

Aurora University Course Catalog

AURORA UNIVERSITY

History of Aurora University

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

History of George Williams College

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

Aurora University and George Williams College: A New Era

Today, Aurora University is a private, independent, comprehensive institution with an enrollment of approximately 5,000 students. Aurora University is comprised of two campuses: a campus of 37 acres in Aurora, Illinois; and the 137.5-acre George Williams College on Geneva Lake in Williams Bay, Wisconsin. Programs are also offered at the Woodstock Center in downtown Woodstock, Illinois, and the Orchard Center near the interchange of I-88 and Orchard Road in Aurora. Aurora University is accredited by the Higher Learning Commission of the North Central Association to award degrees at the baccalaureate, master's and doctoral levels.

On the Aurora campus, AU offers more than 40 undergraduate academic programs and a wide variety of graduate degrees, certificates and endorsements. Undergraduate students participate in a wide range of on- and off-campus learning experiences. Students participate in more than 60 musical, literary, religious, social and service organizations and play active roles in campus governance. The university also fields 24 NCAA Division III intercollegiate athletic teams.

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

For example, our innovative collaborations with area corporate, civic, nonprofit, business and education partners fostered the construction of the John C. Dunham

STEM Partnership School, which serves elementary and middle school students from area school districts and be staffed via a unique professional model.

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

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

Mission Statement

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

Statement of Core Values

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

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

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

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

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

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

Vision Statement

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

Toward fulfillment of this vision, we will engage gifted faculty, staff and trustees in the work of the university and will recruit and graduate talented and dedicated students. Together, we will strengthen our educational programs and will improve the

learning, living and working environments on our campuses. We will serve the needs of our students through strategic partnerships and will enhance the well being of the communities around us. We will manage our resources effectively and will deepen the financial foundation upon which our aspirations rest.

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

Governance

An independent, nonsectarian institution organized under the laws of the State of Illinois, Aurora University is governed by a Board of Trustees representing the community at large and various constituencies of the university. Within the university, students are subject to the provisions of the “A-Book” (student handbook); faculty are governed under the provisions of the Aurora University Faculty Handbook; and all employees are subject to the university’s HR Policy Manual. In common with all schools and colleges in Illinois, public or private, Aurora University is subject to the oversight of the Illinois Board of Higher Education as provided by law. Graduate students are also subject to the provisions of their respective graduate program handbooks.

Accreditation

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Aurora University at the bachelor, master’s and doctoral levels.

The following individual programs are accredited by the specific agencies listed below:

The Bachelor of Science in Nursing program is accredited by the
Commission on Collegiate Nursing Education

One DuPont Cr., NW, Suite 530

Washington, D.C. 20036-1120

202-887-6791

The Master of Science in Nursing program at Aurora University is accredited
by the Commission on Collegiate Nursing Education

One Dupont Cr., NW, Suite 530

Washington, D.C. 20036

202-887-6791

The Bachelor of Social Work and Master of Social Work programs are
accredited by the Council on Social Work Education

1725 Duke St., Suite 500

Alexandria, VA 22314

703-683-8080

The Bachelor of Science in Athletic Training is accredited by the

Commission on Accreditation of Athletic Training Education Programs (CAATE)

6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184

Aurora University, as an Educator Preparation Provider (EPP),
has 16 programs that are accredited by the
Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St., NW, Suite 400
Washington, D.C. 20036
202-223-0077

Approved Licensure Programs

Aurora University has initial teacher licensure programs approved by the Illinois State Board of Education in biology, elementary education, English, mathematics, social studies and special education offered through the School of Education.

Post-MSW Illinois Educator's License with School Social Work endorsement is offered through the School of Social Work.

The Principal endorsement and Teacher Leader credentials are offered through the School of Education.

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

The professional unit of Aurora University, under the governance of the Council on Licensure of School Professionals, is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Nondiscrimination Policy

Aurora University affirms its support for, and non-discrimination against, all qualified persons regardless of race, ethnicity, color, creed, national origin, sex, disability, sexual orientation, age, family relationship, or status as a veteran in its programs and activities. The following office has been designated to handle inquiries regarding the non-discrimination policies: Human Resources, 347 S. Gladstone Ave., Aurora, IL 60506.

Affirmative Action/Equal Opportunity Commitment

In addition to pursuing a policy of nondiscrimination, Aurora University is committed to a process of affirmative action in all areas of recruitment and employment of individuals at all levels.

This policy extends to all employment practices, including but not limited to recruitment, hiring and appointment, selection for training, upgrading, promotion, demotion, job classification, assignment, working conditions, employee treatment, hours, compensation, benefits, transfer, layoff, termination, and all other terms, conditions, and privileges of employment.

This policy extends to all individuals, both employed and potentially employed by Aurora University, and whether on full-time, part-time, student or temporary employee status.

Questions, comments, inquiries, or complaints should be addressed to University Affirmative Action Officer, Aurora University, 347 S. Gladstone Ave., Aurora, IL 60506-4892.

Sexual Misconduct Policy (Title IX)

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

Sex discrimination (including sexual harassment, sexual assault, and sexual violence) is a serious offense that has major consequences for the victim, the respondent, and the campus community. Dating violence, domestic violence, and stalking are also prohibited by this policy. Sexual assault, sexual violence, dating violence, domestic violence, and stalking are collectively referred to in this policy as “sexual misconduct.” Aurora University is committed to addressing sexual misconduct and will not tolerate any sexual misconduct in accordance with Title IX and other relevant federal legislation. For additional information regarding this policy, please visit aurora.edu/sexualmisconductresources.

Aurora Campus

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

Phillips Library houses a collection of more than 92,000 books and 8,000 multimedia materials. Electronic resources include 148,000 ebooks and an online catalog networked with 80 academic and research libraries in the state. More than 80 indexes and online databases provide current students, faculty and staff with access to 35,000 unique periodical titles. Over 80 online subject research guides are also available. The library is open 102 hours a week and provides reference service for 81 of those hours. Reference service is available in person, by telephone, by email, by live chat instant messaging or by SMS text messaging.

In addition to the main campus, Aurora University offers programs off campus for the convenience of students. The nursing and education programs offer bachelor’s and graduate degrees at on-site hospitals, clinics and school districts throughout northern Illinois. The George Williams College campus offers undergraduate and graduate degree programs. Additional individual classes and degree programs are offered at numerous other sites in northern Illinois, including the Woodstock Center in downtown Woodstock, Illinois (222 Church St.), and the Orchard Center near the interchange of I-88 and Orchard Road in Aurora (2245 Sequoia Dr.). Online programs are also available (online.aurora.edu).

George Williams College Campus

George Williams College is a living learning lab — the ideal setting for an integrated, experiential education. Here students graduate with a resume, not just a diploma. The holistic, liberal arts curriculum gets students out of the classroom, learning by doing. The picturesque Williams Bay, Wisconsin, setting (just two hours from downtown Chicago and one hour from Milwaukee or Madison, Wisconsin) offers numerous opportunities for volunteerism, internships and field experiences ventures — key experiences sought by employers.

Small class sizes and a close-knit community ensure personal attention from professors and staff members and a close bond with classmates. The George Williams community connects students with the networks and resources they need to achieve their personal and professional goals. In fulfilling the passions of each individual within the community, George Williams College works to advance creativity, global awareness, diversity of thought and societal well-being.

The historic buildings and student life on the GWC campus have been reinvigorated by the return of traditional first-year students to the campus in fall 2012. This represented the college's first class of traditional undergraduate students since the affiliation of GWC and AU. The buildings that were once used for camp have been given new purpose for academic and conference center use with the evolution from camp to campus.

Special Study Opportunities

In addition to study on campus and at regular university sites, AU offers its students an opportunity to advance their studies in several special programs in the United States and abroad. Through Travel in May travel/study courses, students can immerse themselves in another culture while studying with AU faculty.

Catalog Statements and Terms of Issue

This catalog does not constitute a contract between Aurora University and its students. Where possible, Aurora University permits its students to graduate under the degree requirements in effect when they entered the university provided enrollment is continuous from time of matriculation to graduation, or as provided under the leave of absence policy. However, the university reserves the right to modify or eliminate academic programs and course offerings and to modify academic requirements for all students at any time without prior notice and without incurring obligation of any kind. The university also reserves the right to modify its academic and administrative policies, regulations, and procedures, as well as tuition, fees, and conditions of payment, without prior notice at any time.

