Aurora University Graduate Course Catalog

2017-2018

See the 2017-2018 Aurora University Regulation and Policy Catalog and/or the Office of Admissions for Program Location Details

Graduate Course Levels and Numbering System
Department/program is to be represented by three letters (e.g., EDU = Education, SWK = Social Work). Letter codes are assigned by the Registrar in consultation with the appropriate jurisdictional dean.
Course number is to be composed of three digits, with course number ranges to indicate level:
4000–4999 = advanced undergraduate, “senior” course, normally part of a major
5000–5999 = graduate course that may be open to advanced undergraduates as well
6000-6999 = graduate course, open only to graduate students
7000–8999 = doctoral course, open only to doctoral students
Numerical suffixes are used for section numbers.
EXAMPLES:
EDU5200–01 History and Philosophy of Education – 3 semester hours
SWK6040–01 Social Work and Spirituality – 2 semester hours

Doctor of Education (EdD)

Leadership in Adult Learning and Higher Education
Leadership in Curriculum and Instruction
Leadership in Educational Administration

The School of Education offers three doctoral degree programs: Leadership in Adult Learning and Higher Education; Leadership in Curriculum and Instruction; and Leadership in Educational Administration.. These programs develop expertise in professional practice and are intended for individuals pursuing advanced careers as school and district administrators, program administrators, staff developers, curriculum developers, teacher educators, classroom teachers, higher education professionals,

---

and professors of adult students. The programs may be completed in three years and must be completed in six years. The first two years are devoted to coursework, and the remaining time to finishing the dissertation.

Each fall, a new cohort is admitted and students become part of a stable cohort of students. Faculty members make an effort to create a collegial, friendly and collaborative environment that supports doctoral-level study. The cohort stays together for the first three years of the program.

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

The curriculum is designed to provide a comprehensive program for students. The courses and assignments are carefully coordinated and sequenced to facilitate student growth from course to course. Graduates will possess broad understandings of instructing adults, curriculum and instruction, or the superintendency, as well as individual areas of specialization.

The EdD program has the expressed purpose of developing better practitioner-scholars. This is accomplished by melding theory, academic study, and practice in course readings, assignments, and dissertation studies.

All candidates receive a strong grounding in research and inquiry. It is possible to specialize in quantitative or qualitative methods, as well as historical, philosophical and theoretical methods of inquiry. Candidates are expected to conduct research in areas relevant to their practice and to apply research appropriately.

Admission Procedures for the Doctoral Program

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

- A completed application form.
- At least two references including:

*A person familiar with the candidate's academic work.
*A person familiar with the applicant's professional leadership work, such as a manager, a principal, a department chair or school board chair.

- One set of official transcripts for all graduate study, showing completion of an appropriate master's degree from a regionally accredited university and, if applicable, all courses that led to the superintendent's endorsement.
- A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant's leadership background. Note: Candidates should refer to the web page http://www.aurora.edu/academics/graduate/edd/admission-requirements.html#.V2w4nqIwoXE to ensure that their curriculum vitae or resume addresses the concerns of the admission committee.
- A personal statement, approximately 1,000 to 2,000 words in length, describing present goals and interests and showing their connection to prior experiences and to the EdD program.

Once the admission portfolio is complete, applicants will be asked to participate in an on-campus interview with faculty members. During this interview, applicants will complete a 30 minute writing sample that will included in their admission portfolio.

Annual Progress

After their first year, candidates, except for those who enter the program having obtained the superintendent's endorsement, submit a first year self-reflection on their progress toward the EdD program outcomes. At the end of their second year, students, except for those who enter the program having obtained the superintendent's endorsement, take a comprehensive examination.

Degree Requirements for the EdD Program

- A minimum of 60 semester hours (beyond the master's degree): 35 hours of content related coursework, 25 hours of research coursework and dissertation hours.
- A committee approved final dissertation that has been orally defended and published on the ProQuest database.
- Except for those for those who enter the program having obtained the superintendent's endorsement, completion and submission of a first year self-reflection on progress toward EdD program outcomes and a comprehensive examination at the end of the second year, as well as maintenance of

satisfactory progress are requirements.
- Completion of all requirements within three years (minimum) or six years (maximum) from first enrollment.

Deadline for Dissertation Defense

December Graduation - November 1
May Graduation - March 15
August Graduation - July 1

Curriculum/Schedule

Candidates following the full EdD plan who seek to complete their degrees in three years will complete six courses each year as follows. Candidates on the lengthened plan would take one course in the fall and spring terms, completing all coursework by the end of the third year. EdD courses generally meet one night a week and on Saturday. Off-campus courses meet at a time that works for the individual cohorts. The summer term consists of course work that meets during May and June terms.

EdD | Leadership in Curriculum and Instruction

YEAR ONE

Courses
EDU 7135 Organizational Theory & Change (3) EDU 8220: Learning & Cognition: Current Research & Theory (4)
EDU 7325 Curriculum and Assessment for K-12 Regular Education (3) EDU 7010 Introduction to Educational Research (4)
EDU 8130 Social Foundations of Curriculum Studies (3) EDU 8170 Contemporary Issues of Diversity and Justice in Education (3)

YEAR TWO

Courses
EDU 8190 Qualitative Research (4) EDU 7355 Curriculum and Assessment for Special Populations (3)
EDU 8100 Quantitative Research (4) EDU 8250 Program Evaluation in Education (3)

EDU 8160 Curriculum Internship: Clinical Supervision and Teacher Development (4) EDU 8165 International Comparative Education (3)

YEAR THREE

Courses
EDU 8400 Dissertation Seminar (3) EDU 8450 Inquiry in the Classroom: Critical and Creative Thinking in Action (3)
EDU 8830 Directed Study Elective (4) EDU 8800 Dissertation (9)

EdD | Leadership in Adult Learning and Higher Education

YEAR ONE

Courses
EDU 8500 Contemporary Issues of Adult Learners (3) EDU 8510: Social Foundations of Higher Education (4)
EDU 8520: Seminar: Issues in Higher Education Administration (3) EDU 7010 Introduction to Educational Research (4)
EDU 8515 Learning How to Learn: Applied Theory for Adult Learners (3) EDU 8170 Contemporary Issues of Diversity and Justice in Education (3)

YEAR TWO

Courses
EDU 8190 Qualitative Research (4) EDU 8300 Strategic Planning: Evaluation, Assessment, Budgeting, and Reporting (3)
EDU 8100 Quantitative Research (4) EDU 8250 Program Evaluation in Education (3)
EDU 8310 Adult Learning & Higher Education Internship EDU 8165 International Comparative Education (3)

YEAR THREE

Courses
EDU 8400 Dissertation Seminar (3) EDU 8225 Philosophies of Adult Learning (3)
EDU 8830 Directed Study Elective (4) EDU 8800 Dissertation (9)

EdD | Leadership in Educational Administration Program with Superintendent Endorsement

YEAR ONE

Courses
EDU 7135 Organizational Theory & Change (3) EDU 7335 Advanced School District Finance (3)
EDU 7325 Curriculum and Assessment for K-12 Regular Education (3) EDU 7010 Introduction to Educational Research (4)
EDU 7125 School District Policy Development and Analysis (3) EDU 7155 Advanced Human Resources (3)

YEAR TWO

Courses
EDU 8100 Quantitative Research (4) EDU 7355 Curriculum and Assessment for Special Populations (3)
EDU 8190 Qualitative Research (4) EDU 7345 Advanced Operations and System Management (3) EDU 7715 Illinois School District Superintendent Internship 1 (2)
EDU 7145 Advanced School Law PK-12 for General Education and Special Populations (3) EDU 7265 School District Superintendent and the Educational Community (3) EDU 7725 Illinois School District Superintendent Internship 2 (2)

YEAR THREE

Courses

EDU 8400 Dissertation Seminar (3) EDU 7245 Educational Technology for Effective Teaching, Learning, and Administration (3) EDU 7735 Illinois School District Superintendent Internship 3 (2)
EDU 8800 Dissertation (9)

Doctor of Social Work (DSW)

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

DSW Admission Requirements

- The student must have an MSW degree from a Council on Social Work Education (CSWE) accredited program or a master's degree in a related area such as counseling psychology, human services, marriage and family therapy, etc.
- The student's GPA must be 3.0 on a 4.0 GPA scale.
- The student must have at least three years of social work experience, pre-, concurrent- or post-MSW.
- The student must submit two letters of recommendation
- The student must submit a sample of their writing in the area of Clinical Social Work Theory and Practice.
- The qualified applicant may also go through a personal interview with the admissions committee upon the committee's discretion.

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

Application Considerations

Potential applicants for the DSW program should note that a criminal background may render them ineligible for a field internship which is a requirement to complete the DSW program. The applicant may also be ineligible for licensure after graduation. Aurora University and the School of Social Work reserve the right to deny admission to the DSW program based on application materials, previous academic record and

records of past conduct, including, but not limited to, the results of a criminal background check or registration of a sex offense.

Provisional Admission

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

DSW Program Options

The School of Social Work offers the DSW program on an evening and/or weekend basis. The program requires 64 semester hours of credit.

DSW Clinical Seminar and Clinical Oral Requirements

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

DSW Comprehensive Exam

Once the student has successfully completed the first two years of required clinical and policy courses, he or she must pass a written comprehensive exam on that

material. Once a student has passed the comprehensive exam, he or she is accepted into doctoral candidacy and may begin his/her research-course sequence and progress toward his/her dissertation.

DSW Dissertation Process

Once the doctoral student has successfully completed the clinical preceptorship, passed the clinical oral, and passed the comprehensive exam he/she may begin the dissertation process. The doctoral student will secure a dissertation chair approved by the doctoral director and form a dissertation committee that will consist of three members: the dissertation chair and two others that have been chosen by the doctoral student accepted the committee assignment and been approved by the chair.

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

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

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

DSW Program Requirements

Year One:
SWK7100 The History of Psychological Theory and Practice (3)
SWK7150 The History of Clinical Social Work Knowledge and Practice (3)

SWK7200 Clinical Seminar One (6)
SWK7250 History of Social Policy (3)
SWK7300 Clinical Seminar Two (6)
SWK7350 Organizational Analysis (3)

Year Two:
SWK7400 Clinical Seminar Three (6)
SWK7450 Teaching Clinical Social Work Theory and Practice (3)
SWK7500 Clinical Seminar Four (6)
SWK7810 Special Topics: DSW Electives (Three 3-semester hour courses) (9)

Year Three:
SWK8100 Research Methodology I (3)
SWK8150 Data Analysis I (3)
SWK8200 Research Methodology II, Dissertation Planning (3)
SWK8250 Data Analysis II (3)
SWK8800 Dissertation Supervision (4)

Master of Arts in Curriculum and Instruction (MACI) with Bilingual/English as a Second Language Education (BL/ESL)

The primary goal of the Master of Arts in Curriculum and Instruction (MACI) with Bilingual/ESL Education is to provide candidates with the knowledge, skills and dispositions to achieve excellence in teaching. The candidates will earn an
endorsement in Bilingual/English as a Second Language Education while completing a Master of Arts in Curriculum and Instruction (MACI) degree.

Admission Requirements

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK–12, or preschool-age 21).
- One or more years of teaching experience in a PreK–12 setting and current district employment.
- A completed Graduate Application for Admission (aurora.edu/auapply).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.
- A recommendation from your current building principal or direct supervisor.

- Aurora University graduate admission staff will access your previous academic transcripts to note your ESL/Bilingual courses completed at AU.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency, applicants must meet the ACT plus writing composite score or the SAT composite score as required by ISBE at the time of application for an endorsement.

Attendance Policy

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

Academic Standards and Evaluation in Graduate Education Programs

Upon completion of each of the 12 courses, letter grades are assigned to each candidate. At the graduate level, a "C" grade indicates less than complete mastery of the content and methods of the course. Only two grades of "C" are accepted at the graduate level and they must be balanced by two course grades of "A." If a "C" is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

Program Requirements

Thirty-six semester hours are required for the MACI program with Bilingual/ESL Education The School of Education Graduate Faculty Committee may accept a maximum of nine semester hours of graduate credit from regionally accredited institutions of higher learning for application towards specific degree requirements as outlined below. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

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

Degree Requirements for Master of Arts in Curriculum and Instruction (MACI) – with Bilingual/English as a Second Language Education (BL/ ESL)

EDU6030 The Individual, Cognition and Learning* (3)
EDU6040 The Learning Environment* (3)
EDU6050 Technology in the School of the Future (3)
EDU6060 Scholarship Applied to Teaching* (3)
EDU6070 Introduction to Action Research*(3)
EDU6110 Foundations in Language Minority Education* (3)
EDU6120 Methods and Materials for Teaching ESL (3)
EDU6130 Cross-Cultural Studies for Teaching ELLs* (3)
EDU6140 Assessment of Bilingual Students* (3)
EDU6150 Linguistics for Teaching ELLs (3)
EDU6170 Methods and Materials for Teaching ELLs in Bilingual Programs (3)
EDU6630 Curriculum Development and Evaluation* (3)

* These courses must be taken through Aurora University and cannot be brought in as transfer credits.

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

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

The rigorous 36-semester hour Principal Endorsement program was collaboratively designed by Aurora University faculty and members of the District Partnership Network. The curriculum design includes 90 hours of field experience embedded in nine courses giving candidates the opportunity to directly apply what they are learning in class. Coursework prepares the candidates for the Internship, which takes place in PreK–12 diverse instructional settings under the joint supervision of a local principal mentor and the Aurora University faculty supervisor.

Admission Procedures — Qualification for Admission

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

All candidates seeking admission to the Principal Endorsement Program must:

- Hold a professional educator license (early childhood, elementary, secondary, special K–12 or preschool-age 21 or school service personnel.
- Be in a current full-time teaching or school service position and have two or

more years of teaching experience or school service work in a PreK–12 setting.
- Provide evidence of passing the Illinois Basic Skills Test, TAP Test of Academic Proficiency or applicants must meet the ACT plus writing composite score or the SAT composite score as required by ISBE at the time of application.

Admission Requirements

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

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

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

Attendance Policy

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

Academic Standards and Evaluation in Graduate Education Programs

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

level and they must be balanced by two course grades of “A.” If a “C” is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

Degree Requirements for the 12-course Master of Arts in Educational Leadership (MAEL) with Principal Endorsement

EDU6510 Educational Leadership and Organizational Theory (3)
EDU6515 Technology for School Leaders (3)
EDU6525 The Leader’s Role in Human Resources and Supervision of Staff (3)
EDU6530 The Leadership Role in Curriculum Development, Instruction, Assessment and Evaluation (3)
EDU6535 The Leader’s Role in School-Community Relations
(3) EDU6565 The Leader’s Role in Fiscal Management (3)
EDU6570 School Leadership and the Law (3)
EDU6575 School Leadership and the Law for Special Populations (3)
EDU6580 The Leader’s Role in Supervision, Assessment and Evaluation in Literacy Learning (3)
EDU6585 Introduction to the Internship (3) EDU6590 Internship for Educational Leadership I (3)
EDU6595 Internship for Educational Leadership II (3)

Master of Arts in Educational Technology (MAET)

Program Description

The primary goal of the Master of Arts in Educational Technology (MAET) program is to provide candidates with the knowledge, skills and disposition to become a technology specialist in school-based settings. Candidates who complete the program are eligible to take the ISBE Technology Specialist content test (#178) to add an endorsement as a Technology Specialist to their professional educator license. Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency, or applicants must meet the ACT plus writing score or the SAT composite score as required by ISBE at the time of application for an endorsement. MAET coursework prepares the candidate to develop expertise in instructional technology, as well as, in hardware and networking.

Admission Requirements

All candidates seeking admission to the Educational Technology Program must:

- A valid Illinois professional educator license (early childhood,

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

Attendance Policy

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

Academic Standards and Evaluation in Graduate Education Programs

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

Program Requirements

Thirty-six semester hours are required for the MAET program.

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

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

Degree Requirements for the 12-course Master of Arts in Educational Technology (MAET)

EDU6060 Scholarship Applied to Teaching (3)
EDU6070 Introduction to Action Research (3)
EDU6210 Planning and Developing Instructional Media I (3)
EDU6215 Planning and Developing Instructional Media II (3)
EDU6220 Computer Applications in Education (3)
EDU6225 Assessment and Evaluation with Technology (3)
EDU6230 Managing the Instructional Technology Program (3)
EDU6235 Leading Staff Development in Educational Technology (3)
EDU6240 Distance Learning (3)
EDU6250 Issues and Trends in Instructional Design and Technology (3)
EDU6610 Educational Leadership (3)
EDU6630 Curriculum Development and Evaluation (3)

Master of Arts in Homeland Security (MAHS)

The Aurora University Master of Arts in Homeland Security (MAHS) program is developed in partnership with the Naval Postgraduate School Center for Homeland Defense and Security (CHDS). As the pioneer for graduate education in homeland security, CHDS developed the nucleus of programs and resources utilized by homeland security professionals throughout America. Utilizing many of these resources, the Aurora University MAHS program provides students with the knowledge and skills to:

- Develop strategies, plans, and programs to prevent, mitigate, and respond to disastrous events;
- Build the organizational arrangements needed to strengthen homeland security, including local/tribal/state/federal, civil-military and interagency cooperation;
- Improve homeland security preparedness by conducting “real world” actionable policy and strategy development;
- Complete a capstone project on policy issues confronting local, state, federal, or private sector organizations.

Admission Requirements:

Applicants to the Master of Arts in Homeland Security must submit each of the following:

- Graduate Application for Admissions
- Official transcripts for all prior college and/or university credit.
- An earned bachelor's degree from a regionally accredited institution with a grade point average of 2.75/4.0. (Applicants with a GPA of less than 2.75 will be considered on a case-by-case basis.)
- Two letters of recommendation.
- Statement of Purpose – The statement of purpose is a typewritten, double-spaced 3-5 page narrative that describes your motivation and aspirations for becoming a professional or academic scholar in homeland security. It should demonstrate the standards for graduate-level writing. In doing so, please address the following:
    - Why are you seeking a master's degree in homeland security studies?
    - What are your goals and objectives within your professional/academic aspirations?
    - Explain what it meant to demonstrate exemplary values and ethics in homeland security and how a graduate degree will assist you in your career.
    - Explain what you would like to see from your coursework and the faculty within the master's program.
- A resume detailing academic achievements, including honors and awards, extra-curricular activities, and relevant work, internship, and volunteer experiences.

The curriculum is structured around the key policy and organizational design problems that current and future homeland security leaders are likely to confront, as well as the analytical skills they will need to meet those challenges.

Students complete a total of 30 semester hours in the following courses:

CRJ5005: Introduction to Homeland Security (3)
CRJ5015: The Asymmetric Threat to Homeland Security (3)
CRJ5025: Cyber Security in the Information Age (3)
CRJ5035: Intelligence for Homeland Security (3)
CRJ5045: Critical Infrastructure: Vulnerability Analysis and Protection (3)
CRJ5055: Disaster Preparedness and Emergency Management (3)
CRJ6015: Counter-Terrorism in the United Kingdom (3)
CRJ6035: Terrorist Financing and State Response (3)
CRJ6045: The Psychology of Fear Management and Terrorism (3)
CRJ6055: Multi-Discipline Approaches to Homeland Security: A Homeland Security

Capstone Course (3)

Master of Arts in Mathematics and Science Education for Elementary Teachers (MAMSE)

Program Description

This is a unique program designed for elementary school teachers who wish to strengthen their content knowledge in mathematics and science. The curriculum focuses on national standards in mathematics and science and how to implement them in the classroom. The program emphasizes deepening the participants' understanding of mathematics and science concepts and the connections between them. The content courses are designed to increase the participants' self-efficacy with various subjects in mathematics and science, thereby enhancing their teaching with additional depth and breadth of content. The courses in the program present the content and pedagogy in a parallel manner and connect the two throughout the program. The teachers will become familiar with professional practices in mathematics, science and engineering, and will develop a research project of their own founded in mathematics and science education. The program helps teachers' professional growth to become leaders and advocates for mathematics and science education in their own school and district.

Program Goals

- Establish a comprehensive understanding of the Common Core State Standards in mathematics and the Next Generation Science Standards.
- Train participants to create lesson plans using core standards and mathematical and scientific practices.
- Establish teacher leaders in mathematics and science in the elementary schools in order to be able to lead the effort to improve teaching and learning of mathematics and science in the teacher's own school and district.
- Deepen teachers' understanding of mathematics and science content knowledge by focusing on concepts and connections among the various areas of mathematics and science, so that it is understood as a coherent whole at levels K–12.
- Encourage candidates to become more reflective by using research to assess and improve their own teaching.

- Improve mathematics and science teaching skills of participants so their students understand, apply and retain science and mathematics knowledge over time by having the candidates:
  - Focus on reading, presenting, clarifying and writing concepts in a simple and precise language, and reiterating mathematics and science terms.
  - Focus on the skills of “explaining mathematics and science” by emphasizing the logical reasoning and concepts that lead to certain procedures to solve problems and answer questions.
  - Present STEM topics using an integrated approach and in a real world context.
  - Present examples from real-world issues, and foster connections between teachers and professionals in STEM.
  - Use technology, online resources, manipulatives and graphs appropriately and effectively.
  - Use strategies that increase teacher, and consequently, student self-efficacy in problem solving and inquiry-based learning.
  - Review and implement the latest research in mathematics and science education.

Required Courses

MTH5210 Numbers and Operations for Elementary Teachers (3)
MTH5220 Algebraic Thinking for Elementary Teachers (3)
MTH5230 Geometry for Elementary Teachers (3)
MTH5240 Measurement and Data Analysis for Elementary Teachers (3)
NSM5210 Physical Science Foundations (3)
NSM5220 Earth and Space Science (3)
NSM5230 Life Science I (3)
NSM5400 Curriculum Development and Assessment in Mathematics and Science (3)
NSM5900 Field Experience in STEM (1)
NSM6100 Educational Research in Mathematics and Science I (3)
NSM6200 Educational Research in Mathematics and Science II (3)
NSM6230 Life Science II (3)
NSM6240 Integrated Applications in STEM (3)

Master of Arts in Mathematics Education (MAME)

Program Description

This is a unique program designed for mathematics secondary teachers, or for those who wish to teach mathematics at that level. The program requires basic mathematics

---

knowledge including a course in calculus.

The program is designed to introduce teachers to the Common Core State Standards in Mathematics and the Mathematical Practices associated with them. It seeks to train them to develop and implement a curriculum based on these standards. The program focuses on deepening the participants' understanding of mathematical concepts and the connections among the various branches, so they are understood as a coherent whole through the K–12 spectrum. The content courses are designed to increase the participants' self-efficacy with higher-level mathematics and to enhance their teaching with additional depth and breadth of content. Each course integrates teaching methods and content seamlessly and emphasizes the pedagogy of the particular course content.

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

Program Goals

- Train teachers to design and implement curriculum based on the Common Core State Standards and Mathematical Practices associated with them.
- Help teachers understand the mathematics curriculum for K–12 as a coherent continuum and see mathematics branches as parts of an integral whole.
- Deepen teachers' understanding of mathematics content knowledge by focusing on concepts and reasoning.
- Help teachers understand and present mathematics as a modeling and a problem- solving technique in a STEM context.
- Improve participants' teaching skills by presenting content and teaching methods seamlessly and emphasize the pedagogy of the content.
- Increase teachers' confidence by training them to become reflective teachers and use educational research to assess and improve their own teaching.
- Increase the focus of participants on improving attainment in their students so they understand, apply and retain mathematics knowledge over time by:

- # Designing and delivering lessons using the CCSS and Mathematical Practices.
  - # Presenting a mathematical topic as a part of a coherent whole and connect it to other branches of mathematics as well as other disciplines.
  - # Focusing on explaining mathematics and science reasoning, and the concepts that lead to the use of a certain procedure to solve a given problem.

- Presenting mathematics as a problem-solving technique in a real world context.
- Using technology, online resources, and manipulatives appropriately and effectively.
- Reviewing and implementing latest research in mathematics education.
- Identifying specific weaknesses students have in solving mathematics problems.

Program Requirements: 36 semester hours + one semester hour field experience

Required courses in mathematics: 21 semester hours

MTH5010 Numbers and Mathematical Thinking (3)
MTH5020 Statistics and Probability (3)
MTH5030 Understanding and Teaching Algebra (3)
MTH5040 Understanding and Teaching Geometry (3)
MTH6010 Calculus Concepts and Applications I (3)
MTH6030 Applications in STEM (3)
MTH6060 Calculus Concepts and Applications II (3)

Complete six semester hours from the following list:

MTH6020 Mathematical Connections (3)
MTH6040 Technology in Mathematics Classrooms (3)
MTH6080 Selected Topics in Mathematics (3)
MTH6090 Selected Topics in Mathematics Education (3)

Required courses in mathematics and science education: 10 semester hours

NSM5400 Curriculum Development and Assessment in Mathematics and Science (3)
NSM5900 Field Experience in STEM (1)
NSM6100 Educational Research in Mathematics and Science I (3)
NSM6200 Educational Research in Mathematics and Science II (3)

Master of Arts in Reading Instruction and Endorsement (MARI)

Program Description

The primary goal of the 36-semester hour Master of Arts in Reading Instruction program is to provide candidates with the knowledge, skills and dispositions to become a building or district-level reading specialist. Coursework is designed to

address the Reading Specialist standards of the International Reading Association (IRA) and the six areas required for licensure by the Illinois State Board of Education (ISBE). The degree is intended for experienced, practicing licensed teachers who seek to become reading coaches or reading specialists. The Reading Specialist must successfully complete the Reading Specialist Content Test (#176), and Illinois Basic Skills Test, TAP Test of Academic Proficiency. Applicants must meet the ACT plus writing composite score or the SAT composite score as required by ISBE at the time of application for entitlement as a Reading Specialist.

Admission Requirements

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK–12, or preschool-age 21).
- One or more years of teaching experience in a PreK–12 setting and current teaching position.
- A completed Graduate Application for Admission (aurora.edu/auapply).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.
- A recommendation from your current building principal or direct supervisor.

Attendance Policy

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

Academic Standards and Evaluation in Graduate Education Programs

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

Program Requirements

Thirty-six semester hours are required for MARI degree. Thirty semester hours

involve coursework designated to develop candidates' content knowledge and skills related to reading instruction and program leadership. The remaining six semester hours are spent in a supervised clinical experience involving assessment and instruction with struggling readers (EDU6410).

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

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

Degree Requirements for Masters of Arts in Reading Instruction (MARI)

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

30 semester hours in content related to literacy
6 semester hours of supervised clinical practicum involving assessment and tutoring with struggling readers

Course Requirements for Master of Arts in Reading Instruction (MARI) and Reading Specialist

EDU6300 Professional Research in Literacy Learning (3)
EDU6310 Effective Word Study Instruction (3)
EDU6320 Effective Comprehensive Instruction (3)
EDU6330 Literacy in the Content Areas (3)
EDU6340 Assessment of Literacy Learning (3)
EDU6350 Teaching Reading to Diverse Learners (3)
EDU6370 Texts for Children (3)
EDU6380 Supervision and Administration in Literacy I (3)
EDU6390 Supervision and Administration in Literacy II (3)
EDU6400 Professional Research in Literacy Learning II (3)

EDU6410 Practicum in Reading (6)

Master of Arts in Science Education (MASCE)

This program is designed to equip the middle school and high school science teacher with the science content and science education pedagogy needed to excite and instill a passion for science in the next generation of learners. While the program has its greatest appeal for middle school and high school teachers, all Pre K–12 teachers who seek to increase their knowledge of STEM (Science, Technology, Engineering and Mathematics) in biology, chemistry, physical science, and earth and space science will learn new ways to work with students in the classroom and meet the Next Generation Science Standards. The program is designed to deliver a teacher leadership curriculum alongside content courses in physical, life, earth and space sciences. These courses are designed so that teachers can experiment with at-home laboratories and take these ideas directly to the classroom. Scientific and engineering practices will be introduced in courses of field study and technology in the classroom. Overall, the program is designed to explore how humans scientifically study the natural world and its universe while considering cause and effect relationships between humans, technology and their environment.

All classes in the program are taught in eight-week online modules through AU Online or on-ground in a cohort format. The classes include field work, lab work, and moderated chat-room synchronous and asynchronous discussions. Natural areas (Geneva Lake, glacial and other landscapes) along with community partners (Morton Arboretum, Waste Management, Robert Crown Center for Health Education, Fermi Lab, DuPage Children's Museum, Challenger Learning Center for Science & Technology) in the area are used to provide hands-on experiences for the teachers.

Program Goals

- Establish a comprehensive understanding of the national standards in mathematics and science.
- Train participants to create lesson plans using core standards and mathematical and scientific practices.
- Realize the integration of physical, life, and earth and space sciences with mathematics, engineering and technology through curriculum development complete with assessment measures.
- Deepen teachers' content knowledge in physical sciences, life sciences, earth and space sciences by focusing on fundamentals of these disciplinary cores through hands-on experimentation.
- Apply science education pedagogical methods in modeling and inquiry to

new middle school classroom experiences.

- Establish teacher leaders in middle and high school science education to lead an effort to improve teaching and learning of science in the teacher's own school and district.
- Encourage candidates to be self-reflective of their own teaching by using research to assess and identify areas of improvement.
- Provide innovative teaching methods and technologies that allow participants to become efficacious teachers so their students apply and retain knowledge of physical, life, and Earth and space sciences over time.
- Improve mathematics and science teaching skills of participants, so their students understand, apply and retain science and mathematics knowledge.

Required Courses

Science Education:
NSM5400 Curriculum Development and Assessment in Mathematics and Science (3)
NSM6100 Educational Research in Mathematics and Science I (3)
NSM6200 Educational Research in Mathematics and Science II (3)
MTH5100 Foundations of Higher Mathematics (3)
MTH6702 Research Project (2)

Physical Sciences:
NSM5420 Physical Science I: Matter and Energy (3)
NSM5430 Physical Science II: Forces, Energy and Motion (3)

Life Sciences:
NSM5440 Hierarchical Organization of Life – From Cells to Organisms (3)
NSM5450 Hierarchical Organization of Life – From Organisms to Ecosystems (3)

Earth and Space Sciences:
NSM5460 The Universe (3)

Cross-cutting Concept Courses:
NSM6410 Exploring Planet Earth (3)
NSM6420 Technology and Instrumentation (3)
NSM6430 Biochemical Applications in Technology (3)

Engineering, Technology and Applications of Science Courses:
NSM5410 Scientific and Engineering Practices (3)
NSM5900 Field Experience in STEM (1)

Master of Arts in Special Education (MASE)

Program Description

The primary focus of this program is to prepare teachers for a Teaching Licensure with a Learning Behavior Specialist I (LBS I) (K– age 22) endorsement. Candidates may be existing teachers, someone who has experience in the schools, or someone with a degree in a related field. 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 disabilities, autism, social/emotional disabilities, and physical disabilities/other health impaired. Moreover, although the licensure will cover grades K– age 22, candidates will have a working knowledge of issues and strategies appropriate for the grades P–12. The coursework is designed to allow the candidate
both to evaluate research and conduct action research in the classroom. Furthermore, varied clinical practice and field experiences are considered an integral part to all courses so that the candidate can apply theory to practice and practice to theoretical conceptualizations. Please note that candidates with an existing licensure will not be required to student teach, but will participate in an internship that will be tailored to broaden the candidate's base of experience in the field. Candidates who do not hold an existing license will be required to student teach, taking SPED6750 instead of SPED6570. While completing the entire master's degree is advised, candidates can apply in one of three tracks: 1.) Endorsement (open only to licensed teachers), 2.) Licensure as an LBS I, or 3.) Master's degree in Special Education with licensure.

Candidates with an existing LBS I licensure will qualify for an endorsement in special education after the first 18 hours of coursework; this endorsement will be for the grade levels of the student's primary licensure. For a candidate with an existing licensure, completion of the Master of Arts in Special Education (MASE) involves 47 hours of coursework although the core courses necessary for the licensure total 41 hours. The remaining six hours to complete the MASE degree will involve a cognate of two courses that the candidate will plan with the assistance of his or her advisor.
This cognate will enable the candidate to establish an area of increased specialization. Suggested cognates include coursework in areas such as elementary education, the reading specialist, ELL/ESL/Bilingual, or educational leadership/supervision (toward a Type 75 licensure) For a candidate for whom this will be an initial licensure with student teaching, there are 53 total hours for the master's degree, which includes the two-course cognate. The main objectives of the coursework are twofold: to build the pedagogical expertise of the candidate; and to facilitate collaboration with his or her students, their families, their colleagues and the community.

Candidates should be aware that the Illinois State Board of Education requires that these additional tests be passed before an LBS I licensure will be issued:

- The LBS I Content Area test (#155)
- The Special Education General Curriculum test (#163)

The edTPA assessment, for which Pearson charges a significant fee, during student teaching for candidates who are completing an initial licensure. In fact, state licensure tests #1 and #2 must be passed before the candidate may begin the final clinical experience (the internship or student teaching). Candidates who has an existing license will also complete the edTPA assessment, but she or he will not be required to submit the assessment to Pearson (nor will they have to pay the fee).

Admission Requirements for the MA in Special Education

- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or an ACT with a writing, composite score of 22 or higher, or SAT meeting ISBE requirements (Note: Candidates should verify required scores with ISBE as required scores have continued to be modified).
- A completed Graduate Application for Admission (aurora.edu/auapply).
- Transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU- ETranscripts@aurora.edu.
- Bachelor's degree from a regionally accredited institution. 3.0 grade point average on a 4.0 scale. If the applicant's grade point average is below that of a 3.0, the applicant may be accepted on a probationary basis. If probationary status is granted, a formal review will be conducted by the program director after completion of the first three courses where a 3.0 average must be maintained or the applicant will not be able to continue the program.
- Two letters of recommendation from individuals familiar with the applicant's professional potential related to this field.
- Passing a National Background Check (Criminal Activity and Sex Offender); completed after admission.

Prerequisite Suggestion

- A course in teaching primary reading; if taken at the graduate level, this may count as a cognate for the MASE.

Application Deadline and Notification

Applications will be reviewed by the special education admission committee, and

applicants will be advised of acceptance on a rolling basis as they are reviewed. Applicants should please note that this program is designed for a fall semester start; however, a spring start with a modified sequence of courses is also available. Some endorsement courses may also be available online.

Academic Standards and Evaluation in the MASE Program

In addition to feedback to students in the form of grades, full-time candidates' overall performance will be reviewed at the end of each semester (part-time candidates' work will be reviewed every two semesters) to evaluate whether the applicants are integrating the theoretical knowledge and practical applications at a competent level.
At the graduate level, a "C" grade indicates less than complete mastery of the content and methods of the course. A 3.0 grade point average must be maintained to continue in the program. Only two grades of "C" are accepted at the graduate level in the MASE program. If a candidate receives a "C" grade within the first semester, the candidate may be removed from the program by action of the program faculty. As is true of admission to the program, candidates may be allowed to continue on a probationary status at the discretion of their advisor and the program director. Candidates must achieve a "B" grade in the Unified Field Experience to be eligible for the internship or student teaching. Additionally, candidates must pass the two state special education content area tests and the Assessment of Professional Teaching test before beginning their internship or student teaching. A grade of "B" or better must be achieved in the internship or student teaching courses to become licensed.

Program Requirements

If a candidate has an existing licensure, 47 semester hours are required for the MASE degree. If a candidate does not have an existing licensure and will need to student teach, the degree will take an additional six hours (53 hours). Thirty-nine hours (33 of these hours are core hours required for licensure) are devoted to content coursework designed to develop expertise across the wide range of disability categories required for the cross-categorical LBS I licensure with the state. Each of these content classes focuses on both theory and clinical and educational application. The remaining eight hours are devoted completely to supervised clinical experience in applying theory to practice in the field. In these experiences, candidates will be exposed to a range of ages and educational/life impact on the student(s). As noted earlier, licensure may be granted with the 42 semester hours of core courses (48 hours if student teaching is required), composed of 34 hours of content coursework and eight hours of supervised clinical experiences (14 hours if student teaching), but the applicant is strongly encouraged to complete the MASE curriculum. The objective of the MASE is to give the candidate the expertise to

understand and teach not only the student, who may have a range of disabilities that manifest differentially at different points in his or her life, but also to be able to understand and collaborate with significant members within the context of the student's family, school and community.

The sequence of courses for the MASE program anticipates that the candidate will generally begin the program in the fall semester. Applicants may attend either full or part time.

Degree Requirements for MASE

- 40 semester hours in content classes, with accompanying clinical field exposure (includes six semester hours of cognate courses)
- Eight semester hours of supervised clinical practica (assumes that a candidate has an existing teaching licensure, these hours include an internship)
- 8 semester hours plus 2 additional seminar semester hours if student teaching, for a total of 10 hours
- Six additional semester hours in a cognate area

Licensure Requirements for LBS I

General Content Area and Practicum Classes Required for Licensure
Note: Courses marked with an (E) comprise the endorsement. The endorsement is also offered through AU Online.

SPED5510 Characteristics and Identification of Disabilities and the Law (4) (E)
SPED5520 Cognitive Development and Disabilities (2) (E)
SPED5530 Oral Language Development and Disorders (3)
SPED5540 Diversity and Disability Issues: Students, Families, Schools and the Community (2)
SPED5555 Prosocial Skills and Challenging Behaviors (3) (E)
SPED5560 Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities (2) (E)
SPED5570 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition (3) (E)
SPED5610 Psychoeducational Assessment of Students with Disabilities (4) (E)
SPED5640 Mathematics and Sciences Interventions for Students with Disabilities (2)
SPED6520 Reading Disabilities Theory and Interventions (3)
SPED6530 Written Language Development and Disorders (3)
SPED6550 Introduction to Educational Research (2)
SPED6560 Unified Field Experience (4)
SPED6570* Internship and Action Research Seminar (assumes previous student teaching experience/licensure) (4)

OR
SPED6750* Student Teaching in Special Education 8 semester hours
SPED6760 Seminar for Student Teaching in Special Education 2 semester hours
*Candidates take one of the above courses, dependent on whether student teaching is required.

Elective Classes for Degree Candidates: Two electives, totaling six semester hours, forming a cognate, established with the approval of the candidate's advisor.

Total hours for the MASE degree: 47 hours; 53 hours if student teaching is required.

Director of Special Education Endorsement

Program Description

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

Admission Requirements for Director of Special Education

- A valid Professional Educator License with an LBS 1 endorsement or school service area of school social work, school psychology or speech/language pathology; a Type#75 Administrative License or Principal Endorsement, and current position.
- One letter of recommendation.
- At least two years of professional experience working with special populations in a Pre–K through 12/age 21 setting.

Academic Standards and Evaluation in Graduate Education Programs

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

Program Requirements

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

Course Requirements

SPED6660 Supervisor of Programs for Children with Disabilities (3)
SPED6670 Special Education Finance (3)
SPED/EDU6680 School leadership and the Law for Special Populations (3)
SPED6690 Current Research in Cross-Categorical Special Education (3)

Master of Business Administration (MBA)

The Master of Business Administration offers a comprehensive curriculum designed to give students a broad understanding of business operations and hone their problem-solving and team-building skills. The program focuses on key management concepts with opportunities to pursue a concentration in data analytics, digital marketing, healthcare management, leadership or take electives, including courses from the Master of Science in Accountancy program.

The MBA core courses provide a strong foundation in fundamental business concepts, including marketing, organizational behavior, accounting, finance, operations management, and strategic management. Building on this foundation, elective courses allow students to pursue concentrations that have direct relevance to their careers and future professional goals.

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

Admission Requirements

The general admission requirements are to be found in the section “Graduate Admission Requirements.” In addition to the requirements listed there, an interview may be required.

Attendance Policy

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

Academic Standards and Evaluation

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

At the graduate level, a “C” grade indicates less than complete mastery of the content of a course. Only two grades of “C” are accepted at the graduate level in the MBA program and they must be balanced by two grades of “A.” If a “C” is received within the first three courses, the student may be removed from the program by action of the program director.

Residency Requirement

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

MBA Program Detail

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

MBA Course Requirements

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

MBA Required Core Courses: 21 semester hours required

MBA6020 Marketing Management (3)
MBA6030 Leadership and Organizational Behavior (3)

MBA6045 Managerial Accounting (3)
MBA6050 Financial Management (3)
MBA6075 Operations Management (3)
MBA6090 Applied Business Research (3)
MBA6100 Strategic Management (3)

MBA Electives: 15 Semester hours required
MBA6200 Human Resource Management (3)
MBA6500 Global Business Immersion (3)
MBA6520 Project Management Planning (3)
MBA6530 Project Management Execution (3)
MBA6540Entrepreneurial Management (3)
MBA6550 Healthcare Management (3)
MBA6560 Leadership of Not-for-Profit Organizations (3)
MBA6610 Leading Organizational Development (3)
MBA6620 Leading Strategically (3)
MBA6630 Leading Teams (3)

Master of Science in Accountancy (MSA)

Aurora University's Master of Science in Accountancy degree is designed to prepare students to successfully complete professional accountancy exams and commence professional practice as accountants. Program graduates will be prepared to become CPAs and CMAs practicing in the areas of financial accounting and reporting, managerial accounting, taxation and attest services.

The program design includes two tracks. One meets the needs of persons with undergraduate degrees in accountancy. It consists of 30 semester hours of training and can be completed in one year of full-time studies or two years of parttime studies. The second track is designed to meet the needs of persons with baccalaureate degrees in areas other than accounting. It consists of 48 semester hours of graduate study. Both tracks, when combined with the credits earned during the baccalaureate experience, provide the credits necessary to qualify to take the Uniform Certified Public Accountant Examination.

Admission

Candidates may be admitted to the Master of Science in Accountancy program in any of five terms throughout the year. Requirements for admission include:

- Completed Application for Admission.

- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU- etranscripts@aurora.edu.
- Bachelor's degree from a regionally accredited institution with a grade point average of 3.0 or greater (on a 4.0 scale). Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- An interview with the Director of Graduate Business Programs.
- A professional resume.
- Two letters of recommendation or completed recommendation forms.

Attendance Policy

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

Academic Standards and Evaluation

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

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

MSA Program Detail

Required Courses for those without a bachelor's degree in accounting
ACC3110 Intermediate Accounting I (4)
ACC3120 Intermediate Accounting II (4)
ACC4140 Advanced Accounting (4)
ACC4410 Auditing (4)
ECN2030 Principles of Economics (4)
FIN3400 Principles of Finance (4)

Required Courses
ACC6100 Business Environment and Concepts (3)
ACC6110 Accounting Theory, Practice and Reporting (3)
ACC6120 Advanced Cost and Managerial Accounting (3)

ACC6140 Governmental and Not-for-Profit Accounting (3)
ACC6150 Accounting Information Systems (3)
ACC6160 Advanced Attest Services (3)
ACC6180 Taxation of Corporations, Partnerships and Not-for-Profits (3)
ACC6190 Business Regulation (3)
ACC6200 Seminar in Professional Accounting Research and Practice (3)
MBA6250/6810 Data Analytics (3)

Master of Science in Applied Behavior Analysis (ABA)

Program Description

Applied Behavior Analysis (ABA) is a field that utilizes basic behavioral principles to address behavior challenges of social significance. This program emphasizes a natural science approach to the study of human behavior and will introduce you to ways of viewing everyday behavior that differs from the way behavior is typically talked about in everyday speak. You will be introduced to the basic and applied research that serves as the foundation for applied behavior analysis and effective behavioral treatments. The course sequence is designed to meet the requirements of the Behavior Analysts Certification Boards (BACB) 4th Edition Task List, and includes practicum courses that will require you to the use skills learned in the classroom in clinical settings.

Program Goals

- Train effective and informed applied behavior analysts
- Provide hands-on training both inside and outside of the classroom

Admission Requirements

- Complete the Graduate Application for Admission at aurora.edu/auapply.
- Possess a bachelor's degree from an accredited college or university (minimum 2.75 GPA on a 4.0 scale).
- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU-etranscripts@aurora.edu.
- Submit your current curriculum vita or detailed resume.
- Submit three letters of recommendation from individuals acquainted with your professional or academic abilities.

- Submit a Statement of Purpose. Your personal statement should be typewritten, double-spaced narrative of two to three pages and reflect standards of graduate-level writing. It should describe your motivation and aspiration for becoming a behavior analyst. The following questions may be used as a guide:

    a. How did you become interested in Applied Behavior Analysis?
    b. What are your current interests in Applied Behavior Analysis?
    c. What are your future goals in relation to Applied Behavior Analysis?

*Admission interviews are generally not required. However, the ABA committee may request an interview for additional candidate information.

Required Courses

Courses designed to meet BACB requirements:
ABA5100 Concepts and Principles of Behavior Analysis (3)
ABA5200 Introduction to Applied Behavior Analysis (3)
ABA5300 Clinical and Research Methods in Applied Behavior Analysis (3)
ABA5400 Behavioral Assessment (3)
ABA6200 Behavioral Interventions (3)
ABA6400 Professional and Ethical Issues (3)

Practicum Course

ABA6900 Intensive Practicum (9)

Additional Required Courses

ABA6100 Theory and Philosophy (3)
ABA6300 Advanced Applied Behavior Analysis (3)
ABA6500 Capstone Course (3)
ABA6810 Special Topics in Applied Behavior Analysis (3)

Master of Science in Athletic Training (MSAT)

This program is available at the Aurora campus as of the 2020/2021 academic year.

Athletic training is an allied health profession dedicated to the prevention, care and rehabilitation of injuries to people who are physically active. Potential employment opportunities include working in high schools, colleges, universities, sports medicine clinics, hospital-based physical therapy clinics, fitness centers, industrial health care facilities, law enforcement, the military, and professional sports. Entry-level athletic trainers must successfully pass the Board of Certification (BOC) examination to practice athletic training.
The Master of Science degree in Athletic Training is designed to fulfill BOC examination eligibility and Illinois state licensing requirements necessary to practice in the state of Illinois. Students will participate in a rigorous academic program that includes practicum course clinical rotations to area physical therapy clinics, high schools, colleges, hospitals and physician offices.

Master of Science in Athletic Training - 5 (3+2) years option Dual Degree Program in Exercise Science and Athletic Training
Aurora University offers students the opportunity to earn a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training in five years. Students majoring in Exercise Science – Athletic Training Emphasis will apply to the master's degree program during their junior year. If admitted, they will begin their master's degree coursework during their fourth year while concurrently completing their Bachelor of Science Degree in Exercise Science.

Master of Science in Athletic Training - 2 year option

Aurora University also offers students the opportunity to earn a Master's Degree in Athletic Training in two years if the candidate has a bachelor's degree in a related field and has completed the following pre-requisite coursework:
Anatomy and Physiology I
Anatomy and Physiology II
Nutrition and Health Promotion
First Aid/CPR for the Professional Rescuer or Healthcare Provider (Certification must be valid throughout enrollment in the program)
Prevention and Care of Athletic Injuries
Advanced Strength Training and Conditioning Cert. Prep or similar course
Kinesiology or Biomechanics
Physiology of Exercise
General Statistics

Once admitted, students will complete all of the necessary athletic training coursework in 2 years and will then become eligible to sit for the Board of Certification (BOC) examination.
Application procedures into the master's program include, passing a certified criminal background/sex offender check, passing a TB test, nine panel drug screen, and proof of current immunization or waiver. Students must meet the General Graduate Academic

Admission Requirements for Aurora University for acceptance into and continuation of the Master' degree program. For the 3+2 Dual Degree Program, students will be accepted into the program following the spring semester of their third year. Transfer students must meet the General Graduate Academic Admission and program prerequisite requirements for the master's degree. Aurora University maintains the right to admit only the most highly qualified students from those who have met the above requirements. Students are encouraged to review Aurora University's Policy for Students with Disabilities found in the university catalog. Admission requirements and technical standards for athletic training students are found in the Athletic Training Program Policies and Procedures Handbook and on the program website.

Degree Requirements for Master of Science in Athletic Training - 65 semester hours

ATR5510 Assessment of the Lower Extremity (4)*
ATR5530 Assessment of the Upper Extremity (4) *
ATR5500 Principles of Athletic Training (4)*
ATR5550 Principles in Therapeutic Intervention (4)*
ATR5560 Taping and Bracing (2)*
ATR5200 Emergency Medical Response (4)*
ATR5750 Athletic Training Practicum I (3)*
ATR5760 Athletic Training Practicum II (3)*
ATR6100 Athletic Training Internship (4)
ATR6600 Applied Therapeutic Modalities (3)
ATR6350 Applied Sport and Human Performance (2)
ATR6500 Medical Aspects of Athletic Training (4)
ATR6150 Administration of Athletic Training (4)
ATR6750 Athletic Training Practicum III (3)
ATR6760 Athletic Training Practicum IV (3)
ATR6800 Research in Athletic Training I (2)
ATR6820 Research in Athletic Training II (4)
ATR6020 Applied Manual Therapy (2)
ATR6900 BOC Exam Preparation (2)
ATR6550 Applied Therapeutic Rehabilitation (3)

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

Master of Science in Mathematics (MSM)

Program Description

The Master of Science in Mathematics with an emphasis in mathematics education program provides mathematics teachers with advanced study in mathematics and mathematics education. The program offers teachers additional experience in higher-level mathematics to enhance their teaching with additional depth and breadth of content. At the same time, it strengthens their background in school mathematics curriculum, instructional practices, assessment and technology and research in mathematics education.

Admission Requirements

The general admission requirements are found in the section “Graduate Admission Requirements.” In addition to the requirements listed, students must hold a bachelor’s degree in mathematics or a bachelor’s degree in some other field with extensive coursework in mathematics.

Residency Requirements

A minimum of 30 semester hours of graduate credit must be earned at Aurora University in order to receive this degree. A maximum of six semester hours of graduate credit may be transferred from a regionally accredited college or university and applied to the requirements of this degree. Any coursework submitted for transfer must be approved by the mathematics program faculty and the chair of the division.

All graduate transfer credit from other institutions must be submitted at the time of acceptance into the program. Once the applicant has been accepted for enrollment in the program, it is expected that he/she will complete all coursework for the degree at Aurora University. No coursework may be transferred to Aurora University after enrollment. See the section “Transfer of Credit” for other conditions governing the transfer of credit.

Academic Standards and Evaluation

At the graduate level, a “C” grade indicates less than complete mastery of the content of a course. Only two grades of “C” are accepted at the graduate level in this program and they must be balanced by two grades of “A.” See the section “Academic

Standards” for other conditions governing academic standards and the graduate grading system.

Degree Requirements

Twenty-four semester hours in mathematics plus 12 semester hours in professional education.

Section A: Required courses in mathematics: 24 semester hours
MTH5100 Foundations of Higher Mathematics (3)
MTH5200 Modern Geometries (3)
MTH5300 Number Theory (3)
MTH5400 Probability and Statistics
(3) MTH6100 Abstract Algebra I (3)
MTH6200 Abstract Algebra II (3)
MTH6300 Advanced Calculus I (3)
MTH6400 Advanced Calculus II (3)

Section B: Required courses in education: 12 semester hours
MTH5500 Technology in the Mathematics Classroom (3)
MTH5600 Assessment and Curriculum Development in Mathematics (3)
MTH5701 Research Seminar I (1)
MTH5702 Research Seminar II (1)
MTH5703 Research Seminar III (1)
MTH5704 Research Seminar IV (1)
MTH6702 Research Project (2)

Master of Social Work (MSW)

The primary objective of the MSW program in the School of Social Work is to prepare students for advanced social work practice. The student acquires the professional foundation of social work knowledge, values and skills in a generalist practice social work model.

The foundation curriculum provides instruction in human behavior in the social environment/theories of human development; social welfare and policy; social work practice; diverse populations; social work with groups; social work electives and social work research. Field instruction during the foundation year consists of 15 clock hours per week (225 clock hours per semester) during each semester for a total of 450 clock hours for the academic year.

In the second year, students enter into the clinical concentration in advanced-level courses in social work theory, policy and practice; psychopathology, advanced social work electives; and advanced social work research. Field instruction during the

concentration year consists of approximately 20 clock hours per week (300 clock hours per semester) during each semester for a total of 600 clock hours for the academic year.

MSW Admission Requirements

- A completed Graduate Application for Admission.
- Bachelor's degree from a regionally accredited institution with an average GPA of 2.75 on a 4.0 scale. Students with a GPA of less than 2.75 will be considered on a case-by-case basis. Undergraduate curriculum must include three semester hours in statistics, research and physical assessment.
- Two letters of recommendation from individuals familiar with your professional or academic abilities.
- Statement of Purpose.
- Commitment to high standards of personal and professional conduct, as reflected in the NASW Code of Ethics.

Personal characteristics indicative of the capacity for professional practice as evidenced by:

- personal maturity
- a high level of personal integrity, readiness to identify with the values and ethical principles of the social work profession
- commitment to social justice and to improvement of the condition of vulnerable and oppressed groups

Admission Review Process

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

Application Considerations

Potential applicants for the MSW program should note that a criminal background may render them ineligible for a field internship which is a requirement to complete the

MSW program. The applicant may also be ineligible for licensure after graduation. Aurora University and the School of Social Work reserve the right to deny admission to the MSW program based on application materials, previous academic record and records of past conduct, including but not limited to, the results of a criminal background check or registration of a sex offense.

Provisional Admission

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

Conditional Acceptance

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

Advanced Standing Students

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

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

MSW Program Options

The School of Social Work offers several graduate program options leading to the Master of Social Work degree, including two-year full-time and three-year part-time.

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

Specific Program Components

Internships (Field Instruction)

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

First-year, full-time students typically are required to complete a minimum of 15 clock hours of field instruction per week during the fall and spring semesters for a total of 450 clock hours for the academic year. Second-year, full-time students typically are required to complete a minimum of 20 clock hours of field instruction per week during fall and spring semesters for a total of 600 clock hours for the academic year.

Part-time students typically begin their field placement in the second year and complete approximately 15 clock hours of field instruction per week during each regular semester for a total of 450 clock hours for the academic year. Part-time students in the concentration curriculum (third year) complete 600 clock hours of field instruction for the academic year.

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

All graduate social work students interested in taking coursework toward the Illinois Professional Educator’s License with School Social Work Endorsement must be in good standing with the School of Social Work and will be required to complete the following procedures:

1. Pass the Illinois Test for Academic Proficiency 400 (TAP) its equivalent ACT Plus (with writing) or SAT by December 1st of their Advanced MSW placement.

Aurora University strongly recommends that students pass ISBE's academic testing standards prior to beginning their Advanced MSW placement though.

2. Take and pass the Illinois School Social Work Exam (184) by the end of their MSW studies. School social work students are recommended to complete this exam in the fall of their Advanced MSW placement.
3. Pass SWK5610 Social Work Practice with the Exceptional Child, which meets HB150 guidelines. The course is recommended to be completed prior to the start of their Advanced MSW placement.
4. Secure a field placement in the public school setting by actively seeking an internship. Since internships in the school setting are very competitive, it is recommended that students begin to look before the end of January of the academic year preceding the advanced-year (school) field placement. Only MSW Advanced placements can be completed in public school districts in order to qualify for the school social work specialization and the Illinois Professional Educator License in Social Work.
5. Complete and return the ISBE 73-44 to the AU licensing officer within the first 30 days of the MSW Advanced placement.

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

Illinois Professional Educator's License with School Social Work Endorsement Program Requirements

1. The applicant must have earned a Master of Social Work degree from a CSWE- approved program.
2. Applicants must contact the Center for Adult and Graduate Studies for the Illinois Professional Educator's License with School Social Work Endorsement/License Program application package and complete the application, request one letter
   of recommendation from a professional in the field, and arrange to have their official transcript showing their MSW sent to the Center for Adult and Graduate Studies. When all components of the application package are received by the Center for Adult and Graduate Studies, it is then forwarded to the Coordinator of the School Social Work Specialization. Applicants are recommended to have passed the Illinois State Board of Education Test of Academic Proficiency (400)
   (or an equivalent alternative) prior to beginning their school social work placement. The School Social Work Content Exam (184) may be completed while in the school social work placement and must be completed prior to licensure.

Information about these exams can be found at il.nesinc.com/.

3. Academic requirements include successful completion of the following courses:
   a. SWK6430 School Social Work Certification Course (3)
   b. SWK5610 Social Work Practice with the Exceptional Child (3 semester hours)
   c. SWK6670 Post MSW —Advanced School Social Work Field Required Field Hours are prescribed based on experience) (3)
   d. OEDO5018 Reading Methods K–12 SSP (1)
   e. OEDO5019 Reading Content K–12 SSP (1)
4. We believe that the student should play a vital role in determining his/her field placement. As is the case with our regular MSW students, we maintain a file with the names, addresses, phone numbers and contact persons of schools which have participated as internship sites, from which students can choose. Placements need to be arranged before a student can register for SWK6430. Students should begin to make arrangements for internships in January.
5. The student must maintain a minimum 3.0 GPA for the entire course sequence.
6. The program must be completed within four consecutive semesters from the first semester after being officially accepted into the endorsement program. Any
   modification in the program completion plan must have prior approval of the School Social Work Program Coordinator.
7. Post MSW-School Social Work students are not required, but are encouraged to enroll in elective course offerings related to school social work practice as a means of rounding out their training experience.

Note: Illinois State Board of Education Requirements for endorsement/licensure are frequently modified. Please contact the School Social Work Program Coordinator for current requirements.
Note: Information regarding the exams can be found by calling Pearson Education Inc. at 800-989-8532 or il.nesinc.com.

Program Academic Policies

Student Evaluation

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

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

Also recognizing that there are professional competencies and conduct not measurable

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

Four-Year Limit

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

Credit for Life Experience

In accordance with the standards of the Council on Social Work Education (CSWE), credit may not be given for life experiences.
Note: Please refer to the MSW Policy Handbook for complete policies and procedures of the School of Social Work and Aurora University.

MSW Program Requirements

Prerequisite: Statistics (completed a basic statistics course with a grade of “C” or better prior to enrollment)

Foundation Curriculum 30 semester hours

Social Welfare 3 semester hours
SWK6140 Social Welfare Policy and Institutions (3)

Human Behavior and Social Environment 6 semester hours
SWK6150 HBSE I: Theories of Human Development I (3)
SWK6160 HBSE II: Theories of Human Development II (3)

Social Work Practice Theory and Methods 12 semester hours
SWK6370 Social Work Practice I: Individuals and Families (3)
SWK6381 Social Work Practice II: Group Work (3)
SWK6382 Social Work Practice II: Community Practice (3)
SWK6390 Social Work Practice with Diverse and Vulnerable Populations (3)

Research 3 semester hours
SWK6250 Research I: SW Research Methods (3)

Foundation Field Instruction 6 semester hours
SWK6730 Field Instruction I: Foundation Internship (3)
SWK6740 Field Instruction II: Foundation Internship (3)

Advanced Curriculum 30 semester hours

Social Work Practice and Policy 12 semester hours

SWK6500 Social Work Perspectives on Psychopathology (3)
SWK6511 Social Work Practice III: Clinical Theory and Methods (3)
SWK6521 Social Work Practice IV: Advanced Clinical Knowledge and Application (3)
SWK6533 Advanced Social Policy (3)

Research 3 semester hours
SWK6283 Practice and Program Evaluation (3)

Social Work Electives 9 semester hours

Advanced Field Instruction 6 semester hours
SWK6750 Field Instruction III: Advanced Internship (3)
SWK6760 Field Instruction IV: Advanced Internship (3)

Total required to earn degree 60 semester hours

Specialization in Addictions

The Addictions Specialization prepares students to work with substance abusing individuals and their families within a primary substance abuse treatment setting. The coursework focuses on educating students about various aspects of substance abuse, challenging some of their own biases regarding this population, and learning specific clinical skills to help the various sub-populations of addictions. Within the clinical concentration, students complete a field internship at an approved addictions site. Upon successful completion of this specialization, students are eligible to take the Illinois Certified Alcohol and Other Drug Abuse Counselor (CADC) examination for state licensure. Students interested in declaring the Addictions Specialization must meet with the Coordinator to complete an interview and required declaration paperwork. Coursework will assist the student with completion of Board registered Mental Illness and Substance Abuse professional (MISA I) requirements, A meeting with the Coordinator is required to enroll in the SWK 5600 MISA I course.

Specialization Courses (must obtain a "B" or higher in all specialization courses)
SWK6340 Survey of Substance Abuse Evaluation and Treatment (3)
SWK5410 Psychopharmacology (3)
SWK5420 Addictions Counseling I (3)
SWK6400 Addictions Counseling II (3)

Specialization in Advanced Clinical Social Work (ACS)

The Advanced Clinical Social Work Specialization (ACS) encourages students to learn the most effective theoretical approaches to clinical social work practice as well as to critically reflect on the therapeutic relationship and their role in supporting empowerment, resiliency, and transformation for those they serve. The ACS student concentrates their studies on clinical psychotherapy and/or direct clinical social work

practice with theoretical awareness in a number of settings. The ACS aims to provide student with the basic understanding of theoretically grounded clinical practice and its terminology, the complexities of building and maintaining effective therapeutic relationships, ethical and cultural considerations, and bridging individual clinical practice with social justice and advocacy, all of which are important considerations for today's clinical professional. In order to accomplish this all students who declare ACS must take three courses *and* a "hands-on" advanced clinical specific field placement where the student is providing psychotherapy.

The MSW graduate with this specialization will be able to recognize the interpersonal complexities within clinical practice in order to work towards healing the individual and family resiliency as well as encouraging social reforms that support well-being for all populations.

Identity of the Advanced Clinical Specialization:

There are many sorts of clinical work that social workers engage in, and all of them are important. However, the identity of the Advanced Clinical Specialization is such that it will appeal to students who want to do longer-term, depth- orientated, psychodynamic individual psychotherapy.

(1) *Longer-term* – Not "crisis work" or other sorts of short-term "triage style" work that lasts less than three months. Please note that "trauma work" is not the same as "crisis work", and that working with trauma is frequently a long-term project. For the purposes of the MSW program "longer-term" is defined as being able to work with the same client and/or caseload of clients for at least three months.

(2) *Depth oriented* – This is work that attempts to get to the bottom of complex pathology and suffering, not work that is aimed at returning people to a "basic level of functioning".

(3) *Psychodynamic* – Also called "psychoanalytic" or "attachment-based" not CBT, DBT, ACT, or other "skill-based" or "psychoeducational" models. While the psychodynamic model is not the model that many managed care providers prefer, it is a time-tested powerful model that can be used to great effect in the alleviation of human pathology and suffering.

(4) *Psychotherapy* — Describes one-on-one talk therapy with individuals. While group therapy is helpful, students in the Advanced Clinical Specialization will not provide group therapy *only*, which tends to be more psychoeducational in nature.

Specialization Courses (must obtain a "B" or higher in all specialization courses)

The ACS requires all students to complete the following three electives. All three

electives must be completed prior to graduation for the student to earn the ACS. The electives may be completed in any order.

(1) SWK 6599 Advanced Therapeutic Relationship & Integrative Psychodynamics
(2) SWK 6590 Advanced Clinical Social Work Personality Disorder
(3) SWK 6592 Advanced Psychodynamic Clinical Social Work

Specialization Field Placements

In order to complete the ACS the student will need to obtain and advanced field placement in a setting that allows the student to

1. Engage in 1:1 psychotherapy with individuals at least 50% of the time, though more time is encouraged.
2. Work with at least one, though more is preferred, individuals for a period of three months or longer.

Field placements that only allow students to conduct group therapy will not meet these requirements, nor will placements where the clients the student works will re “short term” meaning less than three months of services.

Specialization in Child Welfare

The courses in the Child Welfare Specialization will not only serve to educate our students; they will also continue to promote the field of child welfare and social work. Graduates with the specialization will gain competitive positions aimed directly at serving the needs of children and families involved in the child welfare system.
The School of Social Work has been, and continues to be, committed to making a positive difference in the lives of children. Developing a specialization in child welfare, coursework and field placement internships will address the educational needs of the students while enhancing their work toward improving the lives of children and their families.

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

Upon completion of the coursework and field work, students will be eligible to test for their Child Welfare Employee License (CWEL) credential. Students interested in declaring the Child Welfare Specialization must meet with the Coordinator to complete an interview and required declaration paperwork.

Specialization Courses (must obtain a "B" or higher in all specialization courses)
SWK6700 Effects of Trauma on Children (3)
SWK6720 Vulnerable Children and Families (3)
SWK6725 Child Welfare Services (3)

Specialization in Faith-Based Social Work

The Faith Based Specialization prepares students to integrate the understandings of spirituality and faith within the social work profession, and how these experiences shape their practice. Faith-Based Specializations students will also build effective relationships, understand ethical and cultural considerations, social justice issues, and advocacy issues related to faith-based professional.
The MSW graduate with this specialization will be able to recognize the interpersonal complexities within faith-based practice in order to work towards the individual and family as well as encouraging social reforms that support well-being for all populations It is open to students of all faith traditions who desire to better understand how their faith contributes to their views and practice as professional social workers...
The faith-based specialization student can span the direct practice of faith-based social work in faith- based environments, such as child welfare agencies, individual and family counseling centers, hospitals, private practice, as well as in religious institutions such as Christian churches, Jewish synagogues, and Muslim community centers, to mention but a few.
The faith-based program of study includes one foundational core course, SWK5598 Spirituality, Meaning Making, and Faith-Based Practice, with either a foundational (450 hours) or an advanced faith-based field placement (600 hours).

Faith-Based Specialization Program of Study

Not all courses are offered each year, so please plan accordingly. Check current University Class Schedule to confirm course availability and any prerequisites. Dual specializations between the Faith-Based Specialization and the Addictions Specialization, the Advanced Clinical Social Work Specialization, the Child Welfare Specialization, and the Health Care Specialization are possible, and require additional course work.

Faith-Based Specialization Core Foundational Course
SWK 5598 Spirituality, Meaning Making, and Faith-Based Practice (3)

Specialization in Forensic Social Work

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

Specialization Courses (must obtain a "B" or higher in all specialization courses)

SWK5300 Forensic Social Work (3)

SWK6720 Social Work with Vulnerable Children and Families (3)

SWK6721 Mediation (3)

Specialization in Gerontology

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

Specialization Courses (must obtain a "B" or higher in all specialization courses)

SWK6010 Medical Social Work (3)
SWK5100 Social Work Gerontology: Assessment and Intervention (3)
SWK5110 Social Work Gerontology: Biology and Health of Aging (3)
Internship with aging populations to be completed in the advanced year.
For students wishing to obtain the Health Care Specialization in addition to the Gerontology Specialization, one additional Health Care elective is needed.

Specialization in Health Care

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

Specialization Courses (must obtain a "B" or higher in all specialization courses)
SWK 6010: Medical Social Work (3)
AND
Any two Health Care electives listed below:

SWK5100 Social Work Gerontology: Assessment and Intervention (3)
SWK5110 Social Work Gerontology: Biology and Health of Aging (3)
SWK5200 Suicide Prevention, Intervention, Postvention/Community Action (3)
SWK5250 Perspectives on Infertility and Assisted Reproduction (3)
SWK5410 Psychopharmacology (3)
SWK5610 Social Work with the Exceptional Child (3)
SWK6030 Bereavement Counseling (3)
SWK6035 Hospice SWK (3)
SWK6045 Psychiatric Hospital Social Work 3)
SWK6050 Self-Injury and Eating Disorders (3
SWK6055 Oncology SWK (3)
SWK6581 Mindfulness (3)
SWK6810 Social Work and the Military (3)

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

Specialization in Leadership through the Dunham School of Business and Public Policy MBA Program

MSW students may take some or all of their electives from the MBA (Master in Business Administration) Leadership Curriculum. Taking three of the following MBA courses: MBA6030, MBA6610, MBA6620, and MBA6630 results in a Specialization in Leadership, along with the MSW degree. This advanced business curriculum is ideal for MSW students interested in learning more about business management and administration in the field of Social Work and Human Services.

Please refer to the MBA section of the graduate catalog for course details.

Dual Master of Social Work/Master of Business Administration (MSW/ MBA)

The Dual Master of Social Work/Master of Business Administration (MSW/MBA) program is designed to enable graduate students to expand the scope of their

studies and simultaneously pursue the MSW and MBA degrees.

Social service agencies are in need of social work professionals who also have the skills, knowledge and ability to expertly lead. To meet such a need, the School of Social Work and MBA program have teamed to provide MSW students who are earning the leadership concentration an opportunity to simultaneously earn their MBA degree. Key elements of the program are:

- Use of the existing MBA (leadership concentration) curriculum; and
- Allowing the three leadership courses required for the MSW leadership concentration to also count toward the MBA degree

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

The foundation of the MSW/MBA dual degree program is the MSW curriculum. Students who complete the MSW leadership concentration (which is composed of three MBA courses totaling nine semester hours) may apply those hours to their MBA studies as well.

Consequently, a MSW student in the leadership concentration may also complete the MBA by successfully completing the following eight courses:

MBA6020 Marketing Management (3 semester hours)
MBA6045 Managerial Accounting (3 semester hours)
MBA6050 Financial Management (3 semester hours)
MBA6075 Operations Management (3 semester hours)
MBA6100 Strategic Management (3 semester hours)
MBA6560 Leadership of Not-for-Profit Organization (3 semester hours)
Any two 6000-level MBA electives (6 semester hours)

The MBA requires 36 semester hours of study. The courses enumerated above provide 24 credits. The requisite 36 hours are attained by combining the 24 hours of MBA study with the nine semester hours of MBA leadership classes earned in the MSW concentration and the three semester hours of Research Methodology required by the MSW curriculum.

Specialization in School Social Work

Upon successful completion, students are eligible to apply for the Illinois Professional Educators' License with School Social Work Endorsement. Students must also pass the IL Test of Academic Proficiency (400) or its equivalent ACT Plus or SAT by December 1st of their Advanced MSW placement, but the school of social work strongly recommends that students complete academic testing standards for ISBE prior to entrance into their Advanced MSW placement. Students are recommended to take and pass the IL School Social Work Exam (184) prior to the end of their first semester of school social work placement. Please note that the school social work specialization must begin in August and ends at the conclusion of their school placement in late May or early June, and traditional MSW students engaging in school social work graduate in August following the completion of their school social work internship. Both traditional MSW student and post-MSW students pursuing the school social work specialization will be entitled with their license by July 1st following the completion of the program requirements.

Specialization Courses (must obtain a "B" or higher in all specialization courses)
SWK5610 Social Work Practice with the Exceptional Child (3)
SWK6410 School Social Work Policy and Practice I (3)
SWK6420 School Social Work Policy and Practice II (3)
OEDO5018 Reading Methods K–12 SSP (1)
OEDU5019 Reading in the Content Area K–12 SSP (1)

Graduate Addictions Certification Program

The Aurora University Graduate Addictions Certification program is designed to meet the Illinois Certification Board (ICB) requirements for candidates to become Certified Alcohol and Other Drug Abuse Counselors (CADC), as well as Board registered Mental Illness and Substance Abuse Professionals (MISA I) in Illinois. The program can be completed as a specialization within the Master of Social Work program, or may be completed by students who already hold a Master of Social Work or related
degree. Undergraduate students in the AU social work program also may complete the certification. The requirements can be completed in one calendar year or extended to three years at the Aurora campus or Woodstock Center.

Admission Process

1. A completed Graduate Application for Admission.
2. Transcripts (official, sealed in envelope) from your MSW degree granting college and/or university. Aurora University accepts official electronic transcripts at AU- ETranscripts@aurora.edu. Undergraduate degree holders and graduate degree holders in disciplines other than social work may be required to take courses in addition to the addictions specialization courses to

meet requirements for the CADC.
3. Two letters of recommendation from individuals familiar with your professional or academic abilities.
4. Personal meeting with the Coordinator of the Addictions Training Specialization or his/her designee.

Program Requirements

Graduate Addictions Certification students must successfully complete the following courses within three academic years after being officially accepted into the certificate program and maintain a cumulative 3.0 grade-point average:

SWK6340 Survey of Substance Abuse Evaluation and Treatment (3)
SWK5410 Psychopharmacology (3)
SWK5420 Addictions Counseling I (3)
SWK6400 Addictions Counseling II (3)
SWK6675 Graduate Addictions Certification Advanced Field Instruction (3)

Field Instruction

At AU, a student plays a vital role in determining their field placement. AU will help a student select an internship site and maintain contact information with agencies. Placements should be arranged before a student registers for SWK6810.

CADC requirements

The School of Social Work is accredited by the Illinois Certification Board (ICB) at the advanced level. Upon completion of the program, you are eligible to sit for the CADC certification examination. Certification and testing information for the CADC exam can be found at iaodapca.org.

Illinois Professional Educators' License with School Social Work Endorsement

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

AU will guide students through the ISBE certification process and help them prepare for ISBE's academic testing requirements and Illinois School Social Work tests. Most students complete the certification requirements in one year or less.

Admission Process

1. A completed Graduate Application for Admission.
2. Transcripts (official, sealed in envelope) from all prior undergraduate and graduate colleges and/or universities. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.
3. Master of Social Work degree from a CSWE-approved program with an average GPA of 2.75 on a 4.0 scale. Students with a GPA of less than 2.75 will be considered on a case-by-case basis.
4. Two letters of recommendation from individuals familiar with your professional or academic abilities.

Program Requirements

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

To earn the endorsement, students must successfully complete the following courses and maintain a 3.0 grade-point average:
SWK6430 School Social Work Certification Course (3)
SWK5610 Social Work Practice with the Exceptional Child (3)
SWK6670 Post MSW — Advanced School Social Work Field Instruction (Required Field Hours are prescribed based on experience) (3)
OEDO5018 Reading Methods K–12 SSP (1)
OEDO5019 Reading Content K–12 SSP (1)

Field Instruction

At AU, students play a vital role in determining their field placement. AU will help students select an internship site and maintain contact information with partner schools. If a student has experience in relevant areas, a social work coordinator will meet with him/her to determine if the experience is applicable. Placements should be arranged before students register for SWK6430; Most students make internship arrangements in January.

Course Descriptions

ABA5100 Concepts and Principles of Behavior Analysis

This course provides a foundation for beginning graduate students in the experimentally derived principles of respondent and operant conditioning and the role of those principles in accounting for the behavior of humans and non-humans. This course, the first in a sequence of courses, provides an in-depth introduction to the philosophy, concepts, and principles of behavior analysis.

Semester hours: 3

ABA5200 Introduction to Applied Behavior Analysis

This course is an introduction to applied behavior analysis, which is a field dedicated to the application of behavioral principles and procedures. We will cover basic principles such as reinforcement, stimulus control, extinction, etc. and we will address how these principles are commonly used in addressing behavioral problems of social significance. In addition, we will cover particular topics such as drug and alcohol abuse, classroom management, developmental disabilities, among others.

Semester hours: 3

ABA5300 Clinical and Research Methods in Applied Behavior Analysis

This course covers behavior measurement systems and single subject (within subject) experimental designs. Sound understanding of these topics is critical to the success of any practicing applied behavior analysts. In the class you will learn how to construct behavioral definitions, data collection systems, critically evaluate research, and methods for evaluating the effectiveness of clinical interventions.

Semester hours: 3

Prerequisite(s): ABA5100 and ABA5200.

ABA5400 Behavioral Assessment

This course covers the topic of behavioral assessment. Behavioral assessment is a large part of any practicing applied behavior analyst’s daily duties. In this course students will take what they have learned in previous courses and practicum experience and apply it to behavior problems of social significance. Specifically, students will define behavioral excesses and deficits in behavioral terms, define environmental variables in observable and measurable terms, identify critical information in records, design and implement behavioral assessments, and learn how to interpret assessment results. Additionally, students will be required to explain the results of these assessments in non-

technical language and participate in simulated interdisciplinary team meetings.

Semester hours: 3

Prerequisite(s): ABA5100 and ABA5200.

ABA6100 Theory and Philosophy for ABA Practitioners

This course will familiarize students with some of the historical, theoretical, and philosophical viewpoints that characterize radical behaviorism…the philosophy that gave rise to applied behavior analysis. During the course students will be presented with the various theoretical and philosophical positions that define radical behaviorism. During the course each of the topics will be addressed and the practical significance of each of these positions will be discussed.

Semester hours: 3

Prerequisite(s): ABA5300 and ABA5400.

ABA6200 Behavioral Interventions

This course is designed to further students' working knowledge of behavioral interventions. In this course students will be explore the scholarly research that has given rise to common behavioral treatments and discuss the benefits and limitations of various behavioral interventions. Additionally, students will be required to develop interventions targeting both skill acquisition and behavior reduction.

Semester hours: 3

Prerequisite(s): ABA6100 and ABA6300.

ABA6300 Advanced Applied Behavior Analysis

This course is designed to further students' working knowledge of various intellectual and developmental disabilities and contemporary issues that applied behavior analysts encounter in the workplace. Throughout the course students will lead discussions describing the etiology, behavioral characteristics, special considerations, and areas of issues future research for various intellectual and developmental disabilities.

Semester hours: 3

Prerequisite(s): ABA5300 and ABA5400.

ABA6400 Professional and Ethical Issues

This course is designed to familiarize students with the Guidelines for Responsible Conduct for Behavior Analysts that was developed by the Behavior Analysis Certification Board (BACB). Throughout the course students will review scholarly work and cases relevant to each of the guidelines outlined by the BACB.

Semester hours: 3

Prerequisite(s): ABA6100 and ABA6300.

ABA6500 Capstone Course

This course is designed to serve as a final evaluation for graduating students. Students will be required to complete a capstone project that demonstrates basic the competencies of a practicing behavior analyst and pass a comprehensive examination.

Semester hours: 3

Prerequisite(s): ABA6200 and ABA6400.

ABA6810 Special Topics in Applied Behavior Analysis

This course is designed to discuss new advances in the field of applied behavior analysis. Topics include but are not limited to the following: verbal behavior, relational frame theory, staff training, assessment and treatment considerations for specific populations, etc.

Semester hours: 3

Prerequisite(s): ABA6200 and ABA6400.

ABA6900 Intensive Practicum

(3 semester hours each taken over 3 semesters) This course is designed to meet the Behavior Analyst Certification Board's (BACB) Intensive Practicum requirements. Students will be required to complete 20 hours a week of supervised experience that focuses on the development of new behavior-analytic skills (see bacb.com for more information about activities that qualify).

Semester hours: 9

ACC6100 Business Environment and Concepts

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

Semester hours: 3

Prerequisite(s): Admission to the program

ACC6110 Accounting Theory, Practice and Reporting

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

Semester hours: 3

Prerequisite(s): ACC5220 or equivalent.

ACC6120 Advanced Cost and Managerial Accounting

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

Semester hours: 3

Prerequisite(s): Admission to the program.

ACC6130 International Accounting and Reporting

This course integrates International Financial Reporting Standards (IFRS) into a financial accounting course and leverages comparisons between U.S. GAAP and IFRS (the two most commonly applied sets of accounting standards in the world) to

---

enhance the development of a “critical thinking” approach to financial accounting and reporting. The goal of the course is to enhance student understanding of the links between the underlying transactions, the application of reporting standards for those transactions, and the financial reports obtained from a global/international perspective. In addition, the course will provide students with a basic understanding of IFRS, a relatively new set of accounting standards gaining wide acceptance throughout the world and being considered for adoption within the U.S.

Semester hours: 3

Prerequisite(s): ACC5220 or equivalent.

ACC6140 Governmental and Not-for-Profit Accounting

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

Semester hours: 3

Prerequisite(s): Admission to the program.

ACC6150 Accounting Information Systems

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

Semester hours: 3

Prerequisite(s): Admission to the program.

ACC6160 Advanced Attest Services

Course provides a foundation in assurance, attestation, and auditing fundamentals for future financial, managerial, systems, and tax professionals. The

---

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

Semester hours: 3

Prerequisite(s): ACC5240 or equivalent.

ACC6170 Taxation of Persons, Trusts, Gifts and Estates

The study of individual income tax principles including filing status, personal exemptions, the totality of income and deductions and credits. Students are introduced to Forms 1040, 1040A, 1040EZ and all supporting schedules. Further emphasis of the course is on methods of personal wealth transfer through trusts, gifts and estates. Students are introduced to various transfer vehicles and the tax implications of each. Introduction of Forms 1041, 709 and 706 is an integral part of the course.

Semester hours: 3

Prerequisite(s): Admission to the program.

ACC6180 Taxation of Partnerships, Corporations and Not-for-Profits

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

Semester hours: 3

Prerequisite(s): ACC5220 or equivalent; ACC6140.

ACC6190 Business Regulation

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

---

standards of the American Institute of Certified Public Accountants.

Semester hours: 3

Prerequisite(s): Admission to the program.

ACC6200 Seminar in Professional Accounting Research and Practice

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

Semester hours: 3

Prerequisite(s): ACC6160.

ATR5500 Principles of Athletic Training

This course is designed to give athletic training students a basic foundation in the prevention and care of acute athletic injuries and illnesses. Injury prevention, identification of acute injuries/illnesses, and on-site injury evaluation and care will be emphasized.

Semester hours: 4

Prerequisite(s): Acceptance into the Master's Degree Program or advanced standing in the BS in ES Athletic Training Major

ATR5560 Principles of Taping and Bracing

This course is designed to give athletic training students a basic foundation and skill-set in taping, wrapping, and bracing techniques. Students will master the art and science of athletic training and bracing through an understanding of the scientific principles and will

spend a significant amount of time learning and perfecting the various taping and bracing psychomotor skills.

Semester hours: 2

Prerequisite(s): Acceptance into the Master's Degree Program or advanced standing in the BS in ES Athletic Training Major

---

ATR5750 Athletic Training Practicum I

The emphasis of this practicum is the practice and application of clinical proficiencies appropriate for the first year graduate level athletic training student. Successful completion of these proficiencies is required for BOC examination eligibility. This Athletic Training Practicum has the following components; the completion of the clinical education contract and expectations for clinical experience with a formal meeting between the student and the assigned preceptor, clinical field experiences, completion of clinical proficiencies, clinical site reflection report and a weekly seminar. This practicum course includes a one-hour lab/seminar class and 225 hours of clinical experiences.

Semester hours: 3

Prerequisite(s): Acceptance into the Master's Degree Program or advanced standing in the BS in ES Athletic Training Major

---

ATR5510 Assessment of the Lower Extremity

This course emphasizes the theory and practical application of orthopedic injury assessment for the lower extremity. Students will develop an evidence-based approach to orthopedic injury assessment and differential diagnosis by integrating current peer-reviewed research with anatomical considerations and injury pathology. Standard orthopedic assessment techniques will be learned and applied to injuries and illnesses of the lower extremity. Students will learn guidelines for proper documentation and appropriate physician referral as part of the overall assessment process.

Semester hours: 4

Prerequisite(s): Acceptance into the Master's Degree Program or advanced standing in the BS in ES Athletic Training Major

---

ATR5200 Emergency Medical Response

This course is designed to provide athletic training students with the knowledge and skills necessary to work as an Emergency Medical Responder (EMR) to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical personnel take over. Students will develop an evidence-based approach to the assessment and treatment of emergency medical conditions. The course content and activities will prepare the student to make appropriate decisions about the care to provide to the patient in a medical emergency. This course teaches the skills that athletic trainers need to act as a crucial link in the Emergency Medical Services (EMS) system. Upon completion of this course, students who qualify will be certified by the American Red Cross as an Emergency Medical Responder with additional certifications in CPR for the Professional Rescuer and Health Care Provider, Bloodborne Pathogens, and Oxygen Administration.

Semester hours: 4

Prerequisite(s): ATR1800 or approved equivalent with a grade of C or higher.

ATR5530 Assessment of the Upper Extremity

This course emphasizes the theory and practical application of orthopedic assessment for the upper extremity and axial skeleton. Students will develop an evidence-based approach to orthopedic injury assessment and differential diagnosis by integrating current peer-reviewed research with anatomical considerations and injury pathology. Students will develop a foundation for orthopedic injury assessment and differential diagnosis by investigating anatomical considerations associated with injury pathology. Standard orthopedic assessment techniques will be learned and applied to injuries and illnesses of the upper extremity and axial skeleton. Students will learn guidelines for proper documentation and appropriate physician referral as part of the overall assessment process.

Semester hours: 4

Prerequisite(s): ATR5510

ATR5550 Principles of Therapeutic Interventions

The chief purpose of this course is to investigate the study and practice of therapeutic intervention used in treating sports-related injuries. This course offers a study of current theories and applications in the use of evidence-based practice in therapeutic modalities

and therapeutic exercise. The student will be able to plan, implement, document, and evaluate therapeutic intervention programs for the treatment, rehabilitation and reconditioning of the injuries and illnesses of those involved in physical activity.

Semester hours: 4

Prerequisite: ATR5500

ATR5760 Athletic Training Practicum II

The emphasis of this practicum is the practice and application of clinical proficiencies appropriate for the first year graduate level athletic training student. Successful completion of these proficiencies is required for BOC examination eligibility. This Athletic Training Practicum has the following components; the completion of the clinical education contract and expectations for clinical experience with a formal meeting between the student and the assigned preceptor, clinical field experiences, completion of clinical proficiencies and a weekly seminar. This practicum course includes a one-hour lab/seminar class and 225 hours of clinical experiences.

Semester hours: 3

Prerequisite(s): ATR5750

ATR6100 Athletic Training Internship

The emphasis of this Athletic Training Summer Internship is to provide the opportunity for the graduate athletic training student to experience a full immersion clinical experience. The athletic training Summer internship is a multiple week, full immersion field experience under the supervision of a certified athletic trainer in an approved school, university, clinical, corporate, public, private, commercial, performing arts, or military setting related to athletic training. This athletic training summer internship has the following components; completion of 320 clinical education hours over the course of 10 weeks, completion of the clinical contract and expectations form, clinical field experiences, clinical case study, clinical site reflection report and a weekly seminar.

Semester hours: 4

Prerequisite(s): ATR5760

ATR6600 Applied Therapeutic Modalities

This course offers the applications in the use of evidence-based practice in therapeutic modalities. Emphasis will be placed on the selection and proper procedures for application of thermal, electrotherapeutic and hydrotherapeutic modalities. Clinical proficiencies associated with the scientific foundations and proper use of therapeutic modalities in the clinic will be mastered. Practical application procedures and standard therapeutic modality protocols of therapeutic heat and cold and electrical currents will be emphasized.

Semester hours: 3

Prerequisite(s): ATR5550

ATR6500 Medical Aspects of Athletic Training

This course addresses the various medical aspects encountered in the athletic training profession while caring for athletes. Each major body system will be addressed including common conditions and disease states, specifically in relationship to affect on sports participation. Students will learn about the etiology, clinical presentation, diagnosis through physical evaluation and possible treatment options for these conditions. Strategies in prevention and athlete education will occur in each section. Evidence-based practice will be integrated into each topic to establish a foundation for the clinical assessment, diagnosis, and treatment of general medical conditions. All competencies required in the areas of anatomical relationships, mechanism of injury, illness/injury management, pharmacology, and current research will be introduced.

Semester hours: 4

Prerequisite(s): ATR5500

ATR6750 Athletic Training Practicum III

The emphasis of this practicum is the practice and application of clinical proficiencies appropriate for the second year graduate level athletic training student. Successful completion of these proficiencies is required for BOC examination eligibility. This Athletic Training Practicum has the following components; the completion of the clinical education contract and expectations for clinical experience with a formal meeting between the student and the assigned preceptor, clinical field experiences, completion

---

of clinical proficiencies, clinical site reflection report and a weekly seminar. This practicum course includes a one-hour lab/seminar class and 225 hours of clinical experiences.

Semester hours: 3

Prerequisite(s): ATR5760

ATR6550 Applied Therapeutic Rehabilitation

This course offers the applications in the use of evidence-based practice in therapeutic rehabilitation. The chief purpose of this course is to investigate the advanced study and practice of therapeutic exercise used in treating sports-related injuries. The student will be able to plan, implement, document, and evaluate therapeutic exercise programs for the rehabilitation and reconditioning of the injuries and illnesses of those involved in physical activity.

Semester hours: 3

Prerequisite(s): ATR5550

ATR6020 Applied Manual Therapy

This course offers the applications in the use of evidence-based practice in manual therapy. The chief purpose of this course is to investigate the advanced study and practice of manual therapy techniques used in treating sports-related injuries. The student will be able to evaluate a patient, select and design the appropriate manual therapy technique, apply the technique, and reevaluate for its effectiveness. An emphasis is placed on hands-on application and development of mastery in techniques such as joint mobilizations, strain-counterstrain, myofascial release, and active release.

Semester hours: 2

Prerequisite(s): ATR5550

ATR6800 Research in Athletic Training I

This course is designed to develop fundamental skills in research design, as well as to enhance the student's understanding of literature searching, reading, and synthesizing of information in athletic training. Students will develop a question in preparation for their research experience culminating in a critical review of literature and formulation of an authentic research design related to their chosen topic. Students will be required to submit a proposal to the university Institutional Review Board for approval to conduct research.

Semester hours: 2
Prerequisite(s): ATR5500

ATR6150 Administration of Athletic Training

This course is a study of the standards, policies and practices in the organization, supervision and administration of athletic training programs. Emphasis will be placed upon planning, developing, organizing and directing an athletic training program in a variety of settings. Healthcare administration, professional development, ethics, and legal concepts will be investigated.

Semester hours: 4
Prerequisite(s): ATR6750

ATR6350 Applied Sport and Human Performance

This course is designed to provide students with the opportunity to apply fitness/wellness, strength and conditioning, and nutrition concepts to physically active individuals. The course will allow students to utilize fitness, strength and conditioning, and nutrition assessment techniques. Students will development and implement nutrition and strength and conditioning programs based on individual needs.

Semester hours: 3
Prerequisite(s): ATR6750

ATR6760 Athletic Training Practicum IV

The emphasis of this practicum is the practice and application of clinical proficiencies appropriate for the second year graduate level athletic training student. Successful completion of these proficiencies is required for BOC examination eligibility. This Athletic Training Practicum has the following components, the completion of the clinical education contract and expectations for clinical experience with a formal meeting between the student and the assigned preceptor, clinical field experiences, completion of clinical proficiencies, clinical site reflection report and a weekly seminar. This practicum course includes a one-hour lab/seminar class and 225 hours of clinical experiences.

Semester hours: 3
Prerequisite(s): ATR6750

ATR6820 Research in Athletic Training II

This course is the second and final research course in Athletic Training culminating in the presentation of authentic research at the undergraduate research conference. Students will continue their investigation of a selected topic, problem, or question in athletic training or the healthcare field. Advance quantitative and qualitative research design will be investigated and applied to student directed research. This course will outline the procedures for piloting and collecting data, and will provide guidelines for writing results, discussion and the development of a paper acceptable for submission for publication. Following IRB approval (ATR6800) students will conduct a qualitative or quantitative research project and present their findings at the university graduate research conference.

Semester hours: 4

Prerequisite(s): ATR6800

ATR6990 BOC Examination Prep

This course represents the culmination of the student's preparation for professional practice as a Certified Athletic Trainer. The components in this course are designed to assess the student's knowledge of the NATA competencies that have been instructed and evaluated over the previous five semesters. Students will demonstrate competency by preparing for the BOC Exam and successfully completing all practice exercises and exams.

Semester hours: 2

Prerequisite(s): ATR6800

CRJ5005 Introduction to Homeland Security

This course provides an overview of the essential ideas that constitute the ever changing discipline of homeland security. It has two central objectives: to expand the way participants think, analyze and communicate about homeland security; and to assess knowledge in critical homeland security knowledge domains.

Semester hours: 3

CRJ5015 The Asymmetric Threat to Homeland Security

The purpose of this course is to provide an introduction to the operational and organizational dynamics of terrorism. It considers those who act as individuals, in small groups or in large organizations; it considers indigenous actors as well as those who come to the United States to raise money, recruit or commit their acts of violence. In every instance, its focus is on violent clandestine activity that, whatever its motivation, has a political purpose or effect.

Semester hours: 3

CRJ5025 Cyber Security in the Information Age

This course provides individuals involved in homeland security a broad overview of homeland security technology, information systems, inspections and surveillance technology, communications, knowledge management and information security. The course focuses on technology as a tool to support homeland security personnel regardless of functional specialty. The methodology used in the course will frame technology in terms of its contribution to deterrence; preemption; prevention; protection; response after an attack.

Semester hours: 3

CRJ5035 Intelligence for Homeland Security

The 11 September 2001 terrorist attacks on the World Trade Center and Pentagon and the ensuing War on Terror have focused the nation's attention on homeland security. This course examines key questions and issues facing the U.S. intelligence community and its role in homeland security and homeland defense. Students will have the opportunity to fully address policy, organizational and substantive issues regarding homeland intelligence support.

Semester hours: 3

CRJ5045 Critical Infrastructure: Vulnerability Analysis and Protection

This course develops a network theory of vulnerability analysis and risk assessment called "model-based vulnerability analysis" used to extract the critical nodes from each sector, model the nodes' vulnerabilities by representing them in the form of a fault-tree, and then applying fault and financial risk reduction techniques to derive the optimal strategy for protection of each sector. At the completion of the course, students will be able to apply the model-based vulnerability technique to any critical infrastructure within their multi-jurisdictional region, and derive optimal strategies and draft policies for prevention of future terrorist attacks.

Semester hours: 3

CRJ5055 Disaster Preparedness and Emergency Management

The purpose of this course is to provide participants with an understanding of the risks and hazards associated with planned events as well as natural and man-made disasters. The importance of an effective emergency response plan will be stressed and specific focus will be given to the recognition, planning, mitigation, response, and recovery from the risks from these types of events.

Semester hours: 3

CRJ6015 Counter-Terrorism in the United Kingdom

This course addresses counterterrorism in the United Kingdom. Tracing the UK response to violent subnational terrorism back to its efforts against the PIRA in the 1970s through the 1990s, the course modules demonstrate how the UK

counterterrorism community recognized long ago the serious threat to national security that subnational violence poses, and how its response to the recent violent terrorist activities of al-Qaeda is situated within an environment informed by the earlier “Irish Troubles.”

Semester hours: 3

CRJ6035 Terrorist Financing and State Response

The goal of this course is to develop the knowledge to critically assess claims about terrorist financing and the tools to think seriously about how to combat it. Students will learn about how terrorist organizations raise, store, and transfer funds. Specific attention will be given to how government agencies have addressed terrorist network funding.

Semester hours: 3

CRJ6045 The Psychology of Fear Management and Terrorism

Service providers and government agencies involved in homeland security need to understand the psychological consequences of mass-casualty terrorist attacks and other disasters. This course serves as an introduction to terrorism as a psychological phenomenon for professionals who are charged with the responsibility providing needed services to communities faced with the tragedy of man-made or natural disasters.

Semester hours: 3

CRJ6055 Multi-Discipline Approaches to Homeland Security: A Homeland Security Capstone Course

Homeland security efforts in the United States constitute a project framed by the rule of law. Constitutional concerns, civil rights issues and the roles of the various disciplines engaged in the effort are driven and impacted by the various local, state and federal systems of law. Multi-discipline Approaches to Homeland Security allows students to explore the homeland security project in relation to the laws that support and constrains it.

Semester hours: 3

EDU5370 Adolescent Development and Learning

This course explores the physical, cognitive, social, emotional, ideological, sexual and gender role, racial/ethnic and vocational development of pre-adolescents and adolescents, and the relationship of adolescents' development to learning and school achievement.

Semester hours: 3

EDU5440 Middle School: Mission and Methods

This course explores some of the key issues surrounding middle schools and analyzes these issues in an attempt to clarify the changing roles of the schools, teachers and students in our increasingly complex multicultural society. Using current research, case studies, and class projects, teacher candidates discuss and analyze issues that shape middle level educational institutions and current practices. Included is an examination of strategies for reading in the middle school content areas. Teacher candidates explore strategies teachers use to address related classroom issues and construct the "ideal" middle school. Required for the middle school endorsement in Illinois.

Semester hours: 3

EDU6030 The Individual, Cognition and Learning

The focus of this course is the development of an understanding of the individual as learner and teacher and the implications for classroom instruction and student success.

Semester hours: 3

EDU6040 The Learning Environment

The focus of this course is the development of an understanding of the learner's whole environment as it affects the learning process.

Semester hours: 3

EDU6050 Technology in the School of the Future

This course studies the impact of technology on curriculum design, classroom practice, and the learning patterns of students with emphasis on the integration of multi-media, telecommunications, authoring systems, and interactive resources throughout the instructional program.

Semester hours: 3

EDU6060 Scholarship Applied to Teaching

This course serves as a review of the development of emerging best instructional practice in the American classroom. Emphasis will be given to implementation of instructional strategies resulting from educational research.

Semester hours: 3

Prerequisite(s): EDU6070.

EDU6070 Introduction to Action Research

This seminar will be used to develop and clarify topics for further investigation. It will also launch individual and/or group investigation of research questions with application to the student's classrooms through the process of action research.

Semester hours: 3

EDU6090 Contemporary Issues in Curriculum and Instruction

This course is designed to initiate a professional conversation among individual students, school teams, and cohorts about the major issues facing America's schools. The questions that emerge will become the focus for subsequent independent inquiry in master's program classes.

Semester hours: 3

EDU6110 Foundations for Language Minority Education

This course provides an introduction to the historical, philosophical, political, social and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. A comprehensive focus will be placed in the theoretical foundations of English as a second language and effective

---

instructional practices for English Language Learners in our schools. (includes clinical experience)

Semester hours: 3

EDU6120 Methods and Materials for Teaching ESL

In this course, participants will analyze the language learning processes of bilingual students and the appropriate order for learning academic basic skills in two languages. The course will focus on approaches and techniques to teach English as a second language. Participants will learn how to teach academic subject matter in and through English. A few of the instructional methods covered include total physical response (TPR), the Natural Approach, Making Content Comprehensible through the SIOP Method, and the Cognitive Language Learning Approach (CALLA). (includes clinical experience)

Semester hours: 3

Prerequisite(s): EDU6110; EDU 6130; EDU6140; EDU6150 or consent of BL/ESL Program Chair.

EDU6130 Cross-Cultural Studies for Teaching ELLS

This course focuses on historical and contemporary social and cultural issues affecting selected ethnic groups. Extensive consideration and emphasis will be placed on the impact of culture, learning, and schooling on language minority children in the United States and the need of appropriate teaching and learning strategies for a diverse student population in today's classrooms. (includes clinical experience)

Semester hours: 3

EDU6140 Assessment of Bilingual Students

This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners. Participants will investigate a variety of language assessment tools used to identify, place and monitor students receiving services in Bilingual and ESL Programs in Illinois. Emphasis will be placed on instruments and approaches used to determine and monitor ELL students' English proficiency and academic development in English. (include clinical experience)

Semester hours: 3

EDU6150 Linguistics for Teaching ELLs

This course provides the study of linguistics applied to teaching English Language Learners. The course provides exposure to English phonology, morphology, syntax, analysis, and application of linguistic theory. Participants will also study theories and practices involving first and second language acquisition. (Includes clinical experience)

Semester hours: 3

EDU6170 Methods and Materials for Teaching ELLS in Bilingual Program

This course prepares participants by providing them with the knowledge, skills and competencies needed to meet the needs of English Language Learners in bilingual contexts. Participants will study the theoretical basis, methods and techniques needed for effective teaching in bilingual/bicultural classrooms. Accordingly, participants will learn to develop lesson plans and materials to put bilingual theory and methods into practice. (includes clinical experience)

Semester hours: 3

Prerequisite(s): EDU6110; EDU6120; EDU6130; EDU6140; EDU6150 or consent of BL/ESL Program Chair.

EDU6210 Planning and Developing Instructional Media I

Topics include the design and development of educational media, photography, video production, computer presentations and desktop publishing.

Semester hours: 3

EDU6215 Planning and Developing Instructional Media II

Expands and enhances Media I course.

Semester hours: 3

Prerequisite(s): EDU6210.

EDU6220 Computer Applications in Education

Topics include integrating computer technology with common teaching/learning practices. The course reviews social, ethical and legal issues surrounding the

---

responsible use of technology.

Semester hours: 3

EDU6225 Assessment and Evaluation with Technology

Explores the role of technology in educational assessment, information and knowledge management, and methods for integrating technology into the assessment practice. Students will study a wide range of software packages to determine strong and weak points and write evaluation reports.

Semester hours: 3

EDU6230 Managing the Instructional Technology Program

Topics include configuring, managing, installing, maintaining and troubleshooting computer/technology systems.

Semester hours: 3

EDU6235 Leading Staff Development in Educational Technology

This course emphasizes planning and policy issues, including identification of resource needs, strategic planning, building sustainable educational technology plans, budget development, professional development programs, collaborative research, program evaluation and change strategies.

Semester hours: 3

EDU6240 Distance Learning

This course addresses the use of educational telecommunications systems, teleconferencing, digitized video, and compressed video to support research and instruction across the curriculum. It includes the study of distance education and issues related to instructional delivery, connectivity and distribution methods.

Semester hours: 3

EDU6250 Issues and Trends in Instructional Design and Technology

This course explores critical challenges to the school environment resulting from the increased infusion of technology. The course prepares students to make and

---

defend policy decisions and become conversant with current trends and issues in the field.

Semester hours: 3

EDU6300 Professional Research in Literacy Learning

In this course, the candidates will learn about designing and implementing an action research project that will be conducted during their participation in the MARI program. The topics for the research will emerge from questions generated by in-class discussions, professional language arts interests, a broad review of the research on literacy, and discussions of theories related to literacy instruction. The questions will launch individual and/or group investigation with application to the candidates' classrooms through the process of action research — a systematic process of inquiry.

Semester hours: 3

EDU6310 Effective Word Study Instruction

In this course, candidates learn about diagnostic and instructional approaches to teach phonemic awareness, phonics strategies, sight word strategies, semantic and syntactic context strategies, and structural analysis strategies and spelling development in grades K-12. Topics include the nature of word analysis strategies, the stages of literary development, the nature of the spelling system, assessing students' literacy development, facilitating emergent literacy, phonological awareness, and developing the concept of word and letter knowledge. This course requires a classroom-based field experience.

Semester hours: 3

EDU6320 Effective Comprehensive Instruction

This course focuses on cognitive and metacognitive strategies to improve comprehension in grades K–12. Topics include creating an effective classroom for comprehension instruction, assessing comprehension, utilizing formal and informal assessment tools, learning strategies to teach efferent and aesthetic reading, increasing vocabulary development, and motivating reluctant readers. This course requires a field experience involving observation of a colleague.

Semester hours: 3

EDU6330 Literacy in the Content Areas

This course is designed to provide literacy educators with strategies for the integration of language arts in the content areas. Topics include pre-reading/during-reading/post- reading strategies, study skills, vocabulary development strategies, writing to learn, and learning with textbooks/trade books/electronic texts. This course requires a field experience involving observation of a colleague.

Semester hours: 3

EDU6340 Assessment of Literacy Learning

In this course, candidates will learn to administer, score, and interpret informal and formal literacy assessments for students in grades K–12. The assessments will cover the areas of motivation and interest, phonemic awareness, phonics, vocabulary, comprehension and fluency. Candidates will analyze the efficacy of current assessments typically used in districts. The results of the assessments will be summarized in a written report. This course requires a field experience with a student.

Semester hours: 3

EDU6350 Teaching Reading to Diverse Learners

In this course, candidates explore research-based reading strategies to develop lesson plans that meet the needs of diverse learners, including English Language Learners (ELLs), special education, slow learners, unmotivated students and gifted readers. This course requires a classroom-based field experience with a coaching component.

Semester hours: 3

EDU6370 Texts for Children

Course topics include qualities of outstanding children's and adolescent literature, goals of a literature program, planning the literature curriculum, multicultural literature, teaching genres, selecting literature for the classroom, criteria for evaluating and strategies for using narrative and expository text written for students in grades K-–– 12, students' reading interests and preferences, instructional strategies for teaching literature, evaluating students' progress in responding to literature, creating a response- centered and literature-rich classroom, developing a literature-based curriculum, and current trends in children's and adolescent literature.

Semester hours: 3

EDU6380 Supervision and Administration in Literacy I

In this course, the candidates will examine the responsibilities of the reading specialist within the context of an individual school building. Topics include models for the delivery of reading services; legal and legislative influences on reading specialists; collaboration and consultation with teachers; providing professional development; evaluating existing reading programs and planning for change; communicating with staff, administration and community; securing funding; and continuing personal development as a reading professional. This course requires collection and analysis of building-level reading assessment data.

Semester hours: 3

Prerequisite(s): EDU6310 through EDU6370.

EDU6390 Supervision and Administration in Literacy II

In this course, the candidates will further examine the responsibilities of the reading specialist. Topics include analysis and communication of data from testing; planning professional development; becoming informed about budgeting for curriculum and reading programs; communicating with staff, administration, and public; securing funding; and continuing personal development as a reading professional. This course requires a coaching assignment (i.e., demonstration lesson/co-teaching a reading lesson).

Semester hours: 3

Prerequisite(s): EDU6380.

EDU6400 Professional Research in Literacy Learning II

This course is the culmination of candidates' action research projects in which they designed and implemented curricular and/or instructional change in literacy learning in an educational setting. Topics include action planning for educational change, sharing action research, personal reflection, and post self-report on definition and philosophy of reading. This course requires a PowerPoint presentation summarizing the action research project.

Semester hours: 3

Prerequisite(s): EDU6300.

EDU6410 Practicum in Reading

In this course, candidates will learn to develop and implement individual instructional plans based on results from formal and informal assessments. In addition, these plans will demonstrate candidates' knowledge of appropriate instructional materials, resources, and support for diverse populations of readers in grades K–12. This is a supervised clinical experience which requires 30 hours of work with students. The key assessment for this course involves writing two formal case studies which are shared with parents in a formal conference.

Semester hours: 6

EDU6505 The Teacher Leader's Role in Professional Development

This course provides a foundation and applied practice in understanding and utilizing research-based concepts in professional development with school faculties. Teacher leaders will study the standards for program design, models for adult professional learning, and how to create a culture receptive to a sustained professional learning community. Candidates will demonstrate best practice in coaching and mentoring. The course curriculum is designed to increase teacher capacity and to deliver high standards in academic achievement for all PreK–12 students.

Semester hours: 3

EDU6510 Educational Leadership and Organizational Theory

This course studies contemporary organizational theories with recently developed leadership standards and essays on best leadership thinking to inform the candidates on best practices of the PreK–12 Principal and Assistant Principal. Instruction focuses on the examination of the evolutionary impact on human resource leadership and the concepts of changing or reinforcing a school culture and climate by using systems thinking.

Semester hours: 3

EDU6515 Technology for School Leaders

This course examines the role of leadership as it relates to the implementation of educational technology for effective teaching, learning and administrative needs. Candidates will be provided theory, gain knowledge and develop skills necessary to use, evaluate, plan and implement technologies effectively within a school system.

Semester hours: 3

EDU6525 The Leader's Role in Human Resources and Supervision of Staff

This course is designed to provide a foundation and an applied practical approach to understanding and utilizing concepts for PreK–12 leaders in staff supervision and evaluation focused on enhancing teaching and student achievement. The course content is a blend of research-based and best practices used in supervision and evaluation.

Semester hours: 3

EDU6530 The Leadership Role in Curriculum Development, Instruction, Assessment and Evaluation

This course studies the responsibilities of the PreK–12 principal as the instructional leader in the area of curriculum development, assessment and evaluation. Topics include: collection and analysis of achievement data to drive curriculum development, revision and refinement, textbook selection, professional development, the Understanding by Design curriculum development model, curriculum mapping strategies, standards based design and instructional design to enhance student achievement and the candidate's knowledge and abilities in working with students throughout the learning spectrum.

Semester hours: 3

EDU6535 The Leader's Role in School-Community Relations

This course will emphasize the importance of community involvement and the adherence to emerging leadership standards for the PreK–12 principal and assistant principal to create a public awareness and support for school improvement. Topics include understanding the unique nature of the school's community, communication and interpersonal skills to establish successful relationships, using communication tools and strategies.

Semester hours: 3

EDU6565 The Leader's Role in Fiscal Management

This course studies the history and current issues of school finance with emphasis on the significant role of local property tax in school funding. The role of the state

---

and federal funding is examined, along with issues of equity and adequacy. Emphasis is given to budget construction, fiscal planning and management of capital outlay programs.

Semester hours: 3

EDU6570 School Leadership and the Law

This course provides candidates with a comprehensive look at the interaction between the local school and the law. The legal basis for American public education and its relationship to PreK–12 school operations will be explored. Special reference is made to current and future legal issues, which are likely to be encountered at the school level.

Semester hours: 3

EDU6575 School Leadership and the Law for Special Populations

This course will provide an opportunity to examine in some depth the body of law that pertains to the organization, administration, and implementation of special education programs in PreK–12 schools. The focus will be on substantive and procedural rights of special populations, students and the authority and responsibility of states and school districts that are grounded in state and federal law.

Semester hours: 3

EDU6580 The Leader's Role in Supervision, Assessment and Evaluation in Literacy Learning

This course studies the responsibilities of the PreK–12 principal as the instructional leader in the area of literacy and numeracy. Instructional strategies in literacy and numeracy in PreK–12 diverse environments to enhance student achievement and the candidate's knowledge and abilities in working with students through the learning spectrum and with all populations will be explored. This course is designed to provide literacy educators with strategies for the integration of literacy instructional strategies in the content areas.

Semester hours: 3

EDU6585 Introduction to the Internship

In this course the candidate will develop a PreK–12 Internship Plan in conjunction

---

with the faculty supervisor and principal mentor. The plan supports the candidate throughout the internship courses: EDU6590 Internship for Educational Leaders I and EDU6595 Internship for Education Leaders II, and the summer residency portion of EDU6585, which occurs the summer between EDU6585 and EDU6590. Internship goals are outlined in each internship course.

Semester hours: 3

Prerequisite(s): Pass the five ISBE Teacher Evaluation Models prior to Summer Residency; EDU6510; EDU6515; EDU6525; EDU6530 and EDU6580.

EDU6586 Introduction to the Teacher Leader Practicum

The purpose of this course is to support the candidates as they develop their practicum proposal, select a mentor, as well as review and compile research of best practice strategies to raise student achievement. Candidates will learn APA writing style as they complete Chapter One and Chapter Two of their Practicum Report. The candidates will create their Teacher Leader Practicum Plan, which is aligned with all required standards and addresses the teacher leader endorsement requirements in section 25.32 in the IL Administration Code.

Semester hours: 3

EDU6588 The Teacher Leader Practicum

The University Supervisor and the Administrative/Instructional Leader Mentor support the candidates throughout the internship as they implement their practicum plan. Teacher Leader Practicum Plans follow practicum guidelines, are aligned with required standards and address the Teacher Leader Endorsement requirements in Section 25.32 of the IL Administration Code. All candidates are placed in public or non-public schools for sustained, continued, structured and supervised practicum experiences with diverse populations, which occur during their final semester in the Teacher Leader Endorsement Program for a minimum of 100 hours. Candidates are required to attend and actively participate in teacher leader seminars that are scheduled throughout the eight week practicum.

Semester hours: 3

Prerequisite(s): EDU6586.

EDU6590 Internship for Educational Leadership I

In this course, the candidate implements the PreK–12 internship plan in conjunction

---

with the faculty supervisor and principal mentor. The internship plan supports the candidate throughout the internship courses. The faculty supervisor and principal mentor support the candidate's progression throughout the internship. The candidate completes portfolio entries, attends seminars and completes the required written reflections.

Semester hours: 3

Prerequisite(s): EDU6585.

EDU6595 Internship for Educational Leadership II

In this course, the candidate implements the PreK–12 internship plan in conjunction with the faculty supervisor and principal mentor. The internship plan supports the candidate throughout the internship courses. The faculty supervisor and principal mentor support the candidate's progression throughout the internship. The faculty supervisor observes the candidate a minimum of four times per year and conducts follow-up meetings regarding the candidate's progress. The candidate completes Portfolio Entries, attends seminars and completes the required written reflections. The candidate presents the Professional Portfolio to dignitaries from Aurora University and participating districts.

Semester hours: 3

Prerequisite(s): EDU6590 and passage of Principal Endorsement Content Area Tests.

EDU6610 Educational Leadership

This course describes the role of the educational leader in the school as one who creates a vision of an educationally better culture in the school and then plans and organizes times and resources to communicate this vision to teachers, students and parents.

Semester hours: 3

EDU6630 Curriculum Development and Evaluation

This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation.

Semester hours: 3

EDU7010/8010 Introduction to Educational Research

This course will provide an overview of educational research as a means of inquiry. Students will be introduced to the major research paradigms of quantitative, qualitative, and mixed methods as they apply to various social science disciplines. Through a close examination of scholarly and empirical publications students will acquire the skills and knowledge necessary to read and discuss research literature critically. This course provides an introduction to the key components of dissertation research.

Semester hours: 4

Prerequisite(s): Acceptance into the EdD program.

EDU7100/8100 Quantitative Educational Research

This course examines the quantitative research design and data analysis applied in education. Topics include an introduction to general linear model with emphasis on concepts and application of linear regression, multiple linear regression, two-way and three-way factorial designs, analysis of covariance, repeated-measures, and mixed-model analysis through the use of statistical software. The course provides the foundation to engage the various topics to problems in educational research.

Semester hours: 4

Prerequisite(s): EDU7010/8010.

EDU7120 Policy Analysis/Research in Education

This course will focus on the elements of public policy analysis/research. It will examine the purposes, conceptual frameworks, methodologies, design, and strategies which comprise policy analyses/research, particularly the relationship between policy evaluation/analysis and decision-making in education. Students will be introduced to the analytical tools necessary for policy analysis/research and will learn to view policy and policy-making from different perspectives: as rational problem-solving, organizational habit, and political settlement; as the effort to symbolize key values; as expression or temporary resolution of moral dilemmas. The course will address current problems and issues in community relations as they affect administrative practices in the areas of policy analysis and research. This course will consider internal relationships, such as those among various components of the school district and between the board of education and the district office.

Semester hours: 4

Prerequisite(s): Acceptance into the EdD program.

EDU7135/8135 Dynamics of Organizational Theory and Change

This course acquaints each student with theories and strategies of organizations that impact the administration and organizational development of schools. Additionally, students will examine the conceptual and operational steps organizations must take to change successfully. This course will analyze critically traditional and alternative assumptions about organizations, how they function, and why people in organizations behave as they do. Additionally, this course will examine inclusive models for community and district development and building positive relationships to support education.

Semester hours: 4

Prerequisite(s): Acceptance into the EdD program.

EDU7140 Seminar in Advanced Education Law

This course will analyze the impact of state and federal laws on schooling and educational practice, and on the interactions among participants in education such as teachers, students, parents, and administrators. It will also provide educators with the conceptual and practical skills to handle the legal function of educational administration and to become proactive advocates regarding educational policy and law.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU7150 Advanced Human Resources Administration

This course will examine various theories, practice, and research in human resources administration. Through fictionalized and local case studies and relevant literature, students will learn about patterns and practices in educational personnel management, and issues and trends in human resources administration.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU7170 Administration of Educational Facilities

Through case studies, field experiences and the literature, this course will explore the problems, issues, research and trends in the design, maintenance and utilization of educational facilities.

Semester hours: 2

Prerequisite(s): Acceptance into the EdD program.

EDU7190/8190 Qualitative Research in Education

This course serves as an introduction to basic theory and history of naturalistic inquiry, including the growth of methods and frameworks for conducting research. Students will have a practical experience developing a qualitative research project. This includes skills such as development of a basic research design, research questions, interviewing, and protocols. Students also practice data analysis skills including coding, memo writing, and analysis. Throughout the semester, students learn to critically read and write about qualitative research while gaining understandings of this field of inquiry.

Semester hours: 4

Prerequisite(s): EDU7010/8010.

EDU7220 Economics of Education

This course will focus on the relationship between economics and the provision of educational services. Current topics in educational economics such as returns to investment in education, school choice, teacher compensation, accountability, and privatization of education will be examined. Students will learn how to analyze

issues from an economic perspective. As well, the course will examine current problems in school finance, including costs, ability to support schools, and financial implications of educational principles. Problems of federal, state and local school support will be examined.

Semester hours: 4

Prerequisite(s): Acceptance into the EdD program.

EDU7225 Curriculum for Administrators

This course provides administrators with an overview of how to provide curriculum leadership, including designing, aligning, implementing and evaluating curriculum. It examines the curriculum development cycle from concept, through writing and piloting, to formative evaluation, revision and implementation. Students will focus on aligning a curriculum with other curricula and with state standards. They will also discuss providing leadership around professional development. Students will complete a practical project that involves evaluating a district-wide curriculum.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU7240 Administration of Technology and Technology for Administrators

As the title suggests, this course will have two foci. The course will concentrate on issues surrounding technology in the schools and on the administrative functions that technology requires. It will also concentrate on the functions that technology can play in efficient management and management of information. The course will include lab experiences.

Semester hours: 2

Prerequisite(s): Acceptance into the EdD program.

EDU7260 The Modern Superintendency

Candidates will take this course toward the end of their academic program. As such, The Modern Superintendency will provide a practical, capstone experience, during which candidates will analyze, synthesize and apply their knowledge from previous courses. The course will take a very broad perspective in examining the job of superintendents in today's schools. Students will examine 1.) the leadership characteristics of modern superintendents, 2.) the role of the superintendent in twenty- first century schools, and 3.) the many challenges facing superintendents in today's educational environment.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU7270 Assessment for Administrators

This course will explore assessment issues faced by administrators, especially issues around high-stakes standardized tests. Candidates will address essential concepts around interpreting and using assessments, including ethical behavior, reliability, validity and interpreting norm-referenced scores. In light of the purposes of assessment, they will examine and critically analyze specific testing/ assessment programs and consider the elements of an ideal district assessment program.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU7750 Educational Leadership Internship

The Internship in Educational Leadership provides continued practical experience in the student's major field, under close supervision and direction of local school district personnel and doctoral faculty members. The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership program standards associated with the EdD program at Aurora University. The outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. Each internship is unique to the needs of that particular doctoral candidate and comes at, or near, the end of the formal program of studies. It is understood that effort expending during the internship must be comparable to formal coursework. This effort translates into approximately 60–65 clock hours devoted to the internship for three semester hours of credit.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU8400 Dissertation Seminar

The primary goal of the course is to develop a dissertation proposal. It is intended for doctoral students who have determined their research topic. Students will cover the introduction, the literature review, their methodology, proposal writing, obtaining approval from the Internal Review Board (IRB), and proposal defense. Students will need to successfully pass this course in order to move on to independent dissertation hours.

Semester hours: 3

EDU7800/8800 Dissertation

Dissertation credits may be taken only with the consent of the dissertation chair and only after passing Comprehensive Exams. One to eight credit hours may be taken in any semester. When working on the dissertation, all doctoral students are required to remain continuously enrolled by taking at least one credit hour of EDU 7800 or EDU 8800 each fall, spring, and summer semester.

Semester hours: 8

EDU7830/8830 Directed Study

Refer to the "Special Educational Experiences and Credit" section at the front end of the catalog for Directed Study description.

Semester hours: 3 or 4

EDU7980/8980 Independent Study

Refer to the "Special Educational Experiences and Credit" section at the front end of the catalog for Independent Study description.

Semester hours: 3 or 4

EDU8130 Social Foundations of Curriculum Instruction

This course provides an analysis of how social, cultural, and institutional forces shape P-12 educational systems, the curriculum of schools, and the individuals within it. Using the lenses of history, philosophy, anthropology, and sociology, the curriculum and the institution of school will be explored as a uniquely social experience. Topics include the changing nature of the family and its effects on schooling, the effects of ever-expanding diversity on school curriculum, processes and outcomes, and public expectations for schools.

Semester hours: 4

Prerequisite(s): Acceptance into the EdD program.

EDU8160 Curriculum Internship: Clinical Supervision and Teacher Development

This course provides an opportunity to bridge the gap between theory and practice in curriculum studies through a competency-based supervised school district site experience. The focus of the site experience includes topics related to clinical supervision of curriculum, leadership of curriculum, implementation of curriculum, and teacher development. Enrollment must be preceded by discussion with the candidate's advisor and and site supervisor regarding the curriculum related project that will be completed during the site experience. This one semester course earns three semester credit hours and is required for all doctoral students in the Leadership in Curriculum and Instruction degree program.

Semester hours: 3

EDU8165 International Cooperative Education

The course examines current developments in P-20 education systems internationally and surveys a variety of global educational systems. The course provides an overview of educational reforms (in particular, neoliberal constructs) in the United States, and utilizes the U.S. system as a background for comparison. Students analyze individual national systems, regional patterns, and supranational approaches to evolving forms of schooling, as well as curricular and instructional innovations that seek to reimagine schooling in contemporary global society.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU8170 Contemporary Issues of Diversity and Justice in Education

This course examines contemporary issues in education focusing on topics of diversity and justice. Major concepts such as justice, fairness, equity, and equality are explored through different theoretical lenses and brought to bear on myriad issues within the context of diverse population. In particular, Students examine these concepts and issues in relation to race/ethnicity, gender, class, culture, sexual orientation, religion and individual/group experiences of schooling. Finally, the course exposes students to different frameworks and strategies aimed at ameliorating problems faced by disenfranchised groups, both in P-12 and adult learning environments, with an orientation toward socially just education.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU8220 Learning and Cognition: Current Research and Theory

The course examines the major psychological factors that contribute to students' ability to learn. In particular, this course provides a survey of modern cognitive psychology theories of problem solving and reasoning, memory, language, and thought. The focus of this course is on how teachers can implement psychological knowledge to enhance students' potential for academically success across content areas. The course develops doctoral student’s expertise in cognition related research, as well as an opportunity to questions the implications of this research on curriculum, instruction, evaluation, and professional development.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU8225 Philosophies of Adult Learning

The course begins by defining common characteristics of adult learners. Readings include the research literature on learner-centered instruction. The course emphasizes theories of self-regulated learning and motivation, focusing particularly on: constructivism, social cognition, efficacy, attribution and self-determination. The course accentuates adult-oriented constructivist methods of teaching and learning, including problem-based learning.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU8250 Program Evaluation in Education

This course examines instructional leadership as it affects curriculum development, implementation, evaluation and assessment. Students examine leadership, assessment, and evaluation principles that are present in their own professional lives and that are debate and supported in the research literature. Students examine and analyze essential curricular concepts, testing/assessment programs, program evaluation models, and the impact of large-scale assessment programs with the intent to apply effective leadership content to the role of a Director of Curriculum, Instruction, and Assessment in an educational setting. Students critically read, analyze, and evaluate selected curricula and curricular trends (Pk-Adult) from a number of perspectives, and develop skills to write/implement/evaluate curriculum effectively.

Semester hours: 4

Prerequisite(s): Acceptance into the EdD program.

EDU8300 Strategic Planning: Evaluation, Assessment, Budgeting, and Reporting

Planning within higher education is useful, necessarily, continuous, and contains many parts. This course examines the foundations of strategic planning and the challenges faced by higher education with new management style techniques. Doctoral students explore various models of strategic planning along with the purposeful processes of assessment, evaluation, and environmental scanning. Students analyze how strategic planning initiatives affects institutional culture and climate, budgeting, reporting, and accreditation.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU8310 Adult Learning and Higher Education Internship

This course provides an opportunity to bridge the gap between theory and practice in adult learning and higher education thorough a competency-based supervised site experience. The focus of the site experience includes topics related to governance, program evaluation, management, curriculum, implementation, and faculty development. Enrollment must be preceded by discussion with the candidate's advisor and site supervisor regarding the related project that will be completed during the site experience. This one semester course earns three semester credit hours and is required for all doctoral students in the Leadership in Adult Learning and Higher Education degree program.

Semester hours: 4

Prerequisite(s): Acceptance into the EdD program.

EDU8450 Inquiry in the Classroom: Critical and Creative Thinking in Action

This course will provide an in-depth exploration of both the theory and practice of critical thinking and creative thinking in a variety of educational settings. Students examine theoretical literature in the field regarding topics such as philosophical sensitivity, the development of communities of inquiry, critical thinking, and creative thinking through an exploration of ethical case studies. In particular, students are acquainted with recent educational research that reveals how philosophical inquiry in

the classroom can enhance academic outcomes across content areas.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU8500 Contemporary Issues of Adult Learners

This course examines various contemporary issues in adult education: social justice, diversity and marginalization; human resource development; lifelong learning, globalization; the role of mass media and popular culture; technology; and health, welfare and the environment. Emphasis is on the identification definition, and study of adult learning issues and how education leaders address them. Legal and ethical issues are also considered. Participants critically analyze forces shaping adult learning and higher education to create research questions.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU 8510 Foundations in Adult Learning and Education: History, Sociology, Politics and Economics

This survey course brings various disciplinary perspectives — such as history, philosophy, political science, and sociology — to bear on the analysis of educational theories and practices in adult learning and education. Participants analyze the contributions of major scholars and leaders in the field of adult development and learning's influence on current perspectives. Additionally, participants predict the probable impact of the various disciplines on the future of adult learning and education.

Semester hours: 4

Prerequisite(s): Acceptance into the EdD program.

EDU8515 Learning How to Learn: Applied Theory for Adult Learners

This course applies the theoretical understandings of adult learning and the skills that enable adults to learn effectively in classrooms, small groups and individually.
Participants analyze and apply effective policies, methods, techniques and strategies for the instruction of adults.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

EDU8520 Issues in Higher Education Administration: Seminar (elective)

This course examines administrative strategies and characteristics of adaptive and sustainable higher education organizations. Participants consider higher education administrators response to external forces (governmental agents, the public, the global community) and internal (faculty, staff, students and administrator) issues. Participants investigate shared governance, autonomy and accountability, economics, policy and politics, ethical and sociological issues, management, personnel development, program planning, and evaluation.

Semester hours: 3

Prerequisite(s): Acceptance into the EdD program.

MBA6020 Marketing Management

The primary purpose of this course is to determine how to develop marketing strategy. Students will develop a client focus and learn how to target market. They will also study product, distribution, promotion, and pricing strategies. Upon completion of this course, the student will be able to conduct market-planning analysis, solve common marketing problems, develop marketing strategies, and implement introductory marketing campaigns.

Semester hours: 3

MBA6030 Leadership and Organizational Behavior

This course introduces students to an advanced treatment of the behavioral role of the leader interacting with others within the organization. It offers a critical review of leadership and human behavior, and addresses those behavioral concepts that influence such factors as group dynamics, interpersonal relations, and ultimately, organizational effectiveness.

Semester hours: 3

MBA6045 Managerial Accounting

This course will explore and have students utilize the various accounting tools, techniques, and knowledge base used by managers to make more effective decisions. This course will look at a number of aspects within the accounting decision-making framework. These aspects will include: overview of accounting and financial reporting, how accountants measure and report, managing financial reporting, cost concepts and analysis, product costing and an introduction to cost management, analysis for capital investment decisions, and measurements for management.

Business decision- making will be the focus of this course and the business cases approach will be used extensively.

Semester hours: 3

MBA6050 Financial Management

This course examines financial theory and activities connected with the organization and operations of a business. It explores: the relationship between management decisions and financial results, interpretation of financial reports, the development of financial projections, the evaluation of investment decisions, the relationship between risk and return, capital budgeting under risk and uncertainty, the cost of capital, and estimation of the value of a business or a security.

Semester hours: 3

MBA6075 Operations Management

Operations Management analyzes the role of evidence based decision-making in manufacturing and service organizations. Topics include production planning, master scheduling, inventory control, material requirements planning, personnel planning, quality control and just-in-time systems. The course will focus on the concepts and methods necessary to direct and control the “transformation process” of resources into goods and services—within an integrated framework/model of the firm.

Semester hours: 3

MBA6100 Strategic Management

In this course, all functional disciplines are integrated together in an attempt to look at and comprehend some of the important issues in strategic management. It concentrates on modern analytical approaches and on enduring successful strategic practices. It is consciously designed with a technological and global outlook since this orientation in many ways highlights the significant emerging trends in strategic management. The course is intended to provide students with a pragmatic approach that will guide the environmental analysis, formulation, implementation evaluation and control, and the feedback systems needed to have a successful strategy. This course will cover strategic and tactical planning, budgeting, analysis of decision under uncertainty and change.
Issues related to making ethical judgment and leadership are also covered. Teams of students complete strategic analyses, plans and recommendations for individual companies.

Semester hours: 3

Prerequisite(s): MBA6020; MBA6030; MBA6050 and MBA6045.

MBA6250 Data Analytics

This course examines data analysis in business settings. The course stresses the connections between research design, data analysis, and the use of computer software for statistical analysis and reporting. Topics include the use of statistical software, the relationship between quantitative research design and the appropriate selection and use of descriptive and predictive analytics.
Semester hours: 3

MBA6260 Database Management

This course consists of an extensive examination of the concepts and tools to manage and utilize database information in a business context. Using the framework of the customer lifecycle, the course will emphasize the use of various statistical tools to identify business opportunities. Topics may include recency, frequency, and monetary (RFM) analysis, and clustering techniques. How to build the customer database for both businesses and consumers, including the merging of internal and external and modeled data sources and database design choices is also discussed.

Semester hours: 3
Prerequisite(s): MBA6250 or instructor approval

MBA6270 Data Mining and Visualization

This course emphasizes model building and the exploration and comparison of various data mining techniques, such as neural networking and CHAID. Data visualization techniques for presentation of results in a management context will be emphasized.

Semester hours: 3
Prerequisite(s): MBA6250 or instructor approval.

MBA6400 Digital Marketing

This course is an introduction to business functions using Digital Marketing Technology such as the Internet, customer databases and information systems such as CRM and Demand Generation Systems. Topics include the different functions and applications of the Digital Technologies, how these technologies have changed business and consumer practices and how they have impacted the process of business management. Emphasis on the effect of the use of digital technology in a company’s existing market

mix and current and potential uses of the these technologies for marketing tactics and strategies.

Semester hours: 3

MBA6410 Integrated Marketing Strategy

Integrated marketing strategy focuses on providing a comprehensive and seamless experience for buyers. Using this approach each element must be planned and executed with an integrated approach. The plan should include advertising, sales promotion, public relations, professional selling and social media. Although all aspects of integrated marketing communication and strategy are examined, emphasis is placed on how internet marketing is utilized.

Semester hours: 3

MBA6420 Social Media Marketing

This course focuses on brand management with social media. In this course, students will learn how to manage a brand on social media and how to create a social media strategy and campaign. The theoretical framework proposed for social media will guide students through tactical implications. Through lecture, discussions, and case studies, students will utilize social media frameworks to leverage tactics and content for social media marketing in a specific industry. Topics that are discussed include: the importance of influencers, the benefits of listening, customer personas, and privacy.

Semester hours: 3

MBA6550 Healthcare Management

This course provides an introduction and overview to leadership, management, and organizational behavior in health care, reflecting the uniqueness of this sector. The course integrates theory with practice through readings, lectures, written assignments, and guest presentations from different organizational perspectives.

Semester hours: 3

MBA6560 Leadership of Not-for-Profit Organizations

This course is designed to apply the key aspects of leadership to leading not-for-profit organizations in both the public and private domains. In typical leadership courses, students study leadership skills, variables, team-building, negotiation and

crisis management. In this course students will learn how to apply those skills in not-for- profit organizations. Emphasis will be in the context of leading in an environment of typical not-for-profit problems such as a lack of direct reporting relationships, fundraising and funding challenges, and impact of external influences such as political priorities. Management outcomes will include developing relationships, building coalitions, developing more effective systems, forming more productive management teams, and incenting and measuring performance.

Semester hours: 3

MBA6570 Policy Issues in Healthcare

This course addresses contemporary issues facing the healthcare industry. Students will analyze the constraints and opportunities facing healthcare providers and systems including the role of government, Medicare, Medicaid and the Affordable Care Act. Student writing is an essential component of the course. Students will be challenged to consider issues from a critical perspective and offer viable recommendations on how to move forward in the healthcare industry. Sample topics include payment of physicians, patient safety, regulation of health care providers, high-deductible health plans, and cost-effectiveness analysis.

Semester hours: 3

MBA6580 Legal Issues in Healthcare

This course is designed to raise awareness and understanding of how legislation influences the operation of healthcare providers and systems. Student writing is an essential component of the course. Principles of healthcare law are introduced. Law, ethics and bioethics are assessed in various contexts. Students also examine recent and pending legislation related to contracts, tort reform, privacy, risk, liability, payments and quality control.

Semester hours: 3

MBA6610 Leading Organizational Development

In today's global marketplace the organizations that thrive are the ones that anticipate change and create new adaptations to their business model. Creativity is the key to finding new opportunities and establishing a competitive advantage through collaborative teams and the use of organizational alliances and strategic partnerships. The three subsections are (1) creating competitive advantage through teamwork (2) global alliances and partners and (3) emerging topics.

Semester hours: 3

Prerequisite(s): MBA6030.

MBA6620 Leading Strategically

This leadership concentration course addresses how leaders can effectively utilize creative strategies. Students will explore innovative strategies for overcoming barriers to the ethical resolution of conflict and crisis. Students will also discus moral ethical and legal issues that affect the ability to lead an organization. The subsections are (1) creating competitive advantage through teamwork (2) global alliances and partners and (3) emerging topics.

Semester hours: 3

Prerequisite(s): MBA6030.

MBA6630 Leading Teams

This leadership concentration course discusses this field in terms of how it has evolved during challenging times. Students will explore the literature on leadership as it applies to the complexities of the current business environment. In addition, the course will focus on what companies can do to develop tomorrow's leaders and how to overcome the inevitable conflict and resistance to change. The three subsections are (1) developing tomorrow's leaders (2) evolution of leadership and (3) leading in a complex environment.

Semester hours: 3

Prerequisite(s): MBA6030.

MBA6810 Special Topics in Business Administration

Topical courses selectively offered that draw upon faculty research and professional expertise.

Semester hours: 3

MBA6820 Business Administration Field Experience

The purpose of the Business Administration Field Experience is to enable Aurora University students to apply course concepts in a real world, applied. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The field experience provides a practical experience

in a structured business administration context. Students may repeat this course involving a different field experiences for a maximum of 6 semester hours.

Semester hours: 3
Prerequisite(s): This course requires instructor approval.

MBA6880 Travel Study: Global Business Experience

Offered either on campus or on location at a non-U.S. site, this course focuses on the differences between domestic and international business and the impact of the global economy on all the functions of business.

Semester hours: 3

MTH5010 Numbers and Mathematical Thinking

This course will integrate the common core standards in a review of various introductory mathematics topics to build the participants' foundational knowledge in numbers and operations. It will focus on further developing the participants' mathematical thinking, conceptual understanding of the real and complex number systems, and link that to vector and matrix quantities, number theory and modern algebra concepts. Students will reason quantitatively, use modeling, problem-solving, and other mathematical practices to accomplish these goals.

Semester hours: 3

MTH5020 Statistics and Probability

This course will deepen student understanding of critical concepts in statistics and probability related to core standards. They will gain the ability to collect and analyze data related to educational research. The course provides students with the requisite background in descriptive and inferential statistics to interpret categorical and quantitative data, make inferences, and draw conclusions. Conditional probability and decision making using probability will be a part of the modeling in this course.

Semester hours: 3

Prerequisite(s): Consent of instructor.

MTH5030 Understanding and Teaching Algebra

This course will reinforce basic algebra concepts, present participants with advanced

algebra topics, and present algebra as a modeling and a problem solving technique. The course will emphasize the understanding of the structure of algebra, polynomials, rational functions, and creating reasoning with equations and inequalities. Students will investigate how these topics connect to the algebra that is taught in the middle and high school grades. The course will integrate seamlessly concepts and methods of teaching algebra. After researching best practices, students will present a lesson on one of these topics. A discussion of the best practices and biggest challenges of teaching such a topic will be discussed by the group as they critique each lesson. Every student in the class will be expected to present and evaluate the work of their peers.

Semester hours: 3

Prerequisite(s): Consent of instructor.

MTH5040 Understanding and Teaching Geometry

The course will primarily be a presentation of advanced geometry topics and will include connections to methods of teaching geometry. The majority of the class will be devoted to discussion of Euclidian and modern geometry topics that will deepen students' understanding of basic and advanced geometry concepts. Topics such as congruence, similarity, right triangles and trigonometry, circles, coordinate geometry, geometric measurements, and transformations will be presented. Students will be asked to prepare and present lessons. Following the presentation, a discussion of the best practices and biggest challenges of teaching such a topic will be discussed by the group as they critique each lesson. Every student in the class will be expected to present and evaluate the work of their peers. The course will emphasize the use of geometry software such as Geometry Sketchpad, Geogebra, Cabri, etc.

Semester hours: 3

Prerequisite(s): Consent of instructor.

MTH5100 Foundations of Higher Mathematics

The fundamentals of advanced mathematics and an introduction to mathematical proofs. Topics include logic, quantifier notation, set operations, functions, relations, the integers, and study of rational, real, and complex numbers as fields. Various types of proof techniques will be studied and applied to problems from number theory, geometry, analytic geometry, discrete mathematics, logic and calculus.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

MTH5210 Numbers and Operations for Elementary Teachers

This course is designed to use the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the problem-solving aspect of mathematics and to assist the student in gaining confidence with mathematical thinking. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on numbers and operations incorporating the CCSSM and researched best practices. Emphasis will be placed on problem solving, numeration systems and sets, whole numbers and their operations, integers, rational numbers, proportional reasoning, decimals, and percent.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

MTH5220 Algebraic Thinking for Elementary Teachers

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to algebraic thinking through problem solving and investigations. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on algebraic thinking incorporating the CCSSM and researched best practices. Emphasis will be placed on real numbers, generating and analyzing patterns, algebraic expressions, one-variable equations, functions, and proportional relationships.

Semester hours: 3

Prerequisite(s): Consent of instructor.

MTH5230 Geometry for Elementary Teachers

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the concepts and applications of geometry. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on geometry incorporating the CCSSM and researched best practices. Emphasis will be placed on analysis and comparison of geometric shapes, lines and angles, classification of two-dimensional figures by properties of their lines and angles, and the coordinate plane.

Semester hours: 3

Prerequisite(s): Consent of instructor.

MTH5240 Measurement and Data Analysis for Elementary Teachers

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the concepts and applications of measurement and data analysis. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on measurement and/or data analysis incorporating the CCSSM and researched best practices. Emphasis will be placed on units of measurements, perimeter, area, volume, unit conversions, concepts of angles and angle measurement, representation, and interpretation of data.

Semester hours: 3

Prerequisite(s): Consent of instructor.

MTH5300 Modern Geometries

A study of absolute, finite, and non-Euclidean geometries from an axiomatic viewpoint.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

MTH5300 Number Theory

Topics include the theory of mathematical induction, divisibility theory in the integers, prime numbers and their distribution, the theory of congruences and modular arithmetic, Fermat's theorem, quadratic reciprocity, Diophantine equations, and number theoretic functions and their applications.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

MTH5400 Probability and Statistics

This course includes probability for discrete sample spaces, probability distributions, Chebyshev's theorem, moment generating functions, continuous random variables, sampling distributions, point and interval estimation, theory of hypothesis testing, regression and correlation, and introductory analysis of variance.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

MTH5500 Technology in the Mathematics Classroom

Hands-on experiences working with current technology (scientific calculators, graphic

calculators, computers, and computer software) for elementary, middle school, and secondary school mathematics. Presentation and evaluation of methods and strategies for employing technology as a regular part of instruction and assessment, including discussion of educational foundations.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

MTH5600 Assessment and Curriculum Development in Mathematics

A balanced study of theoretical research-based foundations and classroom- reform-based perspectives on assessment and evaluation in school mathematics. Consideration of alternate forms of assessment and evaluation of mathematics teaching and of students' mathematical learning. Topics include assessment standards, scoring rubrics, performance assessment, and portfolios. Curriculum goals and issues are also addressed; recent developments in curriculum; learning research; alternate modes of presentation.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

MTH5701 Research Seminar I

This seminar serves as an introduction to methods of critical reading of research reports and to the structure and scope of mathematics education research.

Semester hours: 1

MTH5702 Research Seminar II

Students will investigate recent developments and relevant research in mathematics education, and be introduced to the process of formal inquiry, as well as the skills necessary to read and evaluate the research.

Semester hours: 1

Prerequisite(s): Consent of Department.

MTH5703 Research Seminar III

Students will read and evaluate original research, discuss issues of validity and reliability in research, and learn to assemble components for the writing of research.

Semester hours: 1

Prerequisite(s): Consent of Department.

MTH5704 Research Seminar IV

Students will define a problem and begin investigation of it as a research project. The project must deal with a problem in mathematics education and may be local or national in scope.

Semester hours: 1

Prerequisite(s): Consent of Department.

MTH6010 Calculus Concepts and Applications I

This course presents opportunities for students to expand and deepen their knowledge and understanding of calculus concepts and application. Basic concepts such as limits derivatives and integrals will be covered. The course includes examples of teaching approaches as applied to the teaching and learning of calculus. It will also focus on solving applications of calculus in STEM fields.

Semester hours: 3

Prerequisite(s): MTH5030 and MTH5040.

MTH6020 Mathematical Connections

The course will present students with topics that relate different mathematics branches to each other. Analytic geometry can be used as a platform to show how algebra, geometry, calculus, etc. are interconnected. The course will emphasize problem solving as a technique to establish these connections and use mathematics as a tool to solve problems.

Semester hours: 3

Prerequisite(s): MTH5030 and MTH5040.

MTH6030 Applications in STEM

The course follows a problem-based model of inquiry that will emphasize all mathematical practices. Students will explore the interdisciplinary nature of STEM, and investigate problems and projects from the physical sciences, life sciences, space science, technology and engineering. They will analyze, research and find the appropriate mathematical tools to model and solve these problems.

Semester hours: 3

Prerequisite(s): MTH6010.

MTH6040 Technology in Mathematics Classrooms

This course will present and evaluate methods and strategies for employing technology as a regular part of instruction and assessment, including discussion of educational foundations. Students will research a relevant use of technology that could be used in their curriculum and share it with their classmates. Peer evaluation will provide helpful feedback.

Semester hours: 3

Prerequisite(s): MTH5030 and MTH5040.

MTH6060 Calculus Concepts and Applications II

This course is a continuation of the first calculus course and focuses on techniques and applications. Integration and series will be emphasized. The course includes examples of teaching approaches as applied to the teaching and learning of calculus. It will focus also on solving applications of calculus in STEM fields.

Semester hours: 3

Prerequisite(s): MTH6010.

MTH6080 Selected Topics in Mathematics

Advanced topics in mathematics will be introduced in this course. The course will expand the breadth and depth of the students' content knowledge in mathematics and science.

Semester hours: 3

Prerequisite(s): Consent of instructor.

MTH6090 Selected Topics in Mathematics Education

Current topics in mathematics education will be introduced in this course. Recent article and research publication will be shared and discussed. Students will review and implement latest research in mathematics and science education.

Semester hours: 3

Prerequisite(s): Consent of instructor.

MTH6100 Abstract Algebra I

Introduction to group theory. Topics include equivalence relations, groups, subgroups, cyclic groups, permutation groups, isomorphisms, cossets, external direct products, normal subgroups, factor groups, group homeomorphisms, rings, and integral domains.

Semester hours: 3

Prerequisite(s): Open to graduate students in mathematics only.

MTH6200 Abstract Algebra II

Continuation of MTH6100. Introduction to commutative rings, with emphasis on polynomial rings; fields vector spaces, and algebraic extensions.

Semester hours: 3

Prerequisite(s): MTH6100.

MTH6300 Advanced Calculus I

Reexamination of the calculus of functions of one variable: convergence, continuity, differentiation, the mean-value theorem, and the Riemann integral. Open to graduate students in mathematics only.

Semester hours: 3

Prerequisite(s): Open to graduate students in mathematics only.

MTH6400 Advanced Calculus II

Further study of sequences and series of functions, functions of several variables, and an introduction to complex analysis.

Semester hours: 3

Prerequisite(s): MTH6300.

MTH6701 Research Project

Students will analyze data collected from the implementation of a previously identified research project. Participants will complete their projects, submit a written report of their research, and present their findings.

Semester hours: 2

Prerequisite(s): MTH5701, MTH5702, MTH5703, MTH5704.

NSM5210 Physical Science Foundations

This course provides the student with an understanding of the foundations of scientific theory and practices in the physical sciences of chemistry and physics, and will deepen the content knowledge of elementary educators in these areas. Content emphasis will reflect the disciplinary core ideas in physical science, including matter and its interactions, motion and stability, energy, and waves and their applications in technologies for information transfer. Topics will be related to their applications (e.g. pharmaceuticals, alternative energy, and medicine) in the natural world.

Semester hours: 3

Prerequisite(s): Consent of instructor.

NSM5220 Earth and Space Science

This course provides the student with an understanding of the foundations of scientific theory and practices in the earth and space sciences, and will deepen the content knowledge of elementary educators in these areas. The purpose is to explore, create, and utilize a variety of earth and space science topics, making connections with mathematics that are appropriate to and motivating for the elementary school child. Content emphasis will reflect the disciplinary core ideas in earth and space sciences, including earth's place in the universe, earth's systems, and earth and human activity.

Semester hours: 3

Prerequisite(s): Consent of instructor.

NSM5230 Life Science I

This course introduces the disciplinary core ideas in the life sciences with mathematical connections. It enables students to increase their proficiency in teaching elementary mathematics and science by deepening their understanding of biological content. Students will study historical foundations of scientific theory and inquiry, and practice the skills of asking questions, analyzing and interpreting data, constructing explanations,and engaging in argument from evidence. Content emphasis will reflect the structure and function of cells, biological evolution, heredity and genetics, and the interactions, energy and dynamics of ecosystems.

Semester hours: 3

Prerequisite(s): Consent of instructor.

NSM5400 Curriculum Development and Assessment in Mathematics and Science

The course will focus on assessment goals and implementation, a mix of theoretical research-based foundations and classroom reform-based perspectives on assessment and evaluation in schools. Recent developments in mathematics and science curriculum, core standards, learning research, and alternate modes of presentation will be discussed.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

NSM5410 Scientific and Engineering Practices

This course focuses on scientific exploration through inquiry and on engineering methods through the iterative design process. Students will integrate concepts of scientific methodology and engineering design through discussion and activities pertaining to science and technology. The impact of science, technology and engineering on the world and on humankind will be discussed. Assignments and laboratory investigations will focus on experimental design and statistical analysis of quantitative data, helping to develop problem solving and optimization skills by practicing design with constraints. Includes at-home laboratory activities that reinforce introduced concepts.

Semester hours: 3

Prerequisite(s): Open to graduate students only.

NSM5420 Physical Science I: Matter and Energy

This course introduces the fundamentals of matter and its interactions. Examples from chemistry and biology will highlight how atoms in a system can change their arrangement, allowing the observation and characterization of useful chemical reactions. Different types of atoms and their interactions will also be used to predict how a system can respond to a given stimulus. The conservation of energy and the concept of thermal energy will be studied throughout by examining systems from burning fuel to photosynthesis. The two fundamental forces, weak nuclear and strong nuclear, that describe how the nucleus of an atom exists will also be presented during the investigation of nuclear processes. Includes at-home laboratory activities that reinforce introduced concepts.

Semester hours: 3

Prerequisite(s): NSM5410.

NSM5430 Physical Science II: Forces, Energy and Motion

Physical Science II explores the principles that help describe our macroscopic world, in particular, how forces influence the motion of a macroscopic object. A basic understanding of the four fundamental forces that govern our understanding of the universe (gravity, electromagnetism, strong nuclear and weak nuclear forces) will serve as fundamental knowledge when considering the stability of multi-scaled systems. Motion of macroscopic objects will be explained using Newton's laws. This course will also emphasize how frame of reference and units are important in describing information about the system being studied. A continuation of the conservation of energy principles introduced in Physical Sciences I will show how the interchangeability of energy, using mainly long-range and contact forces, can affect the motion of an object or group of objects. Includes at-home laboratory activities that reinforce introduced concepts.

Semester hours: 3

Prerequisite(s): NSM5420.

NSM5440 Hierarchical Organization of Life – From Cells to Organisms

Students will explore the levels of the biological hierarchy below the level of the individual, including cells, tissues, organs, and organ systems, and the biological processes that are important at each level. They will connect content and pedagogy to improve biology teaching in the classroom. Through lecture, discussion, simulation, and laboratory exercises, this course integrates and applies concepts from the biological, chemical, and physical sciences. Topics include the types of cells and cell structure, processes that occur within cells, cell division and types of reproduction, inheritance and sources of genetic variation, major organ systems of animals and plants, and signal processing within cells and whole organisms. The course will emphasize the STEM practices and disciplinary core ideas outlined by national science standards.

Semester hours: 3

Prerequisite(s): NSM5410.

NSM5450 Hierarchical Organization of Life – From Organisms to Ecosystems

Students will explore the levels of the biological hierarchy above the level of the individual, including populations, biological communities, ecosystems, and social systems, and the processes that have shaped the diversity of life. Through lecture, discussion, simulation, and laboratory exercises, the course integrates and applies concepts from the biological, chemical, and earth sciences and reinforces pedagogical methods that will improve content teaching. Topics include the concepts and

processes of microevolution and macroevolution, the fossil record and geologic time scale, large- scale factors that have shaped the diversity of life, mass extinctions, the diversity of living organisms, and ecological principles that encompass populations, communities, and ecosystems. The course will emphasize the STEM practices and disciplinary core ideas outlined by national science standards.

Semester hours: 3

NSM5460 The Universe

This course is designed to enable the educator to develop national science standards-based lessons exploring the scale of the cosmos, cycles of the sky, and the use of technology in the field of astronomy throughout history. Content and integrated pedagogy will be used to understand black holes, galaxies, the solar system, and the formation, life, and death of stars. Modalities of lecture, discussion, simulations and laboratory exercises will be utilized. This course emphasizes adaptation of theory and techniques to the middle school science classroom.

Semester hours: 3

Prerequisite(s): NSM5410.

NSM5900 Field Experience in STEM

Each candidate is expected to take part in a flexible field experience with a mathematics and/or science professional organization. The goal is to give each participant an opportunity to work with a scientist or mathematician on a project during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the program director. It is expected that connections will be developed with professionals in the field of mathematics and science that can be utilized in the classroom.

Semester hours: 1

Prerequisite(s): Consent of instructor.

NSM6100 Educational Research in Mathematics and Science I

Each candidate is expected to take part in a flexible field experience with a mathematics and or science professional organization. The goal is to give each participant an opportunity to work with a scientist, engineer or mathematician on a project during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the program director. It is expected that connections will be developed with professionals in the field of mathematics and science that can be utilized in the classroom.

Semester hours: 3

Prerequisite(s): NSM5400.

NSM6200 Educational Research in Mathematics and Science II

This course is a continuation of NSM6100. The teacher will analyze data collected from the implementation of a previously identified STEM research project. Participants will complete their projects, submit a written report of their research, and present their findings to other program participants and at local and/or national conferences.

Semester hours: 3

Prerequisite(s): NSM6100.

NSM6230 Life Science II

This course covers additional topics in the biological sciences with mathematical connections. Life Science II surveys the animal kingdom, including the interaction of form and function in anatomy and physiology. Lab experiences will be incorporated whenever feasible. NSM 5300 Life Science I is a prerequisite for this course. This course is aligned to the national science standards.

Semester hours: 3

Prerequisite(s): NSM5230.

NSM6240 Integrated Applications in STEM

This course, the capstone of the program, provides the student with an opportunity to further explore the interdisciplinary nature of STEM content and applications. Topics will be drawn from all of the science and mathematical disciplines subject to the discretion of the instructor. The course activities will derive from a problem-based model of inquiry.

Semester hours: 3

Prerequisite(s): Consent of instructor.

NSM6280 Selected Topics in Mathematics and Science

Advanced topics in mathematics, science, technology, and engineering will be introduced in this course. The course will expand the breadth and depth of the students' content knowledge in various STEM fields and will emphasize the interdisciplinary nature of STEM.

Semester hours: 3

Prerequisite(s): Consent of instructor.

NSM6290 Selected Topics in Mathematics and Science Education

Current topics in mathematics and science education will be introduced in this course. Recent article and research publication will be shared and discussed. Students will review and implement latest research in STEM education.

Semester hours: 3

Prerequisite(s): Consent of instructor.

NSM6410 Exploring Planet Earth

This course is intended to bridge the STEM disciplines of life science and earth and space science, and will accomplish this from a broad environmental science perspective. Students will explore concepts of earth science tied to those of ecosystems learned in previous courses. Through lecture, discussion, simulation, and laboratory activities, the course explores how the physical compartments of the earth (atmosphere, hydrosphere, and lithosphere) affect and are affected by the biological components of the earth (biosphere). Topics include the physical and chemical properties of the atmosphere, oceans and other water systems, and the lithosphere, natural hazards, natural resources, and the interaction of those earth components with humans in shaping weather, climate, and the earth's surface. The course will emphasize the STEM practices and disciplinary core ideas outlined by the national science standards.

Semester hours: 3

Prerequisite(s): NSM5450 and NSM5460.

NSM6420 Technology and Instrumentation

This course will showcase technological applications in medicine, information systems, and information transfer involving light and waves. Crosscutting concepts involving patterns, cause and effect mechanisms, and energy flow and conservation will merge fundamentals learned in Physical Science I, Physical Science II, and The Universe by examining how modern technologies have improved the human experience. The course will start by exploring the fundamental properties of all waves using multi-disciplinary examples from the human eye to earthquakes. By studying from start to finish how information is transferred when using technology, students will

be able to thoroughly experience and understand the basic laws of electricity, magnetism, light and waves. A range of waves from seismic to the electromagnetic will consider material composition to also examine how the properties of waves can change. A brief introduction to the methods used to code and decode wave signals sent as information packets will also be covered.

Semester hours: 3

Prerequisite(s): NSM5420, NSM5430 and NSM5460.

NSM6430 Biochemical Applications in Technology

In this course the student will learn basic concepts of biochemistry and contemporary biotechnological methods and techniques. Students will study the chemistry of biological molecules at the molecular and cellular level. Through lecture, discussion, and activities, this course integrates and applies concepts from physical sciences and life sciences. Students will integrate mathematical and engineering principles related to biochemistry and biotechnology. Students will study biochemical reactions of life processes and applications to microbiology, medicine, and forensics. This course emphasizes adaptation of theory and techniques to the middle and high school science classroom.

Semester hours: 3

Prerequisite(s): NSM5420 and NSM5440.

SPED/EDU6680 School Leadership and the Law for Special Populations

This course blends the significant legal foundations for students with disabilities and English Language Learners (ELLs) which are instrumental to the development and implementation of Special Education and ELL programs, services, policies and practices. The legal foundations will be balanced with rich historical and philosophical perspectives. The influence of specific legislation, Individuals with Disabilities Education Act (IDEA), No Child Left Behind (NCLB), Section 504 of the Rehabilitation Act (504), Americans with Disabilities Act (ADA), 23 IL Section 226 of the Administrative Code and the Illinois School Code will be intertwined with the relevant case law. Candidates participate in a “Moot Court” simulation to demonstrate an understanding of the overall legal process impacting the decision making of the educational leader. There will be an emphasis on ethical responsibilities, the development of core values, and informed decision making related to education, students with disabilities, and English Language Learners.

Semester hours: 3

SPED5510 Characteristics and Identification of Disabilities and the Law

The focus of this course will be on the defining characteristics of disability classifications in common use in the schools (learning disabilities, cognitive issues such as mental retardation and traumatic brain injury, autism, emotional disorders, and physical disabilities/other health impaired), including discussion of subtypes within disability groupings that have been suggested by research, educational, or clinical practice. Definition of exceptionality and incidence rates and how they vary by state or urban/ suburban/rural area will be considered. Historical perspective will be given regarding major national education laws, including IDEA and the most recent reauthorization. Discussion will center on how these laws have been interpreted and how this impacts the service provision in the schools, both for students who receive accommodations (504 Plans) and for those who receive services from a variety of school professionals.
The special education referral process will be studied, delineating how and when either a 504 Plan or an Individual Education Plan might be established. Also, state-level legislation that has influenced identification and placement will also be discussed. Ethical and legal issues related to issues such as confidentiality or the reporting of suspected abuse will also be considered.

Semester hours: 4

SPED5520 Cognitive Development and Disabilities

This course will address research and theories related to typical cognitive development and learning and disorders associated with the cognitive processes, ranging from constructivist research to information processing and brain imaging. A historical perspective will also be provided. Additionally, contrasts will be drawn between the impact on various types of processing strengths and weaknesses, such as auditory or other sensory processing and memory (both working memory and long term memory), and how they might impact learning and behavior, as well as remedial efforts for differing disabilities, such as learning disabilities, mental retardation or acquired disorders (traumatic brain injury). Task analyses focusing on receptive/expressive (input/output), visual/auditory, and verbal/nonverbal aspects of cognitive tasks will be undertaken for students ranging from primary to high school. The development of more metacognitive tasks, such the ability to monitor behavior, actively solve problems, and use study skills, will also be discussed, particularly for the middle and high school years.

Semester hours: 2

SPED5530 Oral Language Development and Disorders

The normal course of oral and nonverbal language development will be contrasted with atypical development, with a focus on the P–12 period. Aspects of language development and techniques for treatment will cover issues related to phonological awareness, morphology, syntax, semantics and pragmatics; additionally, consideration will be given to how the impact of these aspects of language changes through the middle and high school years, both in the school and the community. Further study of the utility and practice of standardized tests specific to oral language development will be undertaken. Additionally, candidates will learn to conduct informal language analyses of school-aged (P–12) students in order to identify oral language weaknesses. Remedial techniques and potential accommodations, based on identified difficulties, will be an additional focus. Specific focus will be given to communication intervention for some cognitive disorders, such as autism, including alternative and augmentative communication. The use of sign language and second language acquisition, and how diagnosis and service provision can overlap, will also be discussed. Finally, software technology in common use will be learned, with requirements to integrate the use of software and other interventions into lesson plans.

Semester hours: 3

Prerequisite(s): SPED5510.

SPED5540 Diversity and Disability Issues: Students, Families, Schools and the Community

The focus of this course will be on how various social institutions, particularly the school and family, may define disability and how this may impact collaboration and communication in regard to service provision in special education. Research regarding how identification and service delivery, as well as the student's learning, may be impacted by issues of diversity, including disability, ethnicity/culture, socioeconomic level, language/linguistics/dialects, and gender, will be studied. The potential for bias during assessment and/or instruction and the potential impact on learning will be investigated. Moreover, how these issues are reflected in family systems and identity and how differences might lead to misconceptions or misunderstandings will be discussed. Finally, how strategies to support identity formation and retention can be incorporated into lesson plans or classroom activities will be addressed.

Semester hours: 2

SPED5555 Prosocial Skills and Challenging Behaviors

This course will span the teaching of both prosocial and challenging behaviors. Moreover, it will cover both the current theories of social-emotional development

and the disorders for the school-aged years and adolescence, with some discussion of life-span issues. Focus will be placed on identification/assessment and intervention of social deficits as they impact the schools. Discussion will focus on developing prosocial behavior, thereby facilitating involvement in the least restrictive environment, and how intervention may be adjusted based on needs of students with varying disabilities. Social behavior will be viewed broadly, ranging from the individuals self- perceptions such as self-esteem and self-determination, to his or her ability to engage socially not only in the school but in the family and community. Particular focus will be placed on time-management and self-advocacy for the middle and high school years. Moreover, research regarding the impact on behavior of preconceptions held by teachers and others regarding the students will be studied. Finally, medical, psychological, or related service interventions will be discussed and how the schools collaborate with these professional groups. The second half of the course will focus on behavioral interventions for more challenging behaviors and how issues may change from the elementary to high school years. Environmental modifications, techniques of non-aversive behavioral control and methods to maintain attention, and effective reinforcement techniques will be taught. Techniques such as problem solving, crisis prevention, and conflict resolution, also potentially used to develop prosocial behavior, will be discussed in relation to more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision both inside and outside the school, such as residential placements, will be discussed in relation to challenging behaviors and how the schools collaborate with external professional groups.

Semester hours: 3

Prerequisite(s): SPED5510.

SPED5560 Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities

This course will focus on intervention techniques, adaptations, and assistive technology for students with more significant disabilities, including mental retardation, traumatic brain injury, orthopedic impairments, more significant autism, and other health impaired. Typical and atypical motor development will be addressed. Functional adaptation of curriculum will be stressed, as well as resources available in the community. Study will span the needs of students in relation to life skills, recreation/leisure, community and career/vocational issues and the development of goals and interventions to meet those needs. Specific life skills addressed will include toileting, eating, dressing, grooming, mobility, positioning and transfers.

Semester hours: 2

Prerequisite(s): SPED5510.

SPED5570 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition

Remedial theories and modes of intervention for the preschool to postsecondary years will be investigated, ranging from individual to small group to inclusion classroom settings. An overview of how remedial efforts in oral language, reading, writing, mathematics, nonverbal and social issues might interrelate will be delineated. Current trends in service provision will be explored, such as response to intervention models. The role of the special educator as a facilitator for differentiating curriculum and providing accommodations in the regular education classroom will be highlighted, as well as co-planning and co-teaching models. Moreover, transition services and how they might be impacted by differing needs dependent upon disability will be an additional focus. Local and state resources that pertain to issues of employment, sexuality, independent living and learning, and social participation in leisure activities will be explored, particularly for the middle and high school student. Special educators' varying roles, from addressing family concerns and advocacy to supervision of para-educators, will be discussed. Candidates will be exposed to professional organizations in the field and will develop a professional development plan and a personal philosophy of special education. The necessity for consultation, collaboration and flexibility of services will permeate all discussion of theory and models.

Semester hours: 3

Prerequisite(s): SPED5510.

SPED5610 Psycho educational Assessment of Students with Disabilities

The procedures for formal assessment of the issues underlying learning, academic performance, psychosocial behavior, and vocational skills for the P–12 grades will be examined. Issues related to cognitive development, in regards to intelligence or processing (e.g., memory, speed of processing), and testing will be discussed. Nonbiased assessment practices and modification or adaptations for mode of response will be addressed. Candidates will practice administration, scoring, and interpretation of the results of standardized tests in common use in the schools. Case studies will be used to understand the process of differential diagnosis, including interviews, functional assessment of behavior, and assessment of the learning environment; and oral and written dissemination of results that include planning for instruction based on interpreted results. Moreover, curriculum-based assessment and portfolio assessment will be investigated. Readings will focus on research of the possible limitations of formal and informal testing—that is, the relative efficacy of the differing diagnostic approaches, including response to intervention, and how they might facilitate service provision. A lab fee will be charged.

Semester hours: 4

Prerequisite(s): SPED5510 or concurrent.

SPED5640 Mathematics and Science Intervention for Students with Disabilities

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.

Semester hours: 3

Prerequisite(s): SPED5510 and SPED6510.

SPED6520 Reading Disabilities Theory and Interventions

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.

Semester hours: 3

Prerequisite(s): SPED5510 and SPED6510.

SPED6530 Written Language Development and Disorders

This course will study theories and research regarding the development and disorders of written language, including handwriting, spelling, and written discourse, from emergent literacy to strategies for research and essay forms used more extensively in middle/high school. The range of impact, dependent on disability, will be investigated, both in regard to academic, social, and vocational pursuits. Formal and informal assessments to elicit and analyze written language samples will be learned and practiced, as well as lesson plans using remedial techniques and software technology commonly in use for varying disabilities, ranging from learning disabilities to physical disorders impacting the physical act of writing.

Semester hours: 3

Prerequisite(s): SPED5510 and SPED6510.

SPED6550 Introduction to Educational Research

Candidates will receive an overview of qualitative and quantitative research paradigms. The course will encompass the efficacy of use of basic statistical methods, including correlation, testing of means, analysis of variance and regression. The focus will be on the in-depth understanding and evaluation of research from peer-evaluated journals of the field and in conducting more advanced action research.

Semester hours: 2

SPED6560 Unified Field Experience

While observation and clinical experience in previous courses are more dependent on the domain being studied, this course stresses the integration of theory and pedagogical methodology across domains based on the assessed needs of the individual student. Candidates will collaborate and work with the same students for extended periods of time, developing lesson plans and writing reports that incorporate informal assessments, goals/specific objectives, and progress after remedial efforts. Candidates will conduct conferences with parents to communicate progress/results. Approximately 50 hours of supervised clinical field experience will be required. A lab fee will be charged.

Semester hours: 4

Prerequisite(s): SPED6510; SPED6520 and SPED6530.

SPED6570 Internship and Action Research Seminar

Because candidates will come to the program with an existing licensure, the focus

of this field experience will be to ensure the students' overall field experiences cover both the range/severity/age levels of all disabilities covered by the LBS I licensure. Candidates should expect the need to be flexible regarding hours, based on the needs of the schools. Placements will encompass the K–21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. Seminars will be spaced to afford candidates support in completing their comparative case study action research projects and to provide a forum for support, in addition to that provided by supervisors, during the internship process.

Semester hours: 4

Prerequisite(s): SPED6560 with a grade of "B" or better; completion of all master's courses required for special education LBS I licensure, maintaining a GPA of 3.0; and officially reported passing score on the pertinent Illinois licensure tests (Basic Skills; Assessment of Professional Teaching K–12; Learning Behavior Specialist I [content area]; and Special Education Curriculum Test); FBI fingerprints check; National Sex Offender list check; TB test; and passing the DCFS-Mandated Reported Training.

SPED6600 Supervisor of Programs for Children with Disabilities

Study of the theory and practice of leadership in special education within the larger organizational system. Develop an understanding of the responsibilities and potential challenges related to the organizational and administration, as well as balancing the fiscal and human resource structure, needed to run an effective special education program. Current research on best practices and service delivery models of special education for the individual student through analysis and assessment of program functioning more broadly is covered.

Semester hours: 3

SPED6670 Special Education Finance

This course will focus on financial management of special educational programs, taking the perspective of the student/family, the school, the district, the state and the country. Moreover, the course will provide an overview of how special education financial management fits into the larger financial needs of these same entities; this will allow the administrator to have perspective on how financial policy and sources of

revenue affect all stakeholders. Themes will include the financial impact of federal and state mandates and laws such as Child Find, 504, Response to Intervention, and IDEA as well as how these impact more school-based issues such as extended school year, transportation, and categorical funding.

Semester hours: 3

SPED6690 Current Research in Cross-Categorical Special Education Programming and Assessment

Current research on data-driven best practices and service delivery models of special education for the special education student through analysis and assessment of program functioning more broadly. Explores the professional development process to keep special education teachers apprised of new advances, utilizing adult learning theories and addressing identification, service delivery, and use of assistive technology for special education. This course stresses district-wide utilization of Response to Intervention and measurement of P–12 student learning with a particular focus on programming and assessment.

Semester hours: 3

SPED6750 Student Teaching in Special Education

The student teaching experience involves placement in a special education setting under the supervision of a certified teacher. Placements will encompass the K-–21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal, and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the special educator, with the benefit of supervision. Additionally, this will assure maximum exposure during the candidates' field experiences to the range/severity/age levels of all disabilities covered by the LBS I certification.

Semester hours: 8

Prerequisite(s): Admission to the School of Education; a 3.0 or better GPA in special education courses; a grade of "B" or better in SPED6560 Unified Field Experience; officially reported passing score on the pertinent Illinois certification tests (Basic Skills, Assessment of Professional Teaching K–12, Learning Behavior Specialist I, and Special Education Curriculum Test), all special education coursework for the major; FBI fingerprints check; National Sex Offender list check; TB test; and passing grade

on ISBE Child Abuse Reporting regulations; concurrent enrollment in SPED6760.

SPED6760 Seminar for Student Teaching in Special Education

Student teaching seminars will provide candidates with support in completing their comparative case study projects, with a focus on P–12 student learning. The objective will be for the candidate to learn to communicate student progress effectively through relaying effective teaching strategies and the modes of assessment that were used to demonstrate student achievement of goals. They will also provide a forum for support, in addition to that provided by supervisors, during the field experience process.

Semester hours: 2

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 (Basic Skills; Assessment of Professional Teaching K–12; Learning Behavior Specialist I (content area); and Special Education Curriculum Test); all Special Education coursework for the major; and concurrent enrollment in SPED6750.

SWK5100 Social Work Gerontology: Assessment and Intervention

This course will examine the advanced study of clinical treatment of older adults. Focus will include different mental health issues presented by older adults, such as depression, Alzheimer's disease, adjustment disorders due to relocation or loss of loved ones and chronic illness. Successful treatment models with older adults will be presented framed in the life course perspective.

Semester hours: 3

SWK5110 Social Work Gerontology: Biology and Health of Aging

This course will begin by covering age and health demographics, along with attitudes toward aging, health and disability. Basic cellular or molecular theories of aging will be presented, along with how the human body's organ systems typically change over time. Pathologies associated with aging and psychosocial responses to normal and pathological changes will be discussed. Such responses will be viewed within a sociocultural context where ageism, ableism and beautyism, as well as other forms of oppression, are present. Support services and resources for older individuals and their caregivers will be addressed.

Semester hours: 3

SWK5200 Suicide Prevention, Intervention, Postvention and

Community Action

Suicide crosses all socio-economic paths and moves across the lifespan. This course is designed to provide information on the prevention of suicide through education and training, intervention which looks at risk factors and assessment, and postvention to help the survivor of a loss. This class is applicable within the professional and personal realm of human experience. School social workers, educators, medical professionals and interested members from the community will benefit from this class.

Semester hours: 3

SWK5300 Forensic Social Work

This course explores the dynamics of Forensic Social Work in a variety of settings. Course readings and discussion will examine the unique experiences of working with both survivors and offenders, identifying the ethical and practical challenges that can arise with these at-risk populations. This course will cover basic skills of engagement, assessment and intervention with these individuals and will help students develop a greater understanding of the treatment needs of forensic populations. It will also discuss the various systems in which a Forensic Social Worker will likely interact.

Semester hours: 3

SWK5410 Psychopharmacology

This course is the second in the sequence of four required courses in the addictions specialization. The course will address the drugs commonly used by the addicted population. The following topics will be explored and discussed in the course: the effect of drugs on the body and specific systems within the body; the effect of alcohol and drugs on different populations such as women and the elderly; current trends of drug use; common myths about specific drugs; specific treatment approaches and complications; current controversial topics related to drugs in society; medications used to help the addicted population as well as those who suffer from mental illness(es); and changes in brain chemistry as a result of “process addictions.”

Semester hours: 3

SWK5420 Addictions Counseling I

This course is the first of two courses designed to address the specific treatment approaches utilized in working with the addicted population. Specific treatment

approaches as well as common assessment tools will be reviewed. Various career opportunities within the realm of the addictions field will be explored. Students will be introduced to the concept of the legal impact that drugs and alcohol have on society and will have an opportunity to experience either drug court or DUI court as part of their learning experience. Specific Illinois state rules which govern treatment will be discussed (Rule 2060) as well as rules and laws of confidentiality. Standardized treatment protocol, such as utilizing the American Society of Addiction Medicine (ASAM) will be formally explained. The various levels of care and treatment settings will be explored so that students planning on pursuing certification can begin thinking of an internship placement that will be a good match.

Semester hours: 3

Prerequisite(s): SWK6340 and SWK5410.

SWK 5598 Spirituality, Meaning Making, and Faith-Based Practice

This is the foundational required core course for the Faith-Based Specialization. It is also open to all students as a general elective. The course offers an advanced examination of faith-based practice and an awareness of the transformative capacities interwoven within the complex layers of relationships functioning within faith-based environments. Students will be invited to examine self, social emotional systems, ritualistic understandings that underlie many faith-based environments, and new ways to organize practices of care and compassion through faith-based treatment options addressing addictions, child welfare, clinical mental health, and social service leadership. Students will be prepared for the unique work that lies ahead by examining the emotional systems that exist within faith-based environments while identifying, evaluating, and assessing the role of faith in community and the capacity to develop social work and religious partnerships towards empowering transformative well-being. The course is also open to students from other disciplines.

Semester hours: 3

SWK5600 MISA I

This course is designed for the addiction professional who has a sincere desire to work with clients who have co-occurring disorders. The role of the social worker from a strengths perspective as well as utilizing a systems theory will be utilized. This course will play a major role for the student who plans to pursue State Board recognition for working with this population.

Semester hours: 4

Prerequisite(s): Prerequisite: SWK 2050 or SWK 6340, SWK 5410 or consent of Addictions Specialization Coordinator It should be noted that completing this course

without obtaining your CADC will NOT lead to qualification of the MISA I registration educational requirements. Obtaining the CADC is considered a prerequisite prior to obtaining the MISA I credential.

SWK5610 Social Work Practice with the Exceptional Child

This course examines major causes and characteristics of students in the public school setting evidencing exceptionality. The psychology, identification and methods of serving exceptional individuals and their families will be considered. While the focus of this course is an understanding of the various exceptionalities and how that impacts a student's education, the course will provide a social work perspective for practice related to prevention, intervention and evaluation.

Semester hours: 3

SWK5740 Family Violence: Issues and Intervention

Socio-cultural analysis of victimization in the family, with particular focus on the problems of battering and sexual abuse. The course addresses, through the examination of various theoretical perspectives, the question of violence against women, child physical abuse/neglect/sexual abuse, and the problem of elder abuse.

Semester hours: 3

SWK5810 Selected Topics

Selected topics that support foundation social work courses and are of interest to students but are not a regular part of the curriculum.

Semester hours: 3

SWK6010 Medical Social Work

This course will look at social work practice within a medical setting and provide students with the basic understanding of cross-cultural healthcare in the United States. An overview of the healthcare field will look at medical healthcare facilities and related services, medical terminology, the impact of chronic illness and treatment upon patients and families as well as end-of-life considerations. Insurance, ethics, and policy issues in the light of Health Care Reform and the implications for social workers will also be explored.

Semester hours: 3

SWK6030 Bereavement Counseling

This course presents the theoretical framework for working with bereaved individuals and an examination of cultural attitudes toward death, other life losses, and what effect these attitudes have on individual grief reactions. This course highlights the therapeutic skills needed when working with the bereaved.

Semester hours: 3

SWK6035 Hospice

This course is designed to provide a theoretical framework for clinicians working with individuals, families, groups, organizations and communities who access hospice care. Considerable emphasis will be directed towards an examination of assessment tools, client outcomes, professional regulations, and standards for care, explanation of the coordinated efforts of all disciplines utilized in the field of hospice work as well as the field's history, characteristics and challenges faced. Therapeutic skills utilized when working with the bereaved in end of life care will also be examined.

Semester hours: 3

SWK6040 Social Work and Spirituality

This course presents the knowledge and skills needed to provide social services to persons with spiritual needs and dilemmas. A person-in-environment perspective is used in understanding the meaning of spirituality for clients and appropriate methods to utilize in responding to them.

Semester hours: 3

SWK 6045 Psychiatric Hospital Social Work

This course provides an overview of mental health hospital settings from intake through discharge. The Diagnostic and Statistical Manual of Mental Disorders will be utilized to examine the unique needs of the psychiatric patient and help students explore the different programs available in inpatient and partial hospital programs. Criteria for admission, treatment modalities, medication management and the transdisciplinary approach to quality care will be discussed.

Semester hours: 3

SWK6050 Self-Injury and Eating Disorders

This course is designed to provide an understanding of etiology, occurrence, course, treatment, and prevention of self-injury and eating disorders from a multidisciplinary perspective. In addition, this course will examine the roles and responsibilities of treatment team members and the variety of current therapeutic modalities in use. The instructor will provide a framework for the course material, and invite regular participation from students. The course format will include lecture, discussion, and case studies incorporating textbook and journal article information.

Semester hours: 3

SWK6055 Oncology

Students will gain a psychosocial understanding of Oncology. An overview of the biology of cancer, cancer diagnosis and general approaches to treatment will be discussed. Research involving psychoneural-immunology, neural plasticity, group therapy, medical hypnosis and effects of immune functioning and cancer survival will be explored.

Semester hours: 3

SWK6140 Social Welfare Policy and Institutions

Major social welfare programs are reviewed within an overall policy analysis framework.
Forces that impact social policy such as American individualism and issues such as poverty, racism and gender inequity are addressed. Historical forces which have contributed to the development of current social services are reviewed.

Semester hours: 3

SWK6150 HBSE I: Theories of Human Development I

This course, based in an ecological systems perspective, follows human development from infancy to adolescence in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

Semester hours: 3

SWK6160 HBSE II: Theories of Human Development II

This course, based in an ecological systems perspective, follows human development

throughout the entire adult lifespan in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

Semester hours: 3

Prerequisite(s): SWK6150.

SWK6250 Research I: Methodology

This course is the first in a sequence of two required research courses. Students are introduced to ethical social work research using scientific inquiry. Class material provides an overview of various research methods and design elements. The course highlights creating, performing and evaluating outcomes of practice and policies.

Semester hours: 3

SWK6283 Practice and Program Evaluation

Students will plan, design and conduct an evaluation study of an intervention or program. Students will choose between a single-subject design study or program evaluation. The study will relate to the student's field practicum or another area approved by the research professor.

Semester hours: 3

Prerequisite(s): SWK6250 and completion of statistics course with "C" or better.

SWK6340 Survey of Substance Abuse Evaluation and Treatment

This course will address a variety of topics as they relate to addictions in a number of settings. The course is intended to serve as the foundation course for students pursuing or considering obtaining a valuable clinical credential from the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA). This will be the first in a series of four courses that will be addictions specific. Students pursuing this specialization will be required to complete an internship that documents addiction- related clinical work. Students completing this curriculum track will be eligible to test for dual credentials upon graduation: Licensed Social Worker (LSW) as well as the CADC.

Semester hours: 3

SWK6370 Social Work Practice I

This course is the first in a sequence of five practice courses covering the foundation and concentration years in the MSW program. In Social Work Practice I, students are introduced to specific theoretical and skills-based core concepts of generalist, individual, family and couples social work direct practice.

Semester hours: 3

SWK6381 Social Work Practice II: Group Work

The course examines social work practice from a macro perspective, introducing group work practice skills.

Semester hours: 3

Prerequisite(s): SWK6370.

SWK6382 Social Work Practice II: Community

The course examines social work practice from a macro perspective, introducing community direct practice skills.

Semester hours: 3

Prerequisite(s): SWK6370.

SWK6390 Social Work Practice with Diverse and Vulnerable Populations

This course is an exploration of historical and current economic, social, cultural and political forces that affect a wide range of minorities. Focus is on development of ethnic- sensitive, culturally competent practice skills. Self-awareness and attitudes toward self, others and differences are explored.

Semester hours: 3

SWK6400 Addictions Counseling II

This is the second course specifically designed to address specific treatment approaches utilized in working with the addicted population. In this course students will continue building their expertise of addictions through analysis and evaluation of specific treatment approaches found to have positive outcomes with the addicted population such as motivational interviewing and reality therapy. Students will study and develop an understanding of the impact that the addicted person has on their

family members as well as analyze various treatment options for families. In addition, the course will address the following topics: DUI laws and implications for treatment; issues of prevention programs; examination of substance abuse from macro, mezzo and micro levels; fundamental issues of effective treatment plans; relapse process and prevention plans; importance of working relationships with other service providers in case management function; roles of practitioners in treatment settings; and the process of addiction.

Semester hours: 3

Prerequisite(s): SWK6340; SWK5410 and SWK5420.

SWK6410 School Social Work Policy and Practice I

This is the first of a two-course sequence for students doing their internships in the public school setting leading to state certification as school social worker. This course focuses on practice. It prepares students to provide school social work services to individuals, groups, families, the school system and the community. This course covers the roles of the school social worker and the skills needed to perform the various roles. Special attention is given to assessment, prevention and intervention across systems on behalf of school children and their families.

Semester hours: 3

Prerequisite(s): Foundation curriculum and SWK5610.

SWK6420 School Social Work Policy and Practice II

This is the second of a two-course sequence for students doing their internships in the public school setting leading to state certification as a school social worker. This course focuses on policy and legal issues related to providing school social work services to individuals, groups, families, the school system and the community. This course covers state and federal special education mandates and other laws and policies related to public school children and their families. Special attention is given to ethical and legal implications of these laws and policies and their effect on the education of children.

Semester hours: 3

Prerequisite(s): SWK6410.

SWK6430 School Social Work Licensure Course

This course is designed for post-MSW graduate students seeking school social work endorsement/licensure from the Illinois State Board of Education. It provides an orientation to social work practice in the public school setting. It covers important

historical, legal, and political developments that affect the modern-day roles and functions of the practitioner in the school setting. The course provides a basic understanding of the types of students served, resources and knowledge needed to deliver services and an overview of the public school system. This course is a requirement for state licensure as a school social worker.

Semester hours: 3

Prerequisite(s): MSW post-graduate and approval by School Social Work Coordinator.

SWK6440 Advanced Social Work Practice with Individuals

This advanced social work practice elective focuses on contemporary approaches to directed social work practice with individual client systems.

Semester hours: 3

Prerequisite(s): Foundation curriculum.

SWK6450 Advanced Social Work Practice with Families

This advanced social work practice elective emphasizes the ability to assess and engage families and to plan and implement effective interventions with a wide variety of families.

Semester hours: 3

Prerequisite(s): Foundation curriculum.

SWK6460 Advanced Social Work Practice with Couples

This advanced social work practice elective will focus on a variety of theories and approaches to social work practice with couples.

Semester hours: 3

Prerequisite(s): Foundation curriculum.

SWK6470 Advanced Social Work Practice with Children

This advanced social work practice elective will encompass the theory, methods and skills necessary for understanding and working with children on all levels of social work practice.

Semester hours: 3

Prerequisite(s): Foundation curriculum.

SWK6480 Advanced Social Work Practice with Adolescents

This advanced social work practice elective will examine a variety of theoretical and practical approaches to working with adolescents and their environment.

Semester hours: 3

Prerequisite(s): Foundation curriculum.

SWK6500 Social Work Perspectives on Psychopathology

This course presents psychopathology through a distinctly social work perspective. The course includes bio-psycho-social assessment and treatment models, including the use of DSM-5. The course emphasizes assessment, advocacy, direct service, interdisciplinary collaboration and use of community resources and supports. The person is not defined by diagnosis or condition. Mental illness is seen through a strengths perspective and within a social context. Persons are viewed holistically, as participating members of their families and communities.

Semester hours: 3

SWK6511 Social Work Practice III: Clinical Concentration I

This course builds upon the generalist practice knowledge and skills acquired in the foundation year. The course will focus on the major clinical theories and methods essential to working in all clinical arenas of the social work practice field.

Semester hours: 3

Prerequisite(s): SWK6370.

SWK6521 Social Work Practice IV: Clinical Concentration II

A continuation of SWK6511, this course will further enhance and expand the clinical concentration student's knowledge and skill in clinical social work practice with diverse clientele in all types of clinical settings and focuses on an integrative approach to clinical social work practice.

Semester hours: 3

Prerequisite(s): SWK6511.

SWK6533 Advanced Social Policy

This course examines policies relevant to social work practice, including health and

mental health policy, and agency-level policy within the context of state- and federal-level policy. Students will utilize a policy practice model to complete policy research projects relevant to social work practice.

Semester hours: 3

Prerequisite(s): SWK6140.

SWK6560 Hospital Social Work

This course will synthesize principles from the social work code of ethics in the medical setting following the generalist theory of practice. An overview of the variety of medical settings and situations in which social workers practice will be explored. Students will have an opportunity to determine if the medical field is the challenge they are looking for in social work.

Semester hours: 3

SWK6572 Advanced Experiential Group Therapy

This course will provide students with advanced skills in group work for a variety of practice settings. Students will learn ways in which to use group experience to foster individual and group growth and development. The course will use experiential activities to demonstrate the importance of active learning in client insight, change, and growth.

Semester hours: 3

SWK6580 Crisis Intervention

This elective course will provide an introduction to crisis, crisis theory, individual and community response to crisis and strategies for intervention. Emergencies include potential suicide, potential violence, situations of significantly impaired judgment (acute psychosis, delirium, dementia, dissociation), and situations of victims of violence (child or elder abuse, domestic violence).

Semester hours: 3

SWK6581 Mindfulness in Clinical Social Work

Students will gain the understanding of how to effectively apply mindfulness-based cognitive therapy and mindfulness-based stress reduction in a variety of settings including schools, community-mental health facilities, hospitals, and substance-abuse treatment centers. Students will be engaged in experiential mindfulness practices that will promote the depth and breadth of mindfulness based interventions for clinical

social work practice.

Semester hours: 3

SWK6582 Neuroscience and Clinical Social Work

This course will address and look at the interpersonal neurobiology of behavior, brain function, development and disorders. This class will also follow the developmental milestones humans go through during one's lifespan. This information will be vital in a social worker's clinical practice. Students will learn how self-regulation and affect- regulation develop and are applied in both children as well as adults.

Semester hours: 3

SWK6590 Advanced Clinical Social Work Personality Disorder

This course examines the human condition through understandings of personality which are a combination of qualities or characteristics that form an individual's distinctive character. When personality characteristics manifest at an extreme life and relationships can become extremely stressed and challenged for the individual person, his/her family, as well as all the systems he/she is a part of. This course offers a comprehensive overview of the history, development and evolution of personality disorders.

Semester hours: 3

SWK6591 Advanced Family Therapy

This course will provide the clinical social work student with an opportunity to explore the practice of family therapy in a more advanced hands-on approach. The course will present an integrative family therapy model (theory of dysfunction, theory of change, major techniques, role of therapist) and the opportunity to practice doing family therapy in a role-play setting.

Semester hours: 3

SWK6592 Advanced Psychodynamic Clinical Social Work

Advanced psychodynamic clinical social work will help students learn about and apply psychodynamic (sometimes referred to as psychoanalytic) idea and methods to the work they do with individuals, couples, families, and groups. Some of the ideas explored will understand the dynamic unconscious, the conflict of human drives with societal/ cultural norms, working through resistance, examining the conflict of being a

self and being in relationship, and how a therapist can use the transference/counter transference in daily practice. The psychodynamic methods originated with Freud, and have continued to exist and informed the practice of mental health professionals for more than a century. This class will also explore the use and application of psychodynamic psychotherapy throughout its long history, but will mainly focus on the many ways psychodynamic methods can be used in the diverse settings that modern clinical social workers find themselves. The course will also explore a contemporary understanding of systematic integrative psychodynamic processes through Bowen Theory.

Semester hours: 3

SWK6593 Crisis Intervention

This elective course will provide an introduction to crisis, crisis theory, individual and community response to crisis and strategies for intervention. Emergencies include potential suicide, potential violence, situations of significantly impaired judgment (acute psychosis, delirium, dementia, dissociation), and situations of victims of violence (child or elder abuse, domestic violence).

Semester hours: 3

SWK6599 Advanced Therapeutic Relationship and Integrative Psychodynamics

This is the foundational class for the advanced clinical social work specialization. It is also open to all students as a general elective. It offers an advanced examination of the therapeutic relationship and related integrative psychodynamics which inform the clinical experience. The course focuses on advanced understandings of building and maintaining a relationship as one develops a metacognitive perspective on the other client's intent and motivation within the world they live. Students will gain insight into recognizing, understanding, and assessing multiple pathways towards well-being, empowerment, and resiliency that can be used for therapeutic leverage.

Semester hours: 3

Prerequisite(s): SWK6150, SWK6160 and SWK6370.

SWK6670 Field Instruction: Post-Master's School Social Work

This course is designed for students in the post-graduate program leading to state endorsement/licensure for school social work. This field course is designed to integrate the prior professional experiences of students who have practiced social work outside of the public school setting with the unique knowledge and skills required

by this setting. Students, in conjunction with the School of Social Work and their field instructors, design a unique learning experience that allows them to transfer skills developed in other settings to the public school arena and to learn additional knowledge and skills necessary for providing school social work services.

Semester hours: 3

Prerequisite(s): MSW post-graduate and approval by School Social Work Coordinator.

SWK6700 Effects of Trauma on Children

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.

Semester hours: 3

SWK6710 Expressive Therapy for Children

This course is designed to explore the expressive therapies, such as art, clay, dance, drama, music, sand and writing. Through the creative therapies, social workers will become self-aware of the use of imagination, mind, body and emotions. Students will understand the effect of expressive therapy on children from diverse populations with diverse needs. Assessment and intervention of such treatments will be examined. The intermodal treatments will allow the social worker students to alter their approach based on the clients' needs, or through using multiple forms of expression with the same client to aid with deeper exploration.

Semester hours: 3

SWK6720 Social Work with Vulnerable Children and Families

This course will focus on the practice implications for social workers within the juvenile justice system, child welfare system and substance abuse treatment programs. Current and historical policies and research specific to these systems will be examined. Implications for social work practice will be explored.

Semester hours: 3

SWK6721 Mediation

This course provides students with the fundamental and practical skills needed to successfully resolve disputes. The course is an interactive, skills based course that provides opportunities for students to acquire the skills used to assist parties with divergent interests reach a solution. Successful completion of the course plays a major role in fulfilling the requirements to become a mediator in the state of Illinois. Note: Additional training/education may be required based on county and/or type of mediation being offered.

Semester hours: 3

SWK6725 Child Welfare Services

This course will focus on theory, principles, issues and trends in social work with children and youth; common and special needs. Coursework includes case management, treatment planning and case monitoring. Students will explore the authority-helper role and problems of working with non-voluntary clients

Semester hours: 3

SWK6730 Field Instruction I

This course is the first in a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under instruction of qualified practitioner; a minimum of 450 hours over two semesters. This foundation-level field experience is designed to build transferable skills in engagement, case management, counseling, group facilitation, documentation and referral. The 10 Core Competencies of Social Work Practice are measured at the middle and end of the internship experience.

Semester hours: 3

SWK6740 Field Instruction II

This course is the second in a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under instruction of qualified practitioner; a minimum of 450 hours over two semesters. This foundation-level field experience is designed to build transferable skills in engagement, case management, counseling, group facilitation, documentation and referral. The 10 Core Competencies of Social Work Practice are measured at the middle and end of the internship

experience.

Semester hours: 3

Prerequisite: SWK6730

SWK6750 Field Instruction III

This course is the first in a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under the instruction of a qualified practitioner; a minimum of 600 hours over two semesters. Students completing specialization curriculum will complete internship in specialization area at this time. Advanced practice skills are developed, as well as completion of research study within the internship setting, during this advanced internship.

Semester hours: 3

Prerequisite(s): SWK6740.

SWK6760 Field Instruction IV

This course is the second in a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under the instruction of a qualified practitioner; a minimum of 600 hours over two semesters. Students completing specialization curriculum will complete internship in specialization area at this time. Advanced practice skills are developed, as well as completion of research study within the internship setting, during this advanced internship.

Semester hours: 3

Prerequisite: SWK6750

SWK6830 Directed Study

Refer to the “Special Educational Experiences and Credit” section at the front end of the catalog for Directed Study description.

Semester hours: 3

SWK6880 Social Work Practice in Costa Rica

Students travel to Costa Rica to increase their knowledge of Latino/a culture by taking language and cultural courses taught by native Costa Ricans and/or native Spanish speakers. Upon their return to the United States, students will apply their knowledge of Latino/a culture to their Latino/a clientele including being able to better communicate, both written and verbally, with their Spanish-speaking clients.

Semester hours: 3

SWK6980 Independent Study

Refer to the “Special Educational Experiences and Credit” section at the front end of the catalog for Independent Study description.

Semester hours: 3

SWK7100 The History of Psychological Theory and Practice

This course will provide the doctoral student with a comprehensive overview of the history, development and evolution of psychological theory and clinical practice.

Semester hours: 3

Co-requisite(s): SWK7150.

SWK7150 The History of Clinical Social Work Knowledge and Practice

This course will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice.

Semester hours: 3

Co-requisite(s): SWK7100.

SWK7200 Clinical Seminar One

This first clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with individual clients. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.

Semester hours: 6

Prerequisite(s): SWK7100 and SWK7150.

Co-requisite(s): SWK7250.

SWK7250 History of Social Policy

This course will provide the doctoral student with a comprehensive overview and critique of the history, development and evolution of social policy as it relates to clinical social work practice.

Semester hours: 3

Prerequisite(s): SWK7100 and SWK7150.

Co-requisite(s): SWK7200.

SWK7300 Clinical Seminar Two

This second clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with couples. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.

Semester hours: 6

Prerequisite(s): SWK7100; SWK7150; SWK7200 and SWK7250.

Co-requisite(s): SWK7350.

SWK7350 Organizational Analysis

This course will provide the doctoral student with a comprehensive overview and critique of the history, development and evolution of organizational theory as it relates to the current state of clinical social work practice.

Semester hours: 3

Prerequisite(s): SWK7100; SWK7150; SWK7200 and SWK7250.

Co-requisite(s): SWK7300.

SWK7400 Clinical Seminar Three

This third clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with families. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.

Semester hours: 6

Prerequisite(s): SWK7100; SWK7150; SWK7200; SWK7250; SWK7300 and SWK7350.

Co-requisite(s): SWK7450.

SWK7450 Teaching Clinical Social Work Theory and Practice

This didactic and experiential course will expose the doctoral student to the theory and techniques necessary to teach advanced clinical social work theory and practice in

higher education.

Semester hours: 3

Prerequisite(s): SWK7100; SWK7150; SWK7200; SWK7250; SWK7300 and SWK7350.

Co-requisite(s): SWK7400.

SWK7500 Clinical Seminar Four

This fourth clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with groups. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course. In this clinical seminar, the doctoral student will develop the comprehensive paper used in his or her clinical oral. Doctoral students will also use this course to help prepare for the clinical oral through practice presentation in class.

Semester hours: 6

Prerequisite(s): SWK7100; SWK7150; SWK7200; SWK7250; SWK7300; SWK7350; SWK7400 and SWK7450.

SWK8100 Research Methodology I

This course will acquaint the doctoral student with the knowledge and application of research methodology in preparation for development of the dissertation proposal.

Semester hours: 3

Prerequisite(s): Successful completion of the Clinical Oral and Comprehensive Exams.

Co-requisite(s): SWK8150.

SWK8150 Data Analysis

This course will acquaint the doctoral student with the knowledge and application of statistics for the study and research of social work treatment practices in support of the development of evidence-based practice.

Semester hours: 3

Prerequisite(s): Successful completion of the Clinical Oral and Comprehensive Exams.

Co-requisite(s): SWK8100.

SWK8200 Research Methodology II, Dissertation Planning

In this course, the doctoral student will develop an initial dissertation proposal, including formulating the research question, literature review, methodology design, data analysis, human subjects protections procedures including consent forms, IRB application, and agency or organizational approvals.

Semester hours: 3

Prerequisite(s): SWK8100 and SWK8150.

Co-requisite(s): SWK8250.

SWK8250 Data Analysis II

This course is intended to support the student in developing a competitive level of statistical acumen in preparation for both finalizing the dissertation and engaging in professional practice or academia.

Semester hours: 3

Prerequisite(s): SWK8100 and SWK8150.

Co-requisite(s): SWK8200.

SWK8800 Dissertation Supervision

Semester hours: 2-4

Prerequisite(s): Successful completion of the Clinical Oral and Comprehensive Exam; SWK7500; SWK8200 and SWK8250.

SWK8810 Special Topics: DSW Electives Three

The remaining three electives will consist of three 3-hour courses in an area of the doctoral student’s choosing. These courses must be approved by the doctoral student’s advisor, and substantially relate to the overall dissertation plan, i.e. be relevant to the course of study and add to the expertise of the doctoral student’s overall educational process. These could include EdD courses from AU, as well as other AU master’s-level courses that can be revised to meet doctoral criteria for content and assignment rigor. Coursework from institutions other than AU will not be accepted.

Semester hours: 3

Prerequisite(s): Approval of Advisor;SWK7100; SWK7150; SWK7200; SWK7250; SWK7300; SWK7350; SWK7400 and SWK7450.

Co-requisite(s): SWK7810.