local, national, and global contexts.
Prerequisite(s): SOC-1100 or SOC-2150. Highly recommended: SOC-3480 or BIO-3540.

SOC-3810-9 Selected Topics in Sociology (Variable semester hours)
This course will address a specific area of study in Sociology not already covered by other course offerings. Prerequisites vary by topic.

SOC-3940 Sociology Internship (2-4 semester hours)
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. Regular tuition is charged, and additional fees may apply.
Grading Type: Credit/No Credit

SOC-4310 Seminar in Sociological Theory and Practice I (4 semester hours)
The course is an invitation to sociological theory and practice. Students examine prevailing sociological perspectives and their relation to researchable questions. Readings from classical sociological theorists on selected topics build the foundations for students' individual research. Examples of the past conceptualizations of specific social and cultural issues broaden students' perspective of sociology as a discipline. Students explore research methodology including sampling and questionnaire construction. They select a research topic and conduct a review of relevant sociological literature. They also prepare the tools necessary for the empirical part of their research and submit the IRB forms for approval.
Prerequisite(s): SOC-1100; 2 additional Sociology courses at the 3000 level

Co/prerequisite(s): SOC-3500/PSY-3500 or SOC-3600/CRJ-3610.

SOC-4320 Seminar in Sociological Theory and Practice II (4 semester hours)
The course is a continuation of that examination of prevailing sociological perspectives and their relation to researchable questions. Readings from contemporary, most modern, and the most current sociological theorists on selected topics further expand the foundations for students' individual research. Examples of the most recent conceptualizations of specific social and cultural issues broaden students' perspective of sociology as a discipline. Students conduct their research project initiated during the course of SOC-4310, collect data, analyze and interpret them using the SSPS, and write the final paper.
Prerequisite(s): SOC-4310.

SOC-4810-9 Selected Topics in Sociology (Variable semester hours)
This course will address a specific area of study in Sociology not already covered by other course offerings. Prerequisites vary by topic.

SOC-4940 Community Internship (2-4 semester hours)
Students are individually placed with community organizations and agencies where they work and acquire professional experience. The internship is recommended for students in their junior or senior year. The internship gives students an opportunity to learn the daily operation of community institutions and to develop skills they need to work in culturally diverse contexts. At the same time, students apply their sociological imagination and mindfulness developed in the classroom as well as their knowledge of sociological theories to the interpretation of the directly observed and experienced aspects of social life. Permission of the instructor required.
Prerequisite(s): Instructor permission.

Grading Type: Credit/No Credit

SOC-4980 Independent Study in Sociology (0.5-17 semester hours)
Descriptions of independent studies are contained in the petition by which the learning experience was approved. Prior to registration, students must file the Independent Study Petition. This petition requires the signature/approval of the Instructor, Department Chair, and Academic Dean. Regular tuition is charged. In most cases, Independent Study should be within the field of the student's major and should be something that cannot be pursued through established courses. These are pursued on campus under the direct supervision of an Aurora University faculty member. Regular tuition is charged, and additional fees may apply.

Spanish (SPN)

SPN-1120 Elementary Spanish I (4 semester hours)
Please note that SPN-1120 and SPN-1220, the elementary level courses, are designed for students who have no or very little experience with the Spanish language. The fundamentals of Spanish grammar will be taught with an emphasis on the active use of the language. Students will begin to develop their Spanish vocabularies and to read simple Spanish texts as well as learn cultural components of various Spanish-speaking countries.

SPN-1220 Elementary Spanish II (4 semester hours)
Please note that SPN-1120 and SPN-1220, the elementary level courses, are designed for students who have no or very little experience with the Spanish language. This course is a continuation of SPN-1120 in which students will begin to build and refine their Spanish language skills as they increase their understanding of Spanish grammar, vocabulary and cultural knowledge.
Prerequisite(s): SPN-1120.

SPN-2200 Intermediate Spanish I (4 semester hours)
Please note that SPN-2200 and SPN-2300, the intermediate level courses, are designed for students who have had successful past experiences with the Spanish language. Frequently students who begin to study Spanish at AU in the SPN-2200 course have Advanced Placement or CLEP credit. Advanced Placement or CLEP credit must be earned before enrolling in a Spanish course at AU. This course focuses on Spanish language acquisition by emphasizing the three modes of communication (interpretive, interpersonal and presentational). Oral proficiency, as well as cultural awareness and knowledge are also emphasized. Spanish grammar, vocabulary, and cultural knowledge will be refined in this course. SPN-2200 is designed for students who have past experience in Spanish, such as Advanced Placement or CLEP credit. Consent of department required.
Prerequisite(s): SPN-1220, consent of department.

SPN-2300 Intermediate Spanish II (4 semester hours)
Please note that SPN-2200 and SPN-2300, the intermediate level courses, are designed for students who have had successful past experiences with the Spanish language. Frequently students who begin to study Spanish at AU in the SPN-2200 course have Advanced Placement or CLEP credit. Advanced Placement or CLEP credit must be earned before enrolling in a Spanish course at AU. This course is a continuation of SPN-2200, and will emphasize and require students to refine their Spanish skills and communicative proficiency in preparation for subsequent required upper-level Spanish coursework. Advanced grammar and vocabulary as well as oral proficiency and cultural awareness and knowledge continue to be emphasized in SPN-2300.
Prerequisite(s): SPN-2200.

SPN-2880 Travel Study in Spanish (0.5-17 semester hours)
This course incorporates short-term overnight travel to expose students to new ways of thinking, living, and viewing the world via a culturally-immersive, high-impact experience. The course fosters cross-cultural communication, international knowledge, adaptability, and resilience in an increasingly global economy. Regular tuition is charged, and additional fees may apply.
Prerequisite(s): SPN-3200.

SPN-3200 Advanced Spanish: Conversation and Phonetics (4 semester hours)
This course focuses on increasing students' prescriptive oral proficiency through intensive conversation practice as well as on the linguistic elements of the Spanish language system. Students will complete exercises that will demonstrate understanding of Spanish speech patterns via written and spoken assignments. This course will be taught in Spanish.
Prerequisite(s): SPN-2300.

SPN-3300 Spanish Translation (4 semester hours)
Students will practice translating documents from English into Spanish and Spanish into English as the documents require. The goals of this course are for students to apply the correct grammatical conventions of the English and Spanish languages.
Prerequisite(s): SPN-2300.

SPN-3450 Conversation and Culture Through Spanish Language Films (4 semester hours)
This course utilizes Spanish language films to enable students to make cultural comparisons and demonstrate their understanding of the interrelatedness of the perspectives, products and practices of various Spanish-speaking cultures while engaging in interpretive, interpersonal and presentational communication activities.
Prerequisite(s): SPN-2300.

SPN-3500 Advanced Spanish Literature (4 semester hours)
This course will focus on Spanish literature, allowing students to demonstrate their understanding of texts on literary and cultural themes through reading, discussion and research while acquiring advanced level vocabulary and grammatical structures through context. All activities will be conducted in Spanish.
Prerequisite(s): SPN-2300.

SPN-3600 Latin American Civilization and Culture (4 semester hours)
This course will explore the history and current cultural components of Latin American countries, with special emphasis on the products, practices and perspectives of various Spanish-speaking cultures and in making comparisons between these cultures and students' native cultures. This course will be taught in Spanish.
Prerequisite(s): SPN-2300.

SPN-3650 Language and Community Immersion (4 semester hours)
This course will feature volunteer opportunities in organizations within Aurora's Spanish-speaking community requiring students' oral and written Spanish communication. Teacher licensure students will also have the opportunity to practice their Spanish teaching skills within the University community, offering Spanish lessons to University faculty and staff. Classroom portion will focus on intensive advanced level oral communication through discussions about the politics, history and culture of the Spanish-speaking world.
Prerequisite(s): SPN-2300.

SPN-3800 Advanced Grammar and Composition in Spanish (4 semester hours)
This course focuses on mastery of advanced Spanish grammar and written proficiency. Basic structural differences between Spanish and English will be emphasized. This course will be taught in Spanish, although English will also be used to provide specific examples when comparing structures.
Prerequisite(s): SPN-2300.

SPN-3880 Travel Study in Spanish (0.5-17 semester hours)
This course incorporates short-term overnight travel to expose students to new ways of thinking, living, and viewing the world via a culturally-immersive, high-impact experience. The course fosters cross-cultural communication, international knowledge, adaptability, and resilience in an increasingly global economy. Regular tuition is charged, and additional fees may apply.

SPN-4880 Travel Study in Spanish (0.5-17 semester hours)
This course incorporates short-term overnight travel to expose students to new ways of thinking, living, and viewing the world via a culturally-immersive, high-impact experience. The course fosters cross-cultural communication, international knowledge, adaptability, and resilience in an increasingly global economy. Regular tuition is charged, and additional fees may apply.

SPN-4990 Spanish Capstone Seminar (4 semester hours)
This is a capstone course in which the students demonstrate the acquisition of the second language, the knowledge of how the process occurred, the different perspectives concerning bilingualism, and the abilities to research and create in Spanish.
Prerequisite(s): SPN-2300.

Special Education (SPED)

SPED-1810-9 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-2120 Characteristics and Identification of Disabilities and the Law (4 semester hours)
The focus of this course will be on the defining characteristics of disability classifications in common use in the schools (learning disabilities, cognitive issues, such as intellectual disabilities and traumatic brain injury, autism, emotional disorders, and physical disabilities/other health impaired), including discussion of subtypes within disability groupings that have been suggested by research, educational, or clinical practice. Definition of exceptionality and incidence rates and how they vary by state or urban/ suburban/rural area will be considered. Moreover, candidates will be introduced to teaching interventions relevant to student needs in each area; these methods of instruction are for cross-categorical special education environments. Historical perspective will be given regarding major national education laws, including IDEA and the most recent reauthorization. Discussion will center on how these laws have been interpreted and how this impacts the service provision in the schools, both for students who receive accommodations (504 Plans) and for those who receive services from a variety of school professionals. The special education referral process will be studied, delineating how and when either a 504 Plan or an Individual Education Plan might be established. Also, state-level legislation that has influenced identification and placement will also be discussed. Ethical and legal issues related to issues such as confidentiality or the reporting of suspected abuse will also be considered. Includes 15 hours of observation centering on the legal aspects of the special education process.
Prerequisite(s): Must pass an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB Test.

SPED-2300 Introduction to Autism Studies (4 semester hours)
Students will develop an understanding of the characteristics of students and adults with autism spectrum disorders (ASD). A brief history of autism, and related disorders, will precede current research on the etiology and psychological theories of ASDs causality. Participants will gain an understanding of the systems and institutions involved in the diagnosis, treatment, and case management of students and adults with autism spectrum disorders as well as preview the use of a variety of education and treatment methods. Emphasis will be placed on early identification of autism and treatment of school-aged children through transition and into adulthood. This course will provide a thorough grounding in the characteristics of autism spectrum disorder and introduce the learner to strategies and practices that serve individuals with ASD and their families.

SPED-2350 Social Implications for Individuals With Autism (4 semester hours)
This course will provide a historical trace of autism in society and focus on the social implications for individuals with autism as well as explore various needs, challenges, strengths, and supports as they relate to social relations. Specific attention will be given to the development of interpersonal skills that range from fundamental social manners and etiquette to family dynamics, friendships, professional relationships, dating, and marriage. Gender and sexuality as they relate to individuals with autism will also be considered. This course will partner with the Pathways Program and offer experiential learning and opportunities to apply the skills gained in this program.

SPED-2810-9 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-3100 Cultural and Media Representation of Autism (4 semester hours)
Over the past several decades, there has been a growing awareness of autism, which has led to an increase in both fictional and non-fictional representations in books, television, movies, and other media formats. This course provides an opportunity for critical thinking about the representation of autism in media as it has evolved over time. Themes to consider will include gender, race, culture, socioeconomic status, and sexuality. In addition, the overrepresentation of savants and autism "heroes" will be contemplated. Students will be asked to read and watch a variety of examples of autism representation through an analytical lens. Students will consider and evaluate the implications of stereotypes and archetypes related to autism and how those contribute to the societal discourse surrounding the disability.
Prerequisite(s): SPED-2300.

SPED-3150 Therapeutic and Service Models and Modalities for Autism (4 semester hours)
This course investigates various models and modalities of treatment for autism spectrum disorder including the philosophies and methodologies in which they are rooted. Students will explore the meaning of "evidence based" and how this terminology may impact access to certain treatments. Common and evidenced-based treatment models will be introduced in addition to alternative, novel, and emerging therapeutic practices. Treatment models and modalities will focus on those that address the needs associated with health (physical and mental), behavior, communication, social, and sensory for individuals on the spectrum. A focus on critical and compassionate collaboration and communication regarding therapeutic options will be emphasized.
Prerequisite(s): SPED-2300.

SPED-3300 Navigating the Bureaucracies Associated with Autism (4 semester hours)
Throughout their lifetime, individuals with autism, along with their families, caregivers, and service providers, will take part in and be affected by bureaucratic systems. Students in this class will become familiar with many of those systems including legal, education, private and public service providers, insurance, as well as state and federal funding systems that impact an individual with autism. Students will be asked to think critically about how socioeconomic situations may complicate the bureaucratic systems and lead to inequities in services and supports. Educational and legal advocacy for individuals on the spectrum will be examined.
Prerequisite(s): SPED-2300.

SPED-3355 Educational Research in Special Education Through a Cognitive Development Lens (4 semester hours)
Candidates will be introduced to educational research paradigms, including basic qualitative and quantitative methodology and how primary research should be evaluated. The purpose of quantitative statistics and single subject design will be included. Candidates will generate a survey of the literature in some area related to cognitive development or motivational theory as it relates to special education. To facilitate the candidates' ability to distinguish between difference or delays for students in special education, an overview of typical cognitive development for the K-12 years will be undertaken. Additionally, contrasts will be drawn between the impact on various types of cognitive processing strengths and weaknesses, such as auditory or other sensory processing, memory, concept formation, and problem solving. Discussion will focus on how these issues might impact students with learning disabilities, behavior disorders, intellectual disability, and acquired disorders (traumatic brain injury). Research examples will be utilized. Topics that will be highlighted include those related to self-determination, self-evaluation, time management, and self-advocacy, particularly for the middle and high school years. One objective of the course will be how to use research to support the candidate's use of evidence-based practices, which will be a focus in ISBE edTPA student teaching requirement. Includes a minimum of 16 hours additional laboratory time of observation and analysis of data gathered while working with children, focusing on typical cognitive development and the differential impact of cognitive disorders above.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB Test.

Co/prerequisite(s): SPED-2120.

SPED-3510 Diversity Studies for Teaching Ells and Students With Disabilities (4 semester hours)
This course focuses on how language, culture/ethnicity, socioeconomic level, gender, perceived disability, and cultural awareness impact the teaching and learning of diverse children. An additional focus will be on how various social institutions, particularly the school and family, may define roles and issues of diversity and disability and how this may impact collaboration and communication in regular, ESL/Bilingual, and special education. Research related to over- and under-representation, including potential bias in assessment and identification, will be studied. Finally, the teaching of appropriate strategies to support a diverse population will be addressed. Includes 20 hours of clinical experience in the form of a laboratory attached to the course.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that emcompasses passing a criminal background/sex offender check; passing a TB Test.

Co/prerequisite(s): SPED-2120.

SPED-3560 Literacy Learning for Students with Disabilities (4 semester hours)
The course includes an introduction to methods for teaching early literacy skills to primary grade readers, including emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency and writing. Teacher candidates will learn classroom-based assessments to evaluate student learning in these areas, including such things as concepts of print interviews, running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics and rubrics to assess strategy use. Many approaches to teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. Teacher candidates will learn how to develop a community of learners in a classroom where the teacher interacts with the children while differentiating instruction in the regular education classroom, particularly for students of diverse backgrounds, including students with disabilities. Within this framework, candidates will study interventions that focus on students who will benefit from highly structured, explicit instruction in reading, writing, mathematics and other content areas. Interventions, methods and programs for small groups and individualized instruction will be evaluated. Common application in Response to Intervention plans will also be discussed. Systems that may be investigated include, but are not limited to, Multi-sensory Instruction, Direct Instruction and explicit instruction. Includes 14 hours (minimum) of school laboratory time utilizing direct instruction programs with students. Open to special education majors only.
Prerequisite(s): Maintaining a GPA of 3.0, Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB Test; SPED-2120.

SPED-3750 Prosocial Skills and Challenging Behaviors (4 semester hours)
Initial focus will be on developing prosocial behavior, thereby facilitating involvement in the least restrictive environment, and how intervention may be adjusted based on needs of students with varying disabilities. Both school-wide and classroom-wide strategies will be discussed. Therefore, programs in common use in the schools, such as PBIS, and how they relate to Response to Intervention will be studied. Subsequent focus will be on behavioral interventions for more challenging behaviors and how issues may change from the elementary to high school years. Environmental modifications, techniques of non-aversive behavioral control and methods to maintain attention, and effective reinforcement techniques will be taught. Techniques such as problem solving, crisis prevention, and conflict resolution, also potentially used to develop prosocial behavior, will be extending in this class to deal with more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision outside the school, such as residential placements, will be discussed in relation to challenging behaviors and how the schools collaborate with external professional groups. Candidates will gain applied knowledge and practice creating functional behavior assessments plans.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; SPED-2120.

SPED-3810-9 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-3815 Strategies and Assistive Technology for Students With Low Incidence Disabilities (4 semester hours)
This course will focus on intervention techniques, adaptations and assistive technology for students with more significant disabilities (e.g., the PECS system Boardmaker), including intellectual disability, traumatic brain injury, orthopedic impairments, more significant autism and other health impaired. Typical and atypical motor development will be addressed. Functional adaptation of curriculum will be stressed, as well as resources available in the community and transition needs for this population. Study will span the needs of students in relation to life skills, recreation/leisure, community, and career/vocational issues and the development of goals and interventions to meet those needs. Specific life skills addressed will include toileting, eating, dressing, grooming, mobility, positioning, and transfers. Includes a minimum of 16 hours additional laboratory time of school observation.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test.

Co/prerequisite(s): SPED-2120.

SPED-3820 Psychological Assessment of Students with Disabilities (4 semester hours)
This course focuses on the assessment of language, development, academic performance, psychosocial behavior and vocational skills for the P-12 grades and how it is used to identify, place and monitor students with disabilities. Moreover, issues related to second language acquisition, cognitive development (e.g., memory, speed of processing), modification and adaptations will be addressed. Case studies will be used to understand the process of differential diagnosis, assessment of the learning environment (including curriculum-based assessment and portfolio assessment), and planning for instruction. Oral and written dissemination of results will be included. State and local language and learning assessment tools will be examined. Research will focus on the strengths and limitations of formal and informal testing and how this impacts response to intervention and service provision for students with disabilities. Includes 20 hours of laboratory assessment and clinical experience. Open to special education majors only.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

Co/prerequisite(s): SPED-2120.

SPED-4100 Collaboration With Families, Providers, and Communities Supporting Those with Autism (4 semester hours)
This course focuses on strategies for establishing and maintaining collaborative relationships with families, providers of services, and communities, with a specific focus on improving the lives of individuals with autism. Students will explore relationship building and interventions strategies, advocacy skills, and ways to connect individuals with autism and their families to their communities. Opportunities for experiential learning with the College Pathways program will also be present.
Prerequisite(s): SPED-2300.

SPED-4200 Introduction to Lifespan Work with People with Autism Spectrum Disorders (4 semester hours)
Participants will develop an understanding of the characteristics of students and adults with autism spectrum disorders (ASD). A brief history of autism, and related disorders, will precede current research on the etiology and psychological theories of ASD's causality. Participants will gain an understanding of the systems and institutions involved in the diagnosis, treatment and case management of students and adults with autism spectrum disorders as well as identify the use of broad evidence-based education and treatment methods. Emphasis will be placed on early identification of autism and treatment of school-aged children through transition and into adulthood. The topics of child-centered inclusive education and ongoing family-centered support systems in home, school and community settings will also be discussed. This course will provide a thorough grounding in the characteristics of autism spectrum disorder and introduce the learner to best practices in serving persons experiencing ASD. Eligible for graduate credit.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

Co/prerequisite(s): SPED-2120.

SPED-4300 Advocacy of and Models for Vocational, Social/Leisure, and Residential Needs of People with Disabilities (4 semester hours)
Service models that cover the range of support services needed by people with disabilities will be investigated, including vocational, social/leisure, residential and case management spheres. In addition to providing evaluation of intervention techniques such as job-coaching, sheltered employment, group and independent living options, and the importance of integrated opportunities for social/leisure activities, the course will provide historical context for service provision and require candidates to evaluate where the field should expand in relation to advocacy activities for people with disabilities. Eligible for graduate credit.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

Co/prerequisite(s): SPED-2120.

SPED-4400 Autism Studies Internship (4 semester hours)
The Autism Studies internship is a 150-hour experiential transition from the classroom to a professional setting. Students will be responsible for applying and obtaining an internship starting approximately a semester before the start date. The internship is designed to help students apply the knowledge and skills learned in their academic courses to help individuals with autism at an approved site.
Prerequisite(s): SPED-2300; SPED-2350; SPED-3100; SPED-3150; SPED-3300; SPED-4100.

SPED-4500 Mathematics and Science Methods for Students With Disabilities (4 semester hours)
The development of mathematical and science knowledge and reasoning will be studied in conjunction with disorders of these domains. Candidates will learn to assess and remediate weaknesses in both physical, biological and social sciences and mathematics, including the use of manipulatives and software technology. Strategy instruction as applied to the sciences will be a focus for middle and high school levels, as well as common accommodations. The development of lesson plans to deal with difficulties that may be encountered in topics, such as estimation, mental mathematics, measurement, algebra, geometry, patterns and problem solving in mathematics; the inquiry process, experimentation, and safety in science; and integration and interrelatedness of areas within the social sciences will be covered. For all domains, the importance of utilizing authentic activities that take into account issues of diversity and facilitate the student integrating academic skills to the spheres of family, community, vocation and recreation will be stressed. Includes a minimum of 16 hours laboratory time for embedded (some experiences may be outside of class time periods) clinical experience at the elementary and middle/high school levels, focusing on collaboration in mathematics and sciences.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test.

Co/prerequisite(s): SPED-2120.

SPED-4550 Reading Disabilities Theory and Interventions (4 semester hours)
The focus of this course will be on the theoretical models of reading development and disorders and how these theories have impacted the definition of the causes, diagnosis and treatment of reading disorders. Normal development of pre-reading and reading skills will be contrasted with atypical development. Research regarding how reading achievement relates to decoding and phonological awareness; word recognition; vocabulary; comprehension; fluency; self- monitoring; and instruction/service provision (individual, small group, and whole-class programs) will be studied, with practice of intervention techniques. For the middle and high school years, techniques effective for various domain areas will be stressed, as well as how accommodations in relation to reading can be integrated into the student's curriculum. In addition, the course will include further training on the standardized tests and software technology interventions specific to reading, as well as the performance of informal measures such as running records and informal reading inventories, with a focus on error analysis, interpretation, and communication of results to students, families and colleagues. Finally, an overview of direct instruction models will be provided, using the Wilson system as an example of this type of intervention. Includes additional laboratory time of a minimum of 20 hours of work with students in addition to semester hours.
Prerequisite(s): Acceptance into the School of Education, maintaining a GPA of 3.0, passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB Test; (SPED-2120 and SPED-3560) or EDU-3365 or EDU-3380 or EDU-3720 or ECS-3420.

SPED-4610 Oral and Written Language Development and Disorders (4 semester hours)
This course will study theories and research regarding the development and disorders of oral and written language, including oral discourse, 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 oral and 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 autism and to physical disorders impacting the physical act of writing. Includes a minimum of 15 hours working with students at both the elementary and middle/high school levels. Includes a one-hour lab in addition to semester hours.
Prerequisite(s): Acceptance into the School of Education, maintaining a GPA of 3.0, passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB Test; SPED-2120; EDU-3365; SPED-3355.

SPED-4620 Collaboration Models for Inclusion (4 semester hours)
Intervention theories and models for the preschool to postsecondary years will be investigated, ranging from individual to small group to inclusion classroom settings. An overview of how remedial efforts in oral language, reading, writing, mathematics, nonverbal and social issues might interrelate will be delineated. Current trends in service provision will be explored, such as response to intervention models. The role of the special educator as a facilitator for differentiating curriculum and providing accommodations in the regular education classroom will be highlighted, as well as co-planning and co-teaching models. Moreover, transition services and how they might be impacted by differing needs dependent upon disability will be an additional focus. Local and state resources that pertain to issues of employment, sexuality, independent living and learning, and social participation in leisure activities will be explored, particularly for the middle and high school student. Special educators' varying roles, from addressing family concerns and advocacy to supervision of para-educators, will be discussed. Candidates will be exposed to professional organizations in the field and will develop a professional development plan and a personal philosophy of special education. The necessity for consultation, collaboration and flexibility of services will permeate all discussion of theory and models. Includes a minimum of 15 hours of observation and work related to course topics.
Prerequisite(s): Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test.

Co/prerequisite(s): SPED-2120.

SPED-4750 Student Teaching in Special Education (13 semester hours)
The student-teaching experience involves placement in a special education setting under the supervision of a certified teacher. Placements will encompass the K-21 age range, experiencing two separate placements, and including a range of level of disability. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the special educator, with the benefit of supervision.
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 (Learning Behavior Specialist (content area) and Special Education Curriculum Test), SPED-4500; SPED-4550; SPED-4610.

Corequisite(s): SPED-4760.

Additional fee required

SPED-4760 Seminar for Student Teaching in Special Education (2 semester hours)
The special education student-teaching seminar will guide the teacher candidate through her or his student-teaching experience by facilitating work and discussions on competencies related to becoming a successful special educator. As part of this work, the teacher candidate will complete both the edTPA and an electronic professional portfolio structured around the Illinois Professional Teaching Standards and the Council on Exceptional Children (CEC) standards. Seminar topics will cover best practices in instructional decision making, analysis of student learning via formative and summative assessments, self-evaluation of teaching practices through the use of action research, supporting diverse learners through a positive, prosocial learning environment, professional and legal obligations as a special educator, fostering positive parent and community relationships, seeking and obtaining a teaching position, managing the first year as a professional special educator, and becoming a teacher leader in the first year of teaching and beyond. In particular, the seminar will provide candidates with support in completing their edTPA and comparative case study projects that will be incorporated into their portfolio in Livetext, with a focus on how to conduct effectively action research in the candidate's own classroom, developing culturally responsive collaboration and co-teaching skills, professional ethics, and professional development plans for lifelong learning. Includes support for ISBE TPA.
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 (Learning Behavior Specialists I (content area); and Special Education Curriculum Test (content area); SPED-4500; SPED-4550; SPED-4610.

Co/prerequisite(s): SPED-4750.

SPED-4770 Student Teaching in Special and Elementary Education (13 semester hours)
The student-teaching experience involves placements in both elementary and special education settings under the supervision of a certified teacher. Placements will encompass the K-21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal, and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the elementary and special educator, with the benefit of supervision. Additionally, this will assure maximum exposure during the candidates' field experiences to both elementary classrooms and the range/severity/age levels of all disabilities covered by the LBS I certification. It should be noted that the student teaching process for both Elementary and Special Education certification extends beyond the duration required for either of the certifications individually. Candidates should anticipate that the field experience will go beyond the published dates for the semester in which they engage in the experience and that this extended experience may result in the graduate date also being extended.
Prerequisite(s): Admission to the School of Education, a 3.0 GPA or better in elementary education courses, a 3.0 or better GPA in special education courses, officially reported passing score on the pertinent Illinois licensure tests (Elementary/Middle Grades Content Test, Learning Behavior Specialist I, and Special Education Curriculum Test), all elementary and special education coursework for the majors; FBI fingerprints check, National Sex Offender list check; TB Test, passing grade on ISBE Child Abuse Reporting regulations.

Co/prerequisite(s): SPED-4780.

Additional fee required

SPED-4780 Student Teaching in Special and Elementary Education Seminar (2 semester hours)
The special and elementary education student-teaching seminar will guide the teacher candidate through his or her student teaching experience by facilitating work and discussions on competencies related to becoming a successful special and elementary educator. As part of this work, the teacher candidate will complete both the edTPA and an electronic professional portfolio structured around the Illinois Professional Teaching Standards, the Council on Exceptional Children (CEC), and EMAG standards. Seminar topics will cover best practices in instructional decision making, analysis of student learning via formative and summative assessments, self-evaluation of teaching practices through the use of action research, supporting diverse learners through a positive, prosocial learning environment, professional and legal obligations as a regular and special educator, fostering positive parent and community relationships, seeking and obtaining a teaching position, managing the first year as a professional educator, and becoming a teacher leader in the first year of teaching and beyond. In particular, the seminar will provide candidates with support in completing their edTPA and comparative case study projects that will be incorporated into their portfolio in Livetext, with a focus on how to conduct effectively action research in the candidate's own classroom, developing culturally responsive collaboration and co-teaching skills, professional ethics, and professional development plans for lifelong learning. Includes support for ISBE TPA.
Prerequisite(s): Admission to the School of Education, a 3.0 or better GPA in special education courses and a 3.0 or better in elementary education courses, officially reported passing score on the pertinent Illinois certification tests (Learning Behavior Specialists I (content area) and Special Education Curriculum Test (content area)), and all Special Education coursework for the major.

Corequisite(s): SPED-4770.

SPED-4810-9 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-1600 Career Exploration in Sport Management (2 semester hours)
This course will expose students to career opportunities in sport management at all levels (private, public, club, professional, collegiate, etc.). Coverage and case studies of current professionals in the field with enhance the students understanding and development of careers in sport management. Observation, interviewing, and research on the current industry will allow students to establish goals towards a career path.

SPM-1610 Introduction to the Sport Industry and Career Explorations (4 semester hours)
This course will introduce students to the theories, techniques, and principles of sport management. It will offer students an overview of the structure of the sport industry and the fundamental theories and practices within sport management. The course will provide an overview of the sport management field including the history of sport management, amateur and professional sport as career opportunities and point of study, career preparation including resume creation and the core functions within sport management such as marketing, communications, economics, finance, facility and event management, and law. It will provide students with an understanding of the administrative aspect of a comprehensive sports program. Students will explore the choices administrators and managers deal with every day and how to use business and leadership skills to improve quality of life for all participants.

SPM-1999 Sports Management Distribution (0.5-4 semester hours)

SPM-2210 Sports in Society (4 semester hours)
This course will examine the sociology of sport and the impact sport has in society. Students will be introduced to concepts, theories, and research that explore the dynamic relationship between sports, culture, and society. Emphasis will be on the impact this dynamic relationship has on sport, management, and business. Content will explore the translation of sport research into practical application for sport managers, coaches, teachers and administrators.

SPM-2300 Coaching Principles and Techniques (4 semester hours)
This course addresses the fundamentals of coaching techniques, including coach-player, coach-institution and coach-community relationships. Students study the American Sport Education Program (ASEP) and complete the ASEP Coaching Principles and Sport First Aid certification exams. This ASEP coaching certification is required to be able to coach in Illinois.

SPM-2330 Officiating Team Sports (2 semester hours)
This course addresses the responsibilities and techniques of the official in high school sports. Sports covered will depend upon the term it is offered (i.e., fall: football, volleyball soccer; spring: basketball, baseball and softball.) The course is directed toward the achievement of an Illinois High School Association certification.

SPM-2340 Sports Statistics (1 semester hours)
This course prepares students for recognizing, identifying, and accurately reporting sport statistics during a live game, for the major sports of baseball, basketball, football, soccer, softball and volleyball. Students will become familiar with paperwork associated with NCAA score reporting forms and newspaper box scores.

SPM-2620 Sport Marketing and Sales (4 semester hours)
This course will examine the fundamental theories/issues in sport marketing and sales grounded within traditional marketing and sales principles. Instruction emphasizes unique application to the sport business industry.
Prerequisite(s): MKT-2300.

SPM-2999 Sports Management Distribution (0.5-4 semester hours)

SPM-3045 Sport Law and Ethical Decision-Making (4 semester hours)
This course provides a foundation for general legal concepts and familiarizes students with those legal issues and ethical decision-making they are most likely to encounter as coaches and managers in the sports industry. Topics covered include tort law, negligence, acts and amendments, employment law, compliance with codes and regulations, and the regulatory authority of the NCAA, including Title IX, The Americans with Disabilities Act and gender equity within the sport industry. Students will examine theories of ethics, concepts of morality, personal philosophy regarding social responsibility, and professional code of ethics, lawsuits and case studies that have established current laws and regulations.

SPM-3320 Sport-Based Youth Development (4 semester hours)
This course explores youth development through the context of sport. Students will work to develop an understanding of this interdisciplinary field by studying organizational and administrative functions of youth sport organizations, discovering sport-based youth programs in their communities and around the world, evaluating best practices, and creating/designing sport-based youth programs for implementation.

SPM-3640 Sport Finance and Budgeting (4 semester hours)
This course examines the financial tools that sport managers use to run thieir sport businesses. As such, it explores traditional and inonvative methods of revenue acquisition and financial management in sports organizations, the financial business structure of sports organizations, and the financial planning and forecasting processes that make organizations effective. Various other aspects of finance are discussed as they relate to sport organizations, including the time value of money, capital structuring, stocks and bonds, inventory management, and taxation.

SPM-4115 Sport Management Capstone (4 semester hours)
This senior-level capstone course focuses on the development of interactive management skills and career preparedness to be effective candidate in the fast-pace world of sport management. This course will meld theoretical and experiential learning to develop students' administrative and managerial skills. Coursework will build on all prior sport management classes will include exams and projects. Current issues in sport, sport management and management will be discussed. Open to sport management majors only.
Prerequisite(s): Senior Standing.

SPM-4370 Facilities and Special Events (4 semester hours)
This course provides a systems approach to facility management. The focus will include elements of design and development as it relates to facilities and special events. Trends in facility operations, scheduling, purchasing, equipment, maintenance and evaluative techniques will be explored. Theory as it relates to event management, administration, coordination and marketing will be examined.

SPM-4945 Sport Management Internship (4 semester hours)
This internship is designed to offer practical experience in agencies affiliated with sport management. The experience is intended to expand on the learning experience by integrating and reinforcing skills and concepts learned in the classroom. Students must complete 200 hours in the sport management field at an approved site. Open to sport management majors only. Students must apply one term in advance through sport management program coordinator. Must complete a background check and pass a TB test within the current academic year (cost incurred by student).
Prerequisite(s): Senior Standing.

Grading Type: Credit/No Credit

Theatre (THE)

THE-1200 Introduction to Theatre (4 semester hours)
This course is designed to introduce the student to a brief history of theatre and the functions of the playwright, actor, director, producer, critic and designers. The course will help develop an appreciation and understanding of the theatrical experience.

THE-1300 Introduction to Acting (4 semester hours)
This course is an introduction to the study and fundamentals of acting. Through exercises in movement, voice, imagination, and game playing, the student actor will develop control over body and movement, learn techniques to reduce performance anxiety and stage fright, sharpen focus and concentration, heighten imagination, and develop skills needed to define and support the life of a character.

THE-1310 Improvisation (4 semester hours)
This course is an introduction to improvisational skills necessary for both traditional comedic improv and the character building and compositional tools used in acting for theatre and film.

THE-1500 Stagecraft I (4 semester hours)
This course is an introduction to the terminology and techniques used in technical theatre. The course examines two-dimensional and three-dimensional scenery, the physical theater, stage and scene shop equipment, project organization and process, technical theater graphics, materials, and theatrical construction techniques. Students in this course will be actively involved in AU Theatre Department productions and students will be required to schedule scene shop time outside of class.

THE-1810-9 Selected Topics in Theatre (Variable semester hours)
This course will address a specific area of study in Theatre not already covered by other course offerings. Prerequisites vary by topic.

THE-2210 Play Analysis (4 semester hours)
This course explores the relationships between dramatic text and the play in performance. Representative plays are studied in their genre, historical and social contexts. An emphasis is placed on basic structural terminology and methodology.

THE-2300 Scene Study for the Actor (4 semester hours)
This course focuses on acting technique for scene analysis and character development. Emphasis is placed upon expanding the actor's capabilities through scene work, monologues and character study.

THE-2310 Voice and Movement for the Actor (4 semester hours)
This course develops the actor for the vocal and physical demands of the stage. The actor's voice is explored through exercises in relaxation, breathing, articulation and projection. The actor's body is explored through techniques of movement in an effort to make the actor's body a more flexible and efficient instrument of expression.

THE-2400 Introduction to Musical Theatre Performance (4 semester hours)
An introductory course in musical theatre scene study, in which acting, singing, and movement skills are blended in the performance of songs and scenes. The course will require students to research musical theatre productions and characters, train in vocal technique and work with a collaborative pianist.

THE-2440 Musical Theatre Dance Styles I (2 semester hours)
This course will include study of classical ballet and jazz at the beginner level in order to prepare the musical theatre student for more advanced study. Students will be taught dance combinations from musical theatre repertoire in order to enhance technical skills while preparing for performance.

THE-2510 Design for the Stage (4 semester hours)
Using a variety of media, students will explore design skills, creative process and essentials of costume, lighting and scenic design. Students will explore the process of translating a script into a visual design. Topics will include designer responsibilities, research techniques, communication tools, creative problem solving, and the director/ designer relationship.

THE-2630 Latinx Theatre (4 semester hours)
This survey course will explore the development of Latinx theatre through an intersectional lens. Students will study the works of various Latinx theatre artists, past and present, by examining cultural history, artistic processes and political/social motivations.

THE-2810-9 Selected Topics in Theatre (Variable semester hours)
This course will address a specific area of study in Theatre not already covered by other course offerings. Prerequisites vary by topic.

THE-3300 Classical Acting (4 semester hours)
This course is advanced training for students who have taken at least one of the core 1000 and 2000 level acting courses. Special attention for this course will be placed on classical acting using works from Shakespeare.
Prerequisite(s): THE-1300 or THE-2300 or THE-2310.

THE-3310 Directing (4 semester hours)
This course is an introduction to the process of directing. It will begin with analysis and research, and move into the actual staging and rehearsal process. The class will also concentrate on analysis, the foundation for the entire process.
Prerequisite(s): THE-1200 or THE-1300 or THE-1500 or THE-2210 or THE-2510.

THE-3400 Musical Theatre Scene Study (4 semester hours)
A practical application of musical theatre scene study and historical musical theatre styles. Students will learn to critically evaluate musical theatre text and song and incorporate the two elements through the application of multiple acting and singing techniques. Students will explore a range of musical theatre styles from the 1940's through present day.
Prerequisite(s): THE-2400.

THE-3440 Musical Theatre Dance Style II (2 semester hours)
This course will include study of hip-hop and jazz dance technique at the beginner level in order to prepare the musical theatre student for more advanced study. Students will be taught dance combinations from musical theatre repertoire in order to enhance technical skills while preparing for performance.
Prerequisite(s): THE-2440.

THE-3500 Scenic Design (4 semester hours)
This course examines the practice of designing theatrical scenery. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop scenic ideas for the stage. Special attention will be placed on refining visual communication, presentation skills and theatrical drafting.
Prerequisite(s): THE-2510.

THE-3520 Costume Design (4 semester hours)
This course will examine the practice of designing and creating theatrical costumes. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop costume ideas for the stage. This class will also examine basic sewing, pattern creation/modification, and other processes used to create costumes for the stage.
Prerequisite(s): THE-2510.

THE-3525 Lighting Design (4 semester hours)
This course will examine the practice of designing and creating theatrical lighting. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop lighting ideas for the stage. This course will also examine lighting instruments, command equipment and theatrical drafting.
Prerequisite(s): THE-2510.

THE-3550 Stage Management (4 semester hours)
This course will examine the practice of stage-managing in a variety of different types of theatre productions. Students will explore responsibilities and common paperwork and tools used by professional stage managers.
Prerequisite(s): THE-1300.

THE-3600 History of Theatre: Antiquity to Renaissance (4 semester hours)
This course will give an overview of theatre history from Antiquity through the Renaissance. The highlights of different periods of history will be explored, which will include the study of plays and their playwrights, acting styles, staging conventions, architecture and costuming.

THE-3610 History of Theatre: Restoration to Present (4 semester hours)
This course will give an overview of theatre history from Restoration through the Modern theatre. We will explore the highlights of different periods of history, which will include the study of plays and their playwrights, acting styles, staging conventions, architecture and costuming.

THE-3640 Musical Theatre History (4 semester hours)
This class is a survey of the development of musical theatre as a performing art form in America. In addition, by looking at musical theatre from multiple perspectives - historical, cultural, political, social, aesthetic - the class will explore the ways in which musicals both reflect and embody values, tastes and trends in the cultures and eras from which they spring.

THE-3810-9 Selected Topics in Theatre (Variable semester hours)
This course will address a specific area of study in Theatre not already covered by other course offerings. Prerequisites vary by topic.

THE-4300 Advanced Contemporary Scene Study (4 semester hours)
This course is advanced training for students who have taken the core 1000 and 2000 level acting courses. Special emphasis will be placed on 20th and 21st century literature and honing the individual skills needed by professional actors.
Prerequisite(s): THE-1310; THE-2300; THE-2310.

THE-4400 Advanced Musical Theatre Performance (4 semester hours)
A practical study of audition techniques, cabaret performance, and role research. Students will master five audition songs from various musical theatre genres. They will also write and develop their own cabaret performance which will be performed as the course final.
Prerequisite(s): THE-2400; THE-3400.

THE-4440 Musical Theatre Dance Styles III (2 semester hours)
An advanced study of a variety of musical theatre dance styles. Students will be taught dance combinations from musical theatre repertoire in order to enhance technical skills while preparing for performance. Students will also learn basic choreography and will be asked to choreograph and teach one dance combination.
Prerequisite(s): THE-3440.

THE-4500 Advanced Study in Design or Technical Theatre (4 semester hours)
This course is a continuation of training from THE-2500, THE-3500, THE-3520, THE-3525 or THE-3550. Students will be working on advanced projects in their specific area of design or technical theatre. Although not guaranteed, students may be given an assignment as part of an AU theatre or student production.
Prerequisite(s): THE-2500; THE-3500; THE-3520; THE-3525 or THE-3550.

THE-4810-9 Selected Topics in Theatre (Variable semester hours)
This course will address a specific area of study in Theatre not already covered by other course offerings. Prerequisites vary by topic.

THE-4900 Senior Capstone Preparation (1 semester hours)
This course is designed to help the graduating theatre student prepare and organize a capstone project. Special emphasis will be placed on project and skill development and advisor selection.
Prerequisite(s): THE-1300; THE-1500; THE-2210; THE-3310; THE-3600; THE-3610, permission of instructor/theatre faculty.

THE-4990 Senior Capstone Project (3 semester hours)
This course will serve as the culminating performance, project or written work for the theatre major. With approval and guidance from the faculty, student will develop and execute a substantial individual project that will reflect the academic and practical knowledge gained through the theatre program. This project may be realized as a theatrical performance, a design or technical project, a directorial work, a written thesis or a critical/historical document. Faculty will assist in developing specific goals and requirements for completion of the capstone project.
Prerequisite(s): THE-1300; THE-1500; THE-2210; THE-3310; THE-3600; THE-3610, permission of instructor/theatre faculty.

Writing (WRI)

WRI-1810-9 Selected Topics in Writing (Variable semester hours)
This course will address a specific area of study in Writing not already covered by other course offerings. Prerequisites vary by topic.

WRI-1999 Writing Distribution (1-4 semester hours)

WRI-2010 Professional and Technical Writing (4 semester hours)
This course will provide students with an introduction to the study and practice of professional writing in business, technical and other contexts. Students will learn how to research, plan, draft and evaluate documents for a variety of communication situations. Careers for professional writers also will be covered.
Prerequisite(s): ENG-1000.

WRI-2810-9 Selected Topics in Writing (Variable semester hours)
This course will address a specific area of study in Writing not already covered by other course offerings. Prerequisites vary by topic.

WRI-3810-9 Selected Topics in Writing (Variable semester hours)
This course will address a specific area of study in Writing not already covered by other course offerings. Prerequisites vary by topic.

WRI-4810-9 Selected Topics in Writing (Variable semester hours)
This course will address a specific area of study in Writing not already covered by other course offerings. Prerequisites vary by topic.

WRI-4940 Professional Writing Internship (4 semester hours)
The purpose of the Professional Writing Internship is to enable Aurora University students to acquire work experiences in the professional writer's world. The internship provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours. Open to professional writing majors only. Permission of the instructor required.
Prerequisite(s): Instructor permission.

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Kailley Harmon, Assistant Vice President GWC
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Woodstock Center

Catherine Peterson, Dean of Woodstock Center

Full-Time Faculty 2023-2024

Faith Agostinone
Professor
Education
2002
EdD, Oklahoma State University

Alison Arendt
Associate Professor; Director of Social Work
Social Work
2014
MSW, Aurora University

Susan Baird
Assistant Professor
Nursing - GWC
2020
DNP, Chatham University

Bridgitte Barclay
Associate Professor; Chair of English
English
2011
PhD, University of Texas at Arlington

Jack Barshinger
University Professor
Education
2014
EdD, Northern Illinois University

Elissa Belcher
Assistant Professor
Nursing
2018
MSN, University of Phoenix

Marianne Benedek
Lecturer
Social Work
2020
MSW, Loyola University Chicago

Richard Boniak
Associate Professor; Assistant Academic Dean - GWC; Assistant Chair of Biology
Environmental and General Science
2010
PhD, Southern Illinois University Carbondale

Kristen Brendel
Associate Professor
Social Work
2011
PhD, Loyola University Chicago

Christina Bruhn
Associate Professor; Co-Director of Assessment
Social Work
2009
PhD, University of Illinois at Chicago

Gerald Butters
Professor
History
1999
PhD, University of Kansas

Andrew Carr
Assistant Professor; Chair of Undergraduate Business and Finance; Graduate Business Director
Business and Finance
2016
MBA, University of Chicago

Chih-Chiun Chen
Assistant Professor
Biology
2016
PhD, University of Illinois at Chicago

Christina Cicero
Assistant Professor
Nursing
2021
MSN, Chamberlain University

Juan Colon Santana
Assistant Professor
Physics
2016
PhD, University of Nebraska

Margaret Conneely
Assistant Professor
Accounting
2021
MST, Northern Illinois University

Eugenie Cook
Assistant Professor
Nursing - GWC
2018
MSN, Olivet Nazarene University

Matthew Dabros
Assistant Professor; Chair Public Policy and Administration; MPA Director
Political Science and Public Policy
2016
PhD, Purdue University

Samantha Dahlberg
Senior Lecturer
Mathematics
2021
PhD, Michigan State University

Jane Davis
Professor; Chair of Human Animal Studies
Biology

2006
DVM,MS, University of Illinois at Urbana-Champaign

Jennifer Davis
Assistant Professor
Nursing
2017
MSN, Northern Illinois University

Laura Donavon
Visiting Assistant Professor; Coordinator of Addictions and Forensics
Graduate Social Work
2011
MSW, Aurora University

Christopher Donnelly
Assistant Professor
Biology - GWC
2021
DC, National University of Health Sciences

Patrick Dunn
Associate Professor
English
2006
PhD, Northern Illinois University

Sue Durkin
Assistant Professor
Nursing
2019
DNP, Lewis University

Therrin Eber
Theatre Technical Director/Senior Lecturer
Theatre
2020
MFA, The University of Alabama

Sara Elliott
Associate Professor
English
2002
PhD, Northern Illinois University

Julie Ellis
Assistant Professor
Nursing
2018
MSN, Benedictine University

Libby Escobedo
Associate Professor
Art History
2007
PhD, Bryn Mawr College

Carlos Estrada
Assistant Professor
Exercise Science
2019
PhD, Oklahoma State University

Kara Fenne
Assistant Professor
Nursing
2016
MSN, Clarke University

Melinda Finch
Assistant Professor
Nursing
2019
MSN, Loyola University, New Orleans

Valerie Flynn
Professor; Co-Director of Assessment
Psychology
1989
PhD, Northern Illinois University

Carolyn Foor
Lecturer
Business and Communication
2021
MA, Northern Illinois University

Kimberly Fowler
Assistant Professor
Nursing - GWC
2017
MSN, Olivet Nazarene University

Renae Franiuk
Professor
Psychology
2005
PhD, University of Illinois at Urbana-Champaign

Lisa Fredenburgh
Parolini Distinguished Associate Professor of Music; Director of Choral; Chair of Music
Music
2010
DMA, University of Arizona

Lani Gardner
Assistant Professor
Athletic Training
2021
DAT, Indiana State University

Sara Gerend
Associate Professor
English
2008
PhD, University of California-Santa Barbara

Michele Gill
Assistant Professor
Business - GWC
2021
MBA, Aurora University

Gregory Goalwin
Assistant Professor; Chair of Sociology
Sociology
2018
PhD, University of California-Santa Barbara

Janice Gont
Assistant Professor
Business - GWC
2021
MBA, Aurora University

Cornelius F. Gorman III
Assistant Professor
Social Work
2016
DSW, Aurora University

Elizabeth Grabowski
Assistant Professor
Marketing
2019
MBA, Northwestern University

Kendra Graham
Assistant Professor
Undergraduate Social Work
2015
MSW, Aurora 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

Stacie Haen-Darden
Lecturer
Criminal Justice
2021
PhD, University of the Cumberlands

Marissa Happ
Associate Professor; Coordinator MSW Health Care Specializations
Social Work
2013
MSW, Aurora University

Ashley Harris
Assistant Professor; Clinical Education Coordinator
Athletic Training
2017
PhD, Oklahoma State University

Meredith Harvey
Associate Professor
English - GWC
2010
PhD, Idaho State University

Denise L. Hatcher
Professor; Chair of Foreign Languages
Spanish
2002
EdD, Northern Illinois University

Mariem Hathout
Lecturer
Health Science
2021
MD, Mohammed V University Medical School

Jennifer Hayden
Assistant Professor
Nursing
2018
MSN, Aurora University

Elbert Hearon
Assistant Professor
Business Analytics
2018
MS, DePaul University

Steven Henry
Lecturer
Computer Science
2021
MBA, Northwestern University

Keith Herrmann
Visiting Assistant Professor
Physical Education
2005
MAT, Aurora University

Lindsey Hill
Senior Lecturer
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
Education

2015
EdD, Loyola University Chicago

Edward Howerton
Associate Professor
Education
2015
EdD, Aurora University

Willie Jackson
Assistant Professor
Social Work
2020
PhD, Loyola University Chicago

Charmaine Jake-Matthews
Lecturer
Psychology
2021
DFT, Amridge University

Meghan Jarpe
Assistant Professor
Graduate Social Work
2019
MSW, University of Pittsburgh

Ami Johanson
Assistant Professor
Chemistry
2018
PhD, Northwestern University

Kristen Johnson
Assistant Professor; Chair of Therapeutic Recreation and Autism Studies

Therapeutic Recreation
2017
MS, Aurora University

Sara Johnson
Associate Professor; Assistant Chair of Psychology
Psychology - GWC
2013
PhD, Northern Illinois University

James Kao
Assistant Professor
Art
2013
MFA, School of the Art Institute of Chicago

Renae Kaspar
Assistant Professor
Nursing - GWC
2021
DNP, Capella University

Ruby Kaur
Assistant Professor
Health Science
2021
EdD Aurora University

Kelly Kellen
Assistant Professor
Marketing
2021
MBA, Lake Forest Graduate School of Management

Kenneth King
Associate Professor; Chair of Elementary Education
Education
2019
EdD, Northern Illinois University

Matthew Kneller
Associate Professor; Director of General Education; Chair of General Education
Communication
2003
EdD, Northern Illinois University

Jennifer L. Kohnke
Associate Professor
Education
2008
EdD, Roosevelt University

Brandon Kooi
Professor
Criminal Justice
2006
PhD, Michigan State University

Michelle Korir
Assistant Professor
Biology
2020
PhD, Michigan State University

Thomas Kunstbeck
Assistant Professor
Nursing
2019
MSN, Western Governor's University

David Lash
Assistant Professor
Computer Science
2017
PhD, Illinois Institute of Technology

Martin Lave
Assistant Professor
Parks and Recreation
2021
MBA, Aurora University

Caleb Lewis
Assistant Professor
Economics
2018
PhD, Northern Illinois University

Ariana Carlson Maggio
Assistant Professor; Chair of Undergraduate Social Work
Social Work
2020

MSW, Aurora University

Georgine Maisch
Assistant Professor; Simulation Lab Coordinator
Nursing
2015
MSN, Kaplan University

William Martin
Assistant Professor
Biology
2016
PhD, University of Wisconsin-Madison

John McCormack
Assistant Professor
Religion
2016
PhD, University of Notre Dame

Kyle McElhoney
Associate Professor
Chemistry
2014
PhD, Tufts University

Felix Medina-Gonzalez
Senior Lecturer
ESL/Bilingual
2021
EdD, Aurora University

Shaun Neitzel
Assistant Professor
Sport Management
2020
EdD, Creighton University

Tiffany Nelson
Assistant Professor
Social Work
2021
DSW, Aurora University

Margaret Obermann
Assistant Professor
Nursing – GWC
2019
MSN, Northern Illinois University

Joseph Oleck
Lecturer
Social Work
2021
MSW, Dominican University

Marguerite Page
Lecturer
Communication
2021
PhD, Southern Illinois University

Meredith Paskert
Assistant Professor
Exercise Science
2021
PhD, Kent State University

Cristian Pastorello
Associate Professor
Music/Theory and Keyboard
2011
DMA, The University of Connecticut

Chetna Patel
Professor; Smith Distinguished Chair of Biology and Physical Science
Chemistry
1996
PhD, University of Illinois at Chicago

Melissa Pertl
Assistant Professor
Nursing
2015
MSN, Lewis University

Mark Petersen
Assistant Professor; Adm/Director of Dunham Scholars
Public Policy and Administration
2017
PhD, Purdue University

James Petkus
Assistant 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
Assistant Professor
Education
2014
PhD, The University of Alabama

Mark Plummer
Associate Professor
Music
2009
DA, University of Northern Colorado

Regina Rahn
Associate Professor; Chair of Mathematics
Mathematics
2011
PhD, University of Illinois at Urbana-Champaign

Alma Rodriguez Estrada
Associate Professor
Biology
2013
PhD, Pennsylvania State University

David Rudek
Professor; Chair of Psychology

Psychology
2007
PhD, Loyola University Chicago

Stacy Searle-Gulli
Associate Professor; Chair of Theatre
Theatre
2014
MFA, The University of Alabama

Wendy Seerup
Assistant Professor
Undergraduate Social Work - GWC
2017
MSW, University of Illinois at Urbana-Champaign

Eva Serrano
Associate Professor; Emeritus Dean of Latino/a Initiatives
Foreign Languages
2019
EdD, 2009, Northern Illinois University

Jay Shahed
Senior Lecturer
Health Science
2021
MBA, Robert Morris College

Terry Shapiro
Associate Professor
Psychology
2009
PhD, University of Iowa

Sharon Sillitti
Assistant Professor
Nursing
2017
MSN, Aurora University

Valerie Simpson
Assistant Professor
Nursing - GWC
2021
MS, Northern Illinois University

Mark Soderstrom
Associate Professor; Chair of History
History
2011
PhD, Ohio State University

Aubrey B. Southall
Assistant Professor; Chair of Secondary Education and ESL/Bilingual Education
2016
PhD, Georgia State University

Caroline St. Clair
Professor
Computer and Data Science
2021
PhD, DePaul University

Deborah Stevens-Marchigiani
Professor; Chair of Initial Licensure Elementary Education, Early Childhood Education, and Special Education ESL/Bilingual Education
2001
PhD, Loyola University Chicago

Tracey Stilley
Assistant Professor
Nursing
2021
MSN, St. Xavier University

David B. Taylor
Visiting Assistant Professor
Education-Principal Endorsement
2016
MEL, Aurora University

Jerald Thomas
Professor
Education
2003
EdD, Northern Illinois University

Laura Vargas
Assistant Professor; Coordinator of Child Welfare Specialization
Social Work
2019
EdD, Northern Illinois University

Giulia Visconti
Lecturer
Social Work
2021
MSW, Aurora University

Mark Walter
Associate Professor
Philosophy
2006
PhD, DePaul University

Kelsey Walters
Lecturer
Mathematics
2021
BS, Wheaton College

Steven Webber
Lecturer
Business
2021
MS, Indiana Wesleyan University

Christopher Wells
Associate Professor; Chair of Sport Management and Parks and Recreation Leadership
Parks and Recreation
2008
MS, Aurora University

Lynn White
Kieso Distinguished Professor of Accounting
Accounting

2018
PhD, University of Illinois, Chicago

Stephanie Whitus
Professor
Criminal Justice
2007
PhD, Sam Houston State University

Pamela Wicks
Associate Professor
Communication
2011
EdD, Northern Illinois University

Lisa Woods
Assistant Professor
Education
2021
EdD, Aurora University

Sebastian Wyman
Associate Professor
Mathematics
2013
PhD, University of Florida

Stephanie Yelton
Assistant Professor
Nursing
2018
MSN, Benedictine University

David Young
Assistant Professor
Criminal Justice
2021
MA, The Chicago School of Professional Psychology

Haley Zimmerman
Assistant Professor, Clinical Education Coordinator of Athletic Training
Athletic Training
2021
MS, Northern Illinois University

Scott Zinzer
Assistant Professor
Mathematics
2017
PhD, Arizona State University

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/Interdiscipinary 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

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