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

Waivers and Exceptions to Academic Regulations

No exceptions to academic regulations or waivers of academic requirements are recognized by the university except in those cases where a student has followed the university's procedures for obtaining such waiver or exception as published in the university's Academic Regulations. Individual advisors or faculty members are not authorized to grant waivers or exceptions. All waivers and exceptions granted by authorized university officials must be provided in writing.

Graduate Degree Programs

Aurora University offers programs of graduate studies leading to the master's degree, master's-level post-baccalaureate credentials and the doctoral programs in education and social work. Since the establishment of the first graduate program, the Master of Science in Management in 1980, Aurora University has been dedicated to offering graduate study that promotes the career and professional success of its students.

Archived programs are not taking applications at this time.

**Programs offered online.*

Graduate Programs of Study

Doctor of Education (EdD)

Leadership in Adult and Higher Education

Leadership in Curriculum and Instruction

Leadership in Educational Administration

Doctor of Social Work (DSW)

Master of Arts in Communication Management (MACM) (Archived)

Master of Arts in Curriculum and Instruction (MACI) (Archived)

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

Bilingual/ESL Endorsement*

Master of Arts with Early Childhood and Special Education Endorsements (MA-ECSE) (Archived)

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

Master of Arts in Educational Leadership (MAEL) with Teacher Leader Endorsement (Archived)

Teacher Leader Endorsement

Master of Arts in Educational Technology (MAET)

Technology Specialist Endorsement

Master of Arts in Leadership for Service (MALS) (Archived)

Master of Arts in Mathematics Education (MAME)*

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

Master of Arts in Reading Instruction (MARI)

Reading Teacher Endorsement

Master of Arts in School and Professional Counseling (MASPC) (Archived)

School Counseling Endorsement (Archived)

Master of Arts in Science Education (MASCE)

Master of Arts in Teaching with Licensure (MAT-Licensure) and Master's-Level Elementary Education Licensure (MLEE) (Archived)

Post-Baccalaureate Licensure for Secondary Education Program (BPL-SE) (Archived)

Master of Business Administration (MBA)

MBA Concentration in Leadership*

Certificate in Leadership*

Master of Science in Accountancy (MSA)

Master of Science in Applied Behavior Analysis (ABA)

Master of Science in Criminal Justice (MSCJ) (Archived)

Master of Science in Digital Marketing and Analytics (MSDMA) (Archived)

Master of Science in Mathematics (MSM)

Master of Science in Nursing (MSN) (Archived)*

Master of Science in Nursing – Administration Concentration (Archived)*

Master of Science in Nursing – Education Concentration (Archived)*

Master of Science in Nursing – Family Nurse Practitioner (Archived)

Master of Science in Nursing Bridge Option (Archived)*

Post-graduate Nursing Administration Certificate (Archived)*

Post-graduate Nursing Education Certificate (Archived)*

Master of Arts in Special Education (MASE)

Master of Arts in Special Education with Licensure (MASE)

Director of Special Education Endorsement

Special Education Endorsement*

Master of Social Work (MSW)*

Addictions Specialization

Advanced Clinical Social Work Specialization

Child Welfare Specialization

Health Care Specialization

Gerontology Specialization

MBA Leadership Specialization

MSW/MBA Dual Degree

School Social Work Specialization

Post-MSW:

Graduate Addictions Certification

Illinois Educator's License with School Social Work Endorsement

Master of Social Work/Master of Business Administration Dual Degree

Illinois Educator's License with School Social Work Endorsement

Graduate Programs at George Williams College

Doctor of Social Work (DSW)

Master of Social Work (MSW)

Graduate Programs at Aurora University Woodstock Center

Director of Special Education Endorsement

Doctor of Education (EdD)

Leadership in Adult and Higher Education

Leadership in Curriculum and Instruction

Leadership in Educational Administration

Master of Arts in Curriculum and Instruction (MACI) (Archived)

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

Bilingual/ESL Endorsement (Archived)*

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

Master of Arts in Educational Leadership (MAEL) with Teacher Leader Endorsement (Archived)

Master of Arts in Educational Technology (MAET)

Technology Specialist Endorsement

Master of Arts in Reading Instruction (MARI)

Reading Teacher Endorsement

Master of Business Administration

Master of Science in Nursing (Archived)

Master of Science in Nursing Bridge Option (Archived)

Center for Adult and Graduate Studies

The Center for Adult and Graduate Studies was established in 2004 to serve as a central location where adult and graduate students can obtain the information they need

to make decisions about returning to school. It is an environment designed to make returning adults feel comfortable and confident when selecting Aurora University as their school of choice.

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

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

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

The center's mission is to provide adult and graduate students with the skills, resources, confidence and peace of mind to make informed decisions when selecting Aurora University for continuing their education. Because of the commitment to lifelong learning, staff members stay in close contact with students.

The enrollment process for adult and graduate students is facilitated by:

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

The Center for Adult and Graduate Studies is located at the Orchard Center near the interchange of I-88 and Orchard Road in Aurora (2245 Sequoia Dr.). Staff members can also be reached at 630-844-5294 or AUadmission@aurora.edu.

Academic Regulations and Procedures

General Academic Regulations

All graduate studies are governed by university-wide academic policies, regulations and procedures. University-wide policies are described in the Graduate Catalog. Graduate

programs may have academic policies, regulations and procedures that are stricter than the overall university academic policies, regulations and procedures.

Graduate Admission

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

All correspondence about admission should be addressed to the Center for Adult and Graduate Studies, Aurora University, 347 S. Gladstone Ave., Aurora, IL 60506-4892. For further information about admission to the university, call 630-844-5294, email AUadmission@aurora.edu or visit aurora.edu.

General Graduate Admission Procedures

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

All applicants for graduate admission must submit:

1. A completed Application for Graduate Admission to the Center for Adult and Graduate Studies. (Note: The application may be completed online at aurora.edu.)
2. Official sealed transcripts of all prior undergraduate and graduate work sent directly to the Center for Adult and Graduate Studies. Some programs may require only specific transcripts to be submitted. Aurora University accepts official transcripts at AU-ETranscripts@aurora.edu.
3. Letters of recommendation from persons able to attest to the student's academic and/or professional potential (form available online at aurora.edu/aurecommendation [pdf]). See the specific requirements of the program you wish to enter; some programs require letters of recommendation from specific individuals or letters addressing specific areas of preparation or competence.

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

General Graduate Academic Admission Requirements

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

Admission to Graduate Programs

Students admitted to graduate study at the university may only enter a specific program of study upon the approval of the program. Individual programs may require submission of additional credentials specific to the requirements of study in the program.

Term of Entry

1. The official terms of entry shall be summer, fall and spring. Consult your graduate program since graduate programs may limit term of entry.
2. A degree-seeking student whose first enrollment at Aurora University is in Summer Session is governed by the catalog and regulations in effect for the fall semester immediately following the summer term in which the student was first enrolled.
3. Students-at-large are not considered matriculated until the first term (excluding summer) in which they are enrolled as a fully, conditionally or provisionally accepted student.
4. Provisionally or conditionally accepted students are considered to have entered in the first term of enrollment, regardless of provisional or conditional status.

Admission of International Students

Students from other countries are admitted to Aurora University on the basis of the following criteria:

- Average or better post-secondary school record, including completion of coursework at least to the level of the baccalaureate degree in the U.S.
- In the case of students from non-English speaking countries, a score of at least 550 (213 on the computerized TOEFL; 79 on Internet-based TOEFL) on the paper-based TOEFL or level 109 on the ELS
- Proof of financial responsibility, in the form of an affidavit of support and a deposit in U.S. funds in an amount determined annually by the university

Transcripts from foreign colleges and universities are evaluated in accordance with the guidelines of the AACRAO World Education Series. Evaluations of foreign credentials must be completed through recognized outside evaluation services and certified English translations are required at student expense. Certified English translations must accompany original transcripts in any other language; the registrar requires evaluation of foreign transcripts by an outside evaluator at student expense. International students who have completed work at other U.S. colleges or universities must submit official transcripts and, at the discretion of the university, may be considered for admission as transfer students on the basis of this work.

Special Admission Status

Graduate Student-at-Large Status: A student who wishes to enroll in a graduate-level course, but is not seeking a degree, certificate, or credential may do so as a student-at-large. A maximum of eight semester hours may be applied to master's degree programs at Aurora University. Enrollment in specific courses by students-at-large may be restricted by prerequisites or other requirements of individual graduate programs. Financial aid is not available to students-at-large.

Post-Undergraduate Student: A student, who holds a bachelor's degree from a regionally accredited institution and wishes to enroll in undergraduate or graduate courses for credit, but not to seek a second degree, may do so as an extended student.

Provisional Student: A student who has applied for regular admission but has been unable to supply all necessary documentation due to circumstances beyond the individual's control, may be provisionally admitted to the university at the discretion of the graduate program director or designee. If provisionally admitted, a student may register for classes for one term at his/her own risk (since the records of the educational background are incomplete). An application file must be complete and approved before a student is allowed to register for a second term. Financial aid is not available.

Conditional Admission: A student who has applied for regular graduate admission but has an academic record that does not meet ordinary admission standards, may be conditionally admitted to the university at the discretion of the graduate program director. Academic progress will be reviewed regularly.

Decision Procedures and Relation to University Governance:

1. Applicants for admission who meet the academic qualifications outlined above are approved for admission by the graduate program director or designee.
2. Applicants for admission who do not meet the stated academic qualifications above will be reviewed and accepted or rejected by the graduate program director or designee on the basis of guidelines from the Graduate Affairs Committee.
3. Applicants with an incomplete application for admission may be approved on a provisional basis only by the graduate program director or designee.

Earning Multiple Graduate Degrees or Credentials

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

Transfer of Credit

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

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

transferred to Aurora University after enrollment except upon prior, written approval of the graduate program director or Dean of Adult and Graduate Studies.

Veterans

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

Registration

Advisement — As soon as an application for admission has been approved, students are notified and asked to contact their graduate program office to make an initial appointment with a graduate advisor. All degree-seeking graduate students are required to consult with an academic advisor before registering for classes.

Registration — As soon as the advisement appointment is completed, a student may register online. All accounts with the Office of Student Accounts must be up to date. Students must be in compliance with the State of Illinois immunization requirements. Prior to registering online, the student must accept the responsibility for the programmatic consequences of the registration and agrees to be bound by all relevant university regulations. Students-at-large may register in person.

Student I.D. Cards — Students are issued an Aurora University photo identification card after registration. The card is valid while enrolled as a student at Aurora University. The I.D. card is required for the use of university facilities and services and for free or reduced-price admission to paid events on campus. There is a \$35 fee for replacement of lost or damaged I.D. cards.

Late Registration

The normal registration period ends with the closing of the Registrar's Office on the last university business day preceding the first day of the term or the first day of a class that officially begins at some point other than the beginning of a term. Students may late register only during the first 10% of the term and before the class has met for 10% of the published contact time. Specific deadlines are published in the course bulletin or may be obtained from the Registrar's Office. It is the responsibility of a late-registering student to make up missed class work, and students are permitted to late register only with the understanding that their grades may be affected by work that cannot be made up.

Accelerated Load (Overload)

Graduate students desiring to register for an accelerated load of more than 12 semester hours in any semester must have the approval of their graduate program director. Each case will be considered individually against the general guidelines, taking into account other factors such as recent performance patterns.

Billing/Registration Policy

Students who have unpaid balances from prior terms that are not covered by duly approved and current deferred payment plans, or by duly approved corporate billing agreements, or who have failed to meet any other statutory or university requirement for registration will be designated as being on "hold status."

No student on “hold status” will be allowed to register for any class until the “hold status” is removed by the appropriate university authority. Students who have resolved their “hold status” will be registered and admitted to classes only during the time period permitted under the university regulations concerning late registration. Students with “hold status” in a current term are allowed to attend classes, but not register for new classes.

No grades will be recorded for students who are not duly registered. Grades, transcripts and diplomas will not be viewable or released for students who are placed on a "hold status" for financial reasons until the student's "hold status" is removed by the appropriate university authority.

Payment of Tuition and Fees – Tuition and fees are assessed in accordance with approved policies. Please refer to the Payment Agreement Form accepted/signed at the time of registration for specific payment information. Students who have been approved to participate in a university-approved installment or deferred payment plan must adhere to the terms of these plans in order to remain eligible for participation. Details of these plans are available in the Student Accounts Office. Grades and transcripts are issued to students in good financial standing.

Refunds — During the regular semester or module, a 100% refund of tuition is provided through the first week of the semester, 90% during the second week, and 50% during the third week; no refund is provided thereafter. Refunds for Summer Session classes and for classes that do not meet in accordance with the regular semester calendar are provided in accordance with refund schedules provided by the Student Accounts Office. Specific information is provided on the Payment Agreement form accepted/signed at the time of registration. Refunds are, in all cases, governed by the actual date of a written drop notice.

Adding and Dropping Courses

Changing Courses — Once a student has registered for courses, he/she can change the grading system from letter grade to Credit/No Credit or vice-versa in writing with the Registrar’s Office prior to the second week of the term. Courses may be added only during the official late registration period. No course may be dropped after the end of the 11th week of classes in a 16-week semester or the sixth week of classes in an eight-week term (prorated for summer terms). For courses scheduled outside the regular semesters, the Registrar will calculate late registration and withdrawal deadlines and include this information with registration materials for such classes.

Grades for Dropped Courses — Courses dropped with 100% refund do not appear on the student’s permanent record. A grade of “W” (withdrawal) will be recorded on the student’s permanent academic record between the second and 11th weeks of a 16-week semester. A grade of “W” (withdrawal) will be recorded on the student’s permanent academic record for courses dropped between the second and sixth weeks of an eight-week module. No withdrawals will be processed after the 11th week of the 16-week semester or after the sixth week of the eight-week module. For courses scheduled outside of the regular semester, the Registrar will calculate late registration and withdrawal deadlines and include this information with registration materials for such classes.

Wait List — Although we are aware that graduate students are more limited in their course selections, there are times that classes are at maximum capacity and students are placed on wait lists. Typically the Registrar consults with the graduate program

director or dean to determine the need to move students from wait lists into the actual course. The waiting list does not operate on a first-come, first-served basis, nor do instructors have influence on the decision. The registrar, in consultation with the graduate program director/dean/chair, makes determinations prior to the start of the term. Students authorized to add the class are notified of the addition via an email to their Aurora University email account. It is the responsibility of the student to remove himself or herself from any wait lists for courses in which they no longer have an interest.

Full-Time and Part-Time Enrollment

Students may enroll either full- or part-time at Aurora University; in some graduate programs, a student must declare his/her intention in order to be placed in the correct sequence of courses to complete the program on a full- or part-time basis. Full-time graduate enrollment is defined as a minimum of nine semester hours per term (18 semester hours per academic year). Half-time enrollment is defined as a minimum of three semester hours per term or six semester hours per academic year.

Attendance Policy

Regular class attendance is expected of all students. Aurora University has no permissible cut policy. Because of the wide diversity that exists among the various courses within the university and the manner in which they are conducted, it is the responsibility of each instructor to establish and maintain his/her own policy in each of his/her classes. Each instructor is required to maintain attendance records. Students must comply with attendance requirements established by financial aid sources such as the VA, regardless of the attendance policy established by the instructor.

Authorized Absences from Class Policy

A student representing the university at university-sponsored events may be granted authorized absences from class provided that the student has complied with approved procedures. Note that it is the responsibility of the student to attempt to schedule courses so as to minimize potential class absences. It is generally unacceptable for authorized absences to exceed 20% of the class meetings. In such cases, alternative arrangements, such as a course by special arrangement, may be considered at the discretion of the instructor.

Regulations:

Definitions

1. "A student representing the university": The student must be duly recognized by the manager or advisor of the event. A list of student participants should be forwarded to the Chief Academic Officer.
2. "University-sponsored events": The manager or advisor of the event or activity shall submit to the CAO a list of events and have them approved as eligible for inclusion under this policy. This definition normally includes intercollegiate-athletic, student government, student development, and fine arts events, as well as events required for the completion of another academic course.
3. "Event" means the actual event at which the student represents the university together with necessary travel time to and from the event site, where applicable. It does not apply to rehearsals, practices, or meetings preparatory to the event.

Academic and Procedural Considerations

1. Students are required to make up all work missed due to an authorized absence and, except when conditions are prohibitive, are responsible for making arrangements with faculty at least 48 hours in advance of the anticipated absence.
2. Faculty will make reasonable accommodations for completion of work by students who are granted authorized absences through established university procedures. It is expected that students would be able to complete make-up exams and assignments within 72 hours of the return to campus.

Procedures:

Requesting and Granting Authorized Absences from Class

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

B. Student Requests for Authorized Absence: At least 48 hours before the class from which an authorized absence is requested, the student must contact the faculty member privately, provide the schedule of approved events, and obtain from the faculty member a written confirmation of the request, together with a statement of the work to be made up by the student. At the discretion of the faculty member, the confirmation and statement of work may be in written format. In the cases of events occurring in the first two days of the term, students will need to contact instructors in advance of the term to make arrangements for an authorized absence.

C. Procedure for Faculty: When a student requests an authorized absence, the faculty member provides the student with any necessary information concerning assignments to be completed. If the authorized absence will cause the student to miss in-class assignments or learning experiences that are part of the grading of the course, the faculty member may require alternative assignments of the student, as required by the outcomes of the course. Faculty members may establish in the class syllabus reasonable rules and procedures for the manner in which they wish to have students make requests for authorized absences (e.g., during office hours, by phone, by written request, before or after class, etc.).

D. Advisement Procedures: Whenever possible, managers or advisors of university-sponsored events will provide to participating students a tentative schedule of events for the following term prior to the beginning of the advisement period for that term. Participating students will submit, in writing, their planned participation to their academic advisors in order to anticipate, minimize and plan for any potential conflicts with classes.

Application of Academic Regulations

Aurora University has traditionally allowed students to graduate under the degree requirements in effect when they entered the university if course offerings allow and if enrollment is continuous from point of entry to graduation. The university does retain the right, however, to modify the academic policies, procedures and regulations for all students. Modifications in policies, procedures and regulations normally become effective at the beginning of the term following their enactment or as specified in

the approved form of the regulation. Academic policies, procedures and regulations encompass such things as grading systems, transfer of credit policies, academic fees and guidelines for applying courses toward the degree requirements.

Only those persons specified in an academic regulation may authorize exceptions or waivers pertaining to that policy. No exceptions to academic regulations or waivers of academic requirements are recognized by the university except in those cases where a student has followed the university's procedures for obtaining such waiver or exception as published in the university's Academic Regulations. Individual advisors or faculty members are not authorized to grant waivers or exceptions. All waivers and exceptions granted by authorized university officials must be made in writing, with copies provided to the student, and to all university offices and units having an interest or responsibility related to the regulation in question.

Leave of Absence Regulations

Students who have been admitted to Aurora University and must interrupt their course of study for one term (excluding summer) will be able to return the following semester with no additional action needed.

Students who have been admitted to Aurora University and must interrupt their course of study for more than one term (excluding summer) must file an approved Leave of Absence (LOA) form with the registrar. Students on an approved LOA for more than two consecutive terms (excluding summer) will be required to return under the catalog in effect upon their return. Students on an approved LOA for more than four consecutive terms (excluding summer) will be required to reapply to the University. For students who begin an approved LOA mid-semester, the counting of consecutive terms will begin with the first full term of the LOA.

If a student (a) has been absent from Aurora University for more than one semester without filing a Leave of Absence form, (b) has filed a Withdrawal form, or (c) has an approved Leave of Absence that has extended beyond four consecutive terms (excluding summer), the student should contact the Center for Adult and Graduate Studies for information on applying for re-admission. Official transcripts from any colleges or universities attended since the last enrollment at Aurora University must be submitted before readmittance. Contact the Registrar's Office for the complete policy regarding readmittance.

Auditor Status

1. Aurora University has an auditor (AU) status for those individuals who do not wish to earn college credit for either an undergraduate or graduate course.
2. Auditing privileges may include full participation in class sessions, with the exception that instructors are not required to evaluate and grade an auditor's performance in a course. Instructors may determine the character of participation and requirements of auditors.
3. The tuition fee for auditing has been established at 50% of the regular tuition rate. Any additional class fees will be at the expense of the auditor.
4. Auditors must register for classes on a standby basis, with the understanding that students registering for credit have priority in the class. A decision as to whether auditors may enter classes will be made prior to the beginning of the first class session.
5. Audited courses will be posted on a student's permanent academic record as an audit (AU). No academic credit will be granted for audited classes now or in the future.

6. Auditors may not participate in clinical experiences, field placements and practica courses.

Visitors

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

Financial Aid

Aurora University students may be eligible for financial aid from a variety of sources, including federal, state, institutional and private organizations, in the forms of grants, loans and work study. In 2015–2016, the Office of Financial Aid assisted more than 5,400 undergraduate and graduate students.

Aid is awarded on a first-come, first-served basis. To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1 for maximum consideration of all financial aid programs. Financial aid must be awarded within the term of attendance.

The criteria used for awarding institutional financial aid are academic performance and financial need. Aid is available for both full-time and part-time graduate students (depending upon availability of funds).

The Career Services office assists in connecting students with on-campus employment and off-campus community service opportunities. Students working on-campus follow the current minimum wage guidelines with a maximum of 15 hours worked per week.

Tuition, Fees, and Other Expenses

Graduate Student Tuition

2016–2017 Academic Year

Aurora, George Williams College and Woodstock Center

MBA Program	\$675
MSN/MSA Programs	\$680
MS in Mathematics Program	\$500
MA in Mathematics Education Program	\$500
MA in Mathematics and Science Education Program	\$500
MA in Science Education Program	\$500
MS (ABA) Program	\$600
MSDMA Program	\$800
Education (non-cohort)	\$585
MSW Program	\$600
Graduate Addictions Certification	\$600
Doctoral (EdD)	\$620
Doctoral (DSW)	\$750
AU Online	\$565
Off-campus School District Cohort Programs MACI, Type 29, MAEL, Bilingual/ESL, MARI, MASE, MAET, Ed Tech, Dir Spec Ed	\$470

Note: Rates may differ for certain off-campus programs. Please consult the appropriate graduate program director or consult information provided for that program.

General Fees:

Course by Special Arrangement (CBSA) (per semester hour)	\$130
Deferred Payment Fee (per semester hour)	\$10
Graduation Fee (master's/doctoral)	\$135/\$160
Parking Permit	None
Replacement I.D. Card Fee	\$25
Returned Check Fee	\$30
Transcript, Normal Service (mailed to you)	Free
Transcript, While-You-Wait Service	\$25
Live and Vocational Assessment Fee (per course)	\$375

Fees Specific to Program:

Recreation Administration Practicum Fee (revised annually)	\$485
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Note: Tuition and fees are subject to change without prior notice. Please contact the Office of Student Accounts for questions or information on current tuition, fees, room, board and other rates.

Academic Standards

Under general university regulations, graduate students are expected to maintain a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale to remain in good standing. Individual programs may have additional or more stringent academic standards for retention of graduate students in the program and may assess progress in other ways as well (e.g., permissible number of "C" grades). The student handbook of each graduate program specifies the academic progress standards that apply to that program. The faculty of each graduate program is responsible for maintaining the standards of the program, within general university guidelines. No fractional amount of credit is given for less than completion of any course or academic experience.

Graduate Grading System

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

- A (4 quality points per semester hour) Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.
- B (3 quality points per semester hour) Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.
- C (2 quality points per semester hour) The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.
- F (0 quality points per semester hour) Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.

Cr (Quality points are not calculated in grade point average) Pass. Denotes pass with credit at least at the level of “C” work, in graduate courses that are graded Cr/NCr.

NCr (0 quality points per semester hour) No credit. Denotes work that fails to meet graduate college or university standards for academic performance at least at the level of “C” work.

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

Incomplete Grades — Regulations and Procedures

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

- a. A grade of Incomplete (I) may be assigned by the instructor only if the student has filed a Petition for Incomplete Grade. This petition form, which is available in the Registrar’s Office, must be completed and signed by the student, the instructor, jurisdictional Executive Director or Dean, and Dean of Academic Administration.
- b. The petition must specify the reason the student has been unable to complete the work, the work to be completed, a timetable for completion, and the date by which all work must be turned in to the instructor.
- c. Petitions for Incomplete grades must be filed by the deadline specified by the Registrar’s Office for submission of final grades.
- d. Completion dates for “I” grades must be on or before the last day of the eighth week of classes of the term following the term in which the grade is assigned, excluding the Summer Session. In the event that a final grade is not reported to the Registrar’s Office on or before noon on the Tuesday following the completion deadline, the grade will revert to an “F”. Instructors report grades to replace “I” grades in writing to the Registrar’s Office using the Change of Grade form.
- e. In extraordinary circumstances, the instructor may, upon receiving written documentation from the student, petition for an extension beyond the deadline established in section d. Such petitions must be filed with the Dean of Academic Administration on or before the deadline for completion originally specified in the petition for an “I” grade. Petitions approved by the Dean of Academic Administration must be received by the Registrar on or before the original deadline for filing of the grade.
- f. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. In order for an “I” grade to be considered, the student must be in satisfactory academic standing in the specific course. In cases of emergency, the petition may be filed on the student’s behalf by the course instructor. At the earliest possible time, the course instructor will take responsibility for confirming the petition with the student and securing the student’s signature. If the student does not accept the conditions of the petition, the instructor will assign a permanent grade to be entered by the Registrar.
- g. A student’s Academic Warning status in a given term will be determined by the term GPA resulting from the work completed in that term. If a subsequently-completed “I” grade causes the student’s GPA to rise above or fall below 2.0, the student’s warning status, and the permanent record thereof, will be changed accordingly.

Deferred Grade Policy — Regulations and Procedures

A deferred grade (X) is for use in certain courses in which it is anticipated that the student's learning experience will continue beyond a regular academic term. The deferred grade is available for use in the cases of travel study, field experiences, clinical experiences, practica, internships, student teaching, independent study, application or research projects, and sequential courses for which a deferred grading situation has been contracted at the initiation of the experience.

- a. A grade of "X" may be assigned by the instructor only if the student has filed a Request for Deferred Grade. This petition form, which is available in the Registrar's Office, must be completed and signed by the student, the instructor, jurisdictional Executive Director or Dean, and Dean of Academic Administration.
- b. The petition must specify the reason the Deferred grade is needed, the work to be completed, a timetable for completion, and the date by which all work must be turned in to the instructor.
- d. Petitions for Deferred grades must be filed by the deadline specified by the Registrar's Office for submission of final grades.
- e. In the event that a course or other learning experience is planned to extend beyond the academic term, the student(s) enrolled will be given a deferred grade (X) at the end of the term. The permanent grade will be posted when received from the instructor, and by the expiration of the "X" grade petition.
- f. Completion dates for "X" grades must be on or before the last day of classes of the term following the term in which the grade is assigned, excluding the Summer Session. In the event that a final grade is not reported to the Registrar's Office on or before noon on the Tuesday following the completion deadline, the grade will revert to an "F". Instructors report grades to replace "X" grades in writing to the Registrar's Office using the Change of Grade form.
- g. In extraordinary circumstances, the instructor may, upon receiving written documentation from the student, petition for an extension beyond the deadline established in section f. Such petitions must be filed with the Dean of Academic Administration on or before the deadline for completion originally specified in the petition for an "X" grade. Petitions approved by the Dean of Academic Administration must be received by the Registrar on or before the original deadline for filing of the grade.
- h. Tuition for multi-term courses or other learning experiences is billed and payable with respect to the first term of registration, and the course counts in the student's load only in the first term of registration. No additional registration process is required during subsequent terms while the course is being completed.
- i. A deferred grade (X) has no effect on the student's GPA and is not considered by the Academic Standards Committee or other university bodies in the review of student progress. When the permanent grade is posted, the effect of this grade will be assessed by university review bodies as though the grade were part of the work completed in the term when the grade is posted.

Grade Point Calculation

Two Grade Point Averages (GPAs) are calculated by the Registrar's Office:

1. Term GPA A=4, B=3, C=2, F=0, NCr=0, Cr=Not Calculated into GPA. Based only on courses taken in a given term at Aurora University, the unit of credit is multiplied by the quality points assigned to the grade earned. The sums are then added and the total quality points divided by the calculable credit units producing the Term GPA. (If a

course is repeated only the higher grade is calculated into the GPA and, only academic credit from one can be counted toward graduation.)

2. Cumulative GPA of courses at Aurora University. Calculated in the same way as the term GPA but is based upon all work taken at Aurora University based on the academic level over all terms of attendance. Graduate credit accepted in transfer is not calculated in the cumulative GPA.

Change of Permanent Grades

a. Permanent grades (A, B, C, F) may be changed by the instructor who originally issued the grade to correct computational or clerical errors.

b. Changes of permanent grades must be approved by the academic dean before they are forwarded to the registrar, and must include an explanation for the change.

c. Changes in permanent grades arising from clerical or computational errors must be received by the registrar no later than 30 days following the date when the original permanent grade was filed with the registrar.

d. In cases where it is necessary to correct a grading error on the part of an instructor who has left the university or who cannot otherwise be contacted in a timely fashion, or in cases where an instructor fails to correct an evident error in a timely fashion, the academic dean may assign another faculty member to review the relevant materials and correct the error.

e. Changes may be made in grades to reflect coursework completed after the deadline for grade submission only in instances in which the student received a grade of "I" or "X" for the course.

f. All changes in permanent grades other than those arising from clerical or computational errors are addressed under the university regulations for appeal of alleged capricious grading.

Procedures for Use in Appealing Allegedly Capricious Term Grades of Students

1. Introduction

a. The following procedures are available only for review of alleged capricious grading, and not for review of the judgment of an instructor in assessing the quality of a student's work. Capricious grading, as that term is used herein, is limited to one or more of the following:

1) the assignment of a grade to a particular student on some basis other than performance in the course;

2) the assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that course;

3) the assignment of a grade by a substantial departure from the instructor's standards announced during the first fourth of the term.

b. The assessment of the quality of a student's academic performance is one of the major professional responsibilities of university faculty members and is solely and properly their responsibility. It is essential for the standards of the academic programs at Aurora University and the integrity of the degrees conferred by this university that the professional judgments of faculty members not be subject to pressures or other interference from any source.

c. It is necessary, however, that any term grade be based on evidence of the student's performance in a course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced guidelines. These guidelines should be announced in and put in writing for each class at the beginning of each term.

2. Appeal Procedures

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

1) The student shall confer with the instructor, informing the instructor of questions concerning the grade, and seeking to understand fully the grounds and procedures the instructor has used in determining the grade. The aim of such a conference is to reach mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade. The student should do this within two weeks of receiving his/her final grade.

2) If, after consultation with the instructor, the student believes that a grade is capricious, the student shall confer with the program chair, who shall consult and advise with both the instructor and student separately or together, in an effort to reach an understanding and resolution of the matter.

3) If Steps One or Two do not resolve the problem, the student may submit a petition in writing to the executive director/dean of the school or college. This petition must be submitted not later than the end of the fourth week of the term following that for which the grade is being appealed, excluding the Summer term.

b. The student via petition shall request a meeting with the executive director/dean and shall present evidence that the grade is capricious as defined above, and shall present the student's arguments which substantiate his/her conclusions. The executive director/dean shall refer the petition to the instructor and secure from the instructor a response in writing, setting forth the instructor's position on the matter.

c. On the basis of a consideration of the student's petition and the instructor's response, the executive director/dean shall conduct an inquiry which shall include a meeting with the student and the instructor separately or together and ascertain and consider relevant facts. (The instructor and/or student may bring an advocate if he/she so chooses. If an advocate is to be present at a meeting, the executive director/dean must be informed prior to the meeting.)

3. Decision. The executive director/dean shall make one of these decisions:

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

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

Code of Academic Integrity

Policy Statement F1: Code of Academic Integrity

Aurora University's core values include integrity and ethical behavior. A community of learners, Aurora University students and faculty share responsibility for academic honesty and integrity. The university expects students to do their own academic work. In

addition, it expects active participation and equitable contributions of students involved in group assignments.

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

In essence, this Code and any internal standards supplementing it prohibit dishonest and unethical behavior in the context of academic pursuit, regardless of intent. Unacceptable conduct includes, without limitation:

Cheating. Cheating is obtaining, using or attempting to use unauthorized materials or information (e.g., notes, texts, or study aids) or help from another person (e.g., looking at another student's test paper, or communicating with others during an exam via talking, notes, texts, electronic devices or other study aids, unauthorized use of a cell phone or the internet), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers, presentations, and/or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for re-grading; unauthorized collaboration on an academic assignment; or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication. Fabrication is falsification or invention of data; falsification of information, citations, or bibliographic references in any academic work (for example, falsifying references in a paper); or altering, forging, or falsifying any academic record or other university document.

Plagiarism. Plagiarism is representing someone else's work (including words and ideas) as one's own or providing materials for such a representation. Examples include submitting a paper or other work that is in whole or part the work of another; failing to cite references; presenting paraphrased material that is not acknowledged and cited; or failing to use quotation marks where material is used verbatim. (See under "Cheating" submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors is a violation.)

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

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

Facilitating Violations of Academic Integrity. This is (a) helping or attempting to assist another in violating the Code (for example, allowing another to copy from one's

test or allowing others to use one's work as their own); or (b) providing false information in connection with any inquiry regarding academic integrity.

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

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

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

First Violation:

A faculty member who identifies a violation of the Academic Integrity Code shall follow these procedural steps. In most cases, internal proceedings regarding a first violation will conclude with the procedural steps that follow:

1. The faculty member will report the violation to the Registrar via the official electronic reporting system. This report will include a written summary of the violation; the consequences and sanctions resulting from the violation consistent with the policies stated within the course syllabus; and any interactions with the student regarding the violation. The faculty member will also provide to the Registrar any material evidence of the violation, if such evidence exists. This material is placed in an academic violation file identified to the particular student and maintained with confidentiality by the Registrar.
2. Within 5 business days of receipt of the violation, the Registrar will confirm the violation to be a first violation and eligible for appeal under Policy Statement F3 (below). If, in the judgment of the Dean of Academic Administration, in consultation with the reporting faculty, the violation is deemed to have been egregious, or if the violation is a second violation, the hearing procedure set forth below in the section entitled "Second or Referred Violation" shall be used. The faculty member shall be so notified.
3. The Registrar will then send the student an electronic notification and a certified letter, informing the student that a violation has been reported and advising the student of future sanctions on the part of the university in the event of subsequent violation. The letter also shall inform the student of the appeals process for academic integrity violations (see Policy Statement F3). In the event that the student appeals successfully under Policy Statement F3, the faculty member's allegation shall be removed from the academic integrity violation file.
4. The contents of the academic integrity violation file will not be shared with faculty members and staff, with the exception of members of the Academic Conduct and Integrity Committee in the event that the student appears before that body or faculty and administrators participating in an appeals process. The academic integrity violation file shall be destroyed upon the completion of the degree by the student.

Second, Egregious, or Referred Violation:

In the event that a second violation is reported to the Registrar (or a violation is referred for hearing as set forth above), the Registrar shall inform the student of the allegation via electronic notification and certified letter. This letter shall inform the student that contact must be made with the registrar within ten business days from the date of the letter to arrange a hearing before the Academic Conduct and Integrity Committee. Failure to do so shall be taken as acknowledgement that a violation has occurred and shall result in disciplinary action up to and/or including dismissal from the university (as determined by the Dean of Academic Administration). The student shall be permitted to attend class and other university-sponsored activities during the ten business days following the electronic notification and the certified letter sent by the Registrar to the student or while a hearing is pending, unless such permission is revoked due to unusual circumstances, as determined by the Vice President of Academic Affairs. The university reserves the discretion, however, to withhold degrees or honors or postpone student graduation pending resolution of an ongoing violation.

The Committee shall determine whether the violation occurred. The jurisdictional dean or executive director shall not participate in the hearing. If the committee finds that a violation occurred, the student shall be immediately disciplined or dismissed from the university. If the committee finds that the violation did not occur, the allegation shall not be reflected on the student's record and documentation regarding the hearing process shall be maintained confidentially in the Office of Academic Affairs.

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

Policy Statement F3: Appeals Process for Academic Integrity Code Violations

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

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

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

- violation of the Code took place and the report remains in the academic integrity violation file;
- violation of the Code is not substantiated and the faculty member's allegation shall be removed from the academic integrity violation file.

The decision of the Academic Conduct and Integrity Committee shall be final. Imposed sanctions will be reviewed and communicated to the student by the Dean of Academic Administration.

Appeal procedure for committee decisions resulting in dismissal from university

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

The Vice President of Academic Affairs will appoint two faculty members to serve with the Vice President of Academic Affairs on an ad hoc committee working to review the student's appeal. This committee and the Vice President of Academic Affairs will review all relevant materials and meet with the student and others, as the ad hoc committee deems necessary. The decision of this committee either to uphold or overturn the decision of the Academic Conduct and Integrity Committee shall be final. The ad hoc committee will then report back to the Academic Conduct and Integrity Committee on the final decision and its reasoning.

Re-admission to the University

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

Classroom Conduct Policy

Students enrolled in Aurora University courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the college dean or executive director and/or the Dean of Student Life for further action. Course instructors may also impose class-related sanctions on the offending student.

Course Enrollment and Classroom Environment Policy

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

For this, and other reasons, students enrolled in a course at Aurora University may not be accompanied to class by adult guests who are not registered for the class without

the advanced consent of the course instructor. Further, students may never bring minor children into the classroom during class meeting time.

Time Limit for Completion of Graduate Degrees

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

Requirements for Graduation

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 50% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Graduation Policies and Procedures

A. Application for Graduation Status

1. Each candidate must file an Application for Graduation Status with the Registrar's Office. This application can be found online for students who have a total of 12 semester hours at the graduate level toward a degree at the end of the fall semester. Receipt of this application does not in any way mean that we expect or guarantee your graduation that year. It is simply a notification to "possible" graduates in the broadest sense of the word.

2. Applications must be submitted by the deadline indicated on the application together with the graduation fee. Graduation fees are specified on the application.

3. No applications will be accepted after March 1 for May and summer graduation.

B. Fall Candidates for Graduation

Those students who return the Application for Graduation indicating that they will complete all degree requirements on or before the last day of the fall semester may elect to participate in the commencement ceremony at the end of the spring semester or elect to have their diploma mailed to them.

C. Transcripts

All candidates for graduation must have all transcripts from other institutions and removal of temporary grades (incompletes or deferred grades) submitted to the Registrar by the fifth week of the term prior to the term in which he/she plans to graduate. The exception will be for summer candidates for graduation, for whom official transcripts must be received by Aurora University on or before the last day of the term in which he/she plans to graduate. Failure to receive these transcripts by that date will mean that graduation status will be cancelled, even though he/she may have already participated in the ceremony.

D. Completion of Degree Requirements

As is always the case throughout the year, whenever degree requirements are completed, the student's official transcript (which is the official document; the printed diploma is unofficial) will indicate the term (month/year) that requirements were met, and the degree to be awarded. Not having the printed diploma does not prevent the student from seeking certification or applying for a job.

E. Participation in Commencement Ceremonies

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

It should further be noted that it is the responsibility of the student to make satisfactory arrangements with the Office of Student Accounts for all outstanding debts prior to the commencement ceremony. Those students who have not completed such arrangements to the satisfaction of the Office of Student Accounts will be allowed to participate in the ceremony, but they will not be mailed a printed diploma. Official transcripts will also be withheld.

F. Graduating in Absentia

Participation in the commencement ceremony is voluntary (although we do need to know your decision beforehand for planning purposes). Those who choose not to participate in person will graduate in absentia.

G. Receiving Diplomas

In order to receive a diploma, students must: (1) apply for graduation as noted above; (2) complete all degree requirements satisfactorily; and (3) be current in all financial obligations to the university.

Transcript Regulations

1. Official transcripts bearing the signature of the Registrar and seal of the university, for purposes of transfer of credit, certification or employment reference are issued by direct mail or electronically to educational institutions, certification agents and employers. Students may supply application forms or other supportive documents to be enclosed with official transcripts.
2. All official transcripts that are placed into a student's hands are stamped "Issued to Student."
3. A student's academic record is considered confidential. Therefore, transcripts will be issued only at the written and signed request of an individual student, or appropriate institutions or officials.
4. Each transcript is issued as a complete and accurate copy of the student's academic record as of the date of issue. It contains a record of all work attempted at Aurora University, together with a notation as to final grades earned, or withdraw status achieved, in each course. It shows total number of credits accepted in transfer from other colleges or universities. High school credits and test scores are not transmitted. Grade point averages are computed and reported with appropriate explanation as to the means of calculation.
5. Aurora University has no authority to copy or release transcripts furnished to it from other institutions for admission or evaluation of credit. Transcripts from other institutions or testing agencies must always be obtained from the issuing institution or agency.
6. Transcripts will be withheld until the student's financial record with the university is cleared. Until such time as this occurs, transcripts will only be issued to potential employers.
7. Academic dismissal is reported on all transcripts.
8. Disciplinary dismissal is documented in the Registrar's Office for five years, but is NOT reported on transcripts.

Course Code System

1. 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.
 2. Course number is to be composed of three digits, with course number ranges to indicate level:
 - 4000–4990 = advanced undergraduate, "senior" course, normally part of a major
 - 5000–5990 = graduate course that may be open to advanced undergraduates as well
 - 6000 = graduate course, open only to graduate students
 - 7000–8000 = 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

Student Classification and Definition

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

G1 — First-year graduate student (less than 18 semester hours)

G2 — Second-year graduate student (18 or more semester hours)

G3 — First-year doctoral student

G4 — Second-year doctoral student

PG — Post Graduate (with master's or doctoral degree seeking second degree or certificate)

GA — Student-at-Large (not admitted and not seeking degree [may earn no more than six semester hours])

AU — Auditor (not admitted and taking courses without credit)

PR — Provisional (attending classes but admission procedures incomplete)

Cross-Listed Undergraduate/Graduate Courses

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

Special Educational Experiences and Credit

A. Independent Study, Honors Reading and Honors Research

1. The purpose of an independent study, honors reading or honors research is to allow the competent and prepared student to pursue study of a topic of special interest or need in depth and to develop the student's ability to work on his/her own by pursuing a reading/research project to successful completion.

2. Prior to registration, students must file the independent study/honors reading/honors research petition. This petition requires the signature/ approval of the instructor, graduate program chair and academic dean. Regular tuition is charged.

3. In most cases independent study, honors reading or honors research should be within the field of the student's graduate program and should be something which cannot be pursued through established courses. These are pursued on-campus under the direct supervision of an Aurora University faculty member.

4. While most independent studies last one full semester, occasionally they will run over several semesters or less than one semester. Independent studies should be registered for along with other classes. After the first week of classes, the registrar must approve registration for independent studies on a case-by-case basis in consultation with the instructor and the academic dean.

B. Course by Special Arrangement

This is a course that is part of the approved curriculum program but is being offered to a student during a semester when it is not scheduled. It should be employed only in cases of extreme scheduling conflict when no substitution is appropriate. Prior to registration, students must file the course by special arrangement petition. This petition requires the signature/approval of the instructor, graduate program chair and academic dean. An additional \$130 per semester hour fee is assessed in addition to regular tuition.

C. Directed Study

This is a course in which a student or students is/are studying on campus under the close supervision of an Aurora University faculty member. This is not “field experience,” does not cover material in the regular curriculum, and is not as research- and/or independently oriented in its instructional methodology as an independent study. Students should file the directed study petition prior to registration. This petition must be signed/approved by the instructor, graduate program chair, and academic dean. Regular tuition is charged.

D. Internships and Practica

Aurora University recognizes the validity of field experiences and experiential learning conducted under the control of the faculty and encourages the integration of such learning into the university’s academic programs where appropriate. Refer to specific graduate programs regarding internships and practica. Graduate programs are responsible for the oversight and supervision of their respective internships and practica.

- Students pay normal tuition for internships and practica. Students are responsible for other expenses associated with placements (e.g., travel, texts or reference materials, special clothing, insurance required by the site, etc.).
- In order for the student to receive credit for an academic internship/practica experience, the student must complete the minimum required number of clock hours per semester hours.

Credit Hours attempted = Minimum required clock hours

3 semester hours = 145 hours

4 semester hours = 193 hours

5 semester hours = 242 hours

6 semester hours = 290 hours

7 semester hours = 338 hours

8 semester hours = 387 hours

9 semester hours = 435 hours

10 semester hours = 483 hours

11 semester hours = 531 hours

12 semester hours = 579 hours

13 semester hours = 627 hours

14 semester hours = 676 hours

- Grading systems for internships/practica are determined by the program faculty. Completion requirements and evaluation methods must support the grading system chosen for a practicum.
- Practica site requirements are the responsibility of the respective graduate program. Students must meet all eligibility requirements imposed by the site at which the student seeks placement, including but not limited to prior completion of specific coursework, background/security checks, citizenship/residency

requirements, health and fitness, insurance coverage, prior work experience, and demonstrated competence in specific skills.

- The Internship Information Packet is located online. Additional guidance can be sought at the Career Services Office. GWC students can find this information in the Academic Services Office. Students must meet with their academic advisor and/or the internship advisor prior to starting an internship experience. Students can choose to participate in either an academic internship experience for credit or a non-credit volunteer internship experience. All internship experiences are beneficial.
 - # Students register for practica as part of the normal registration process for other coursework. Controlling programs are responsible for handling pre-practicum application procedures, if any. The signature of a program advisor or designee on the student's registration form or change of course petition is required for registration.
 - # Programs incorporating practica in their offerings have established faculty committees or other mechanisms that may be required to meet internal or external monitoring, screening, certification, or reporting requirements.

Course Descriptions

Catalog course descriptions are included in published catalogs. Descriptions of independent studies, directed studies, honors research and internships are contained in the petition by which the learning experience was approved. Descriptions and outlines of selected topics courses are provided by the sponsoring department at the time the course is submitted to the Registrar; copies are permanently filed by the Registrar and copies of those selected topics offered in a given term are on file for reference in the Office of Academic Advising or the Center for Adult and Graduate Studies. Descriptions of courses by special arrangement do not differ from published catalog descriptions.

Student Services

Aurora Campus

Academic Support Center — The Academic Support Center provides professional one-on-one tutoring to all students at all levels, across the curriculum. Peer tutoring in a variety of subjects is also available. The staff offers writing seminars and presentations on APA style, MLA style and research skills. Other services offered include skill development in note taking, time management, studying and test taking; the center also proctors tests. Additionally, the center houses the Disability Resource Office; the DRO provides support, information and advocacy for disabled students, faculty and staff. All services provided by the Academic Support Center are free to all university students. The center is open 60 hours per week, including evenings and Saturdays.

Campus Ministries — Campus ministries at AU are coordinated through the Wackerlin Center for Faith and Action and are intended to complement its programming. Student organizations that are reflective of campus ministry concerns include the InterVarsity Christian Fellowship. The University Chaplain works with these organizations, with colleagues and with local religious leaders to offer worship services, small group discussions, celebrations and observations of holy days in a variety of religious traditions. The Chaplain is also available to talk with students about their spirituality and to connect them to local churches and faith communities.

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

Career Services — Career Services provides a variety of programs and services to assist both students and alumni with career-related issues and employers with their recruitment needs. Students interested in working on-campus and in the local community through the city-wide after school program should inquire with Career Services. A variety of workshops, seminars and individual services are offered to assist students in identifying their career goals and working toward them in an organized and effective way. Assistance in writing resumes and sharpening interviewing skills is also available. Career fairs and other placement activities are offered both on campus and throughout Illinois in connection with the Illinois Small College Placement Association.

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

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

Food Service — The university partners with Sodexo Food Service to provide service at four on-campus dining locations. Resident students can use their meal plan at any of these locations. The Student Dining Hall, located in Alumni Hall, serves breakfast, lunch and dinner during the week; brunch and dinner are served on the weekends and holidays. Dining at this location is offered in an unlimited-servings, cafeteria-style format. The Spartan Spot serves hot and cold menu items. Located in the lower level of Stephens Hall, the Spot is also a social gathering place and study area. Limited food and beverage service is also available at LaCarte in Dunham Hall. Jazzman's Cafe is located inside the Spartan Hideaway on the first floor of the Institute for Collaboration Building. Various specialty coffee drinks along with grab-and-go baked goods and sandwiches are available at Jazzman's. Resident meal plan use is limited to meal plan points.

Student Clubs and Organizations — Approximately 60 student clubs and organizations are established at Aurora University. Both undergraduate and graduate students, whether resident or commuting, are eligible to organize a student group and apply for recognition and funding.

Wackerlin Center for Faith and Action — The Wackerlin Center for Faith and Action was founded to sustain multi-faith understanding and action. It focuses on curriculum, university and community service, and academic and scholarly activities. The center is dedicated to discovering and deepening connections between faith and daily life, advocating and working for justice, and promoting human dignity for all people.

Wellness Center — At the Wellness Center, licensed registered nurses are available on campus weekdays for assessment and treatment, consultation and referral, and immunization compliance guidelines. The Director of the Wellness Center provides wellness programming on campus as well.

George Williams College Campus

Aurora University Services for George Williams College Students – George Williams College students may access Aurora University services offered online and on the Aurora campus. AU Career Development and Wellness Center offer career search and self-improvement online programs. When visiting Aurora University, GWC students with a valid student ID can use the university weight room, fitness center and library. They are also welcome at non-tournament home athletic events.

Housing — George Williams College of Aurora University offers three on-campus residence halls (Emery Lodge, Hickory Lodge and Oak Lodge). All rooms are offered with in-room bathroom, air conditioning and hall common room. Each year, single rooms are provided on an as-able basis dependent upon enrollment and availability. On-campus housing in the residence halls is available for undergraduate students only. Laundry facilities are available in Emery Lodge for a fee.

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

Food Service on Campus — The college partners with Sodexo Food Service to provide dining at two on-campus locations. Resident students can use their meal plan at either venue. Meals in the Beasley Dining Room are offered in an unlimited-serving, cafeteria-style format. The College Inn, usually referred to as the “CI,” serves hot and cold al la carte items. Located in the lower level of Lewis Hall, the CI is also a social gathering place and study area. On-campus residents are required to have a meal plan. Contact Sodexo Food Services for accommodating specialized dietary needs.

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

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

Office of Emergency Preparedness — The mission of the Aurora University Office of Emergency Preparedness is to lessen the effects of disaster on the lives and property of the students, employees and visitors of GWC and AU through planning, coordination and support of emergency management preparation. In July of 2008, President Bush signed the Higher Education Act. Pursuant to that, campuses are mandated to enhance

the safety and security of students, faculty and staff by implementing a Campus Emergency Operation Plan. Through the Office of Emergency Preparedness, George Williams College continues to update its plan to make the changes necessary to protect the safety of our campus.

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

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

Student Clubs and Organizations — George Williams College of Aurora University encourages and promotes participation in student clubs and organizations. Both undergraduate and graduate students, whether resident or commuting, are eligible to organize a student group and apply for recognition and funding. Contact the Office of Student Life for a current list of student clubs and organizations or the procedure to organize a new student club or organization.

Intramural and Recreation — George Williams College of Aurora University provides a variety of opportunities to foster the total development of the individual in the areas of health and fitness. The college tennis courts and the fitness center are available for use by all members of the student body. The George Williams College ID card will serve as your membership card for these programs and facilities.

Statement of Americans with Disabilities Act (ADA) — George Williams College of Aurora University is committed to making reasonable accommodation and to providing accessibility to its programs, activities and employment for all persons defined as having documented disabilities based on the Americans with Disabilities Act of 1990. Students should contact the Academic Services Office in Meyer Hall for more information.

The Learning Commons — The Learning Commons, usually referred to as the “Treehouse”, provides students with academic and educational support in library resources and tutorial services. It provides students access to comprehensive support services as well as computers and space for small group and independent learning. The Learning Commons seeks to enable students to develop their abilities, meet academic requirements, access campus resources and develop new approaches to their academic success. Contact the Learning Commons to make an appointment for tutoring.

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

Disability Policy

Aurora University will make reasonable adaptations to address the potential impact of course design and environmental barriers on disabled students' equitable access and participation in the university's curriculum, services and activities.

Disability Statement for Inclusion in Aurora University Syllabi* — Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable and inclusive. If you anticipate barriers related to the format, requirements, or assessment of a course, you are encouraged first to contact the Disability Resource Office (DRO) (630-844-5520) in the Academic Support Center, then to meet with the instructor to discuss options or adaptations.

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

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

Documentation — Documentation serves two primary purposes:

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

The documentation from the diagnosing practitioner should include the following:

- Determination of a diagnosis, including duration (if applicable);
- A description of the expected impact on the student's learning and equitable access resulting from the interaction between the student's condition and the given environment;
- Recommendations for adaptations to address the impact on the student; and
- Name, address and credentials of the practitioner.

Recency of documentation may be a factor in determining its relevance in decisions about adaptations. If the student does not have sufficient documentation, the DRO will assist the student in locating qualified practitioners who can provide an evaluation. If

a diagnosis is not determined, the DRO will discuss with the student other appropriate sources of assistance on campus.

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

**U.S. Department of Education Office for Civil Rights, “Disability Discrimination.”

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

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

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

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

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

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

Financial Aid Rights and Responsibilities

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

1. A student has the right to know the criteria used to determine his/her financial need and the aid he/she has been awarded. A student also has the right to decline any or all of the awarded aid.

2. Students must apply for financial aid every year. Aurora University highly recommends completing the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1. Students completing their 2016–2017 financial aid file after May 1, 2016, may incur late fees and/or penalties, if they have provided their financial aid paperwork after this date.

3. If a student has been selected for verification, he/she must submit requested items to the Office of Financial Aid. Verification must be completed before any financial aid, including loans, can be credited to your account. Please Note: The verification process may take longer if FAFSA corrections are required. Corrections to FAFSA information may result in changes to a student’s financial aid eligibility, which a student would be notified of via a revised financial aid award letter.

4. Special Circumstance and Dependency Override Requests: There are times when a student may encounter a situation that is not reflected in the information requested on his/her FAFSA. If he/she has extenuating circumstances, he/she may complete a Special Circumstance or Dependency Override Request. The committee reviews completed requests weekly. These forms are available at aurora.edu/financialaidforms.

5. A student must be enrolled at least halftime and maintain Satisfactory Academic Progress (SAP) in order to receive federal, state and institutional student aid. For additional information, refer to the Satisfactory Academic Progress form.

6. Definitions of Enrollment per Semester:

	Undergraduate	Graduate/Doctoral
Full-time	12 or more credits	9 or more credits
Three-quarter time	9–11 credits	6–8 credits
Half-time	6–8 credits	3–5 credits

7. No federal or state aid will be awarded to a student who owes a refund or repayment on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (SEOG) or who is in default on a Federal Direct Stafford Student Loan or Federal Perkins Loan.

8. All financial aid received in excess of a student’s need and/or cost of attendance must be returned/repaid. The total of any financial aid programs designated as applicable toward tuition only cannot exceed the direct cost of tuition.

9. If a student or other individual misreports information or alters documents to fraudulently obtain federal funds, this will result in the cancellation of aid and referral to the U.S. Department of Education’s Office of Inspector General.

10. The Student Accounts Office will pay allowable charges such as tuition, fees, room, and board as well as authorized miscellaneous charges per the Tuition/Fees Payment Agreement form with federal financial aid. Excess funds, if applicable, will be refunded to the student and/or parent within 14 calendar days from when the credit balance becomes available. A refund of excess funds will not be available until all financial aid and allowable charges have been applied to a student’s account. If a student receives a refund of credit and then has a reduction in financial aid, incurs additional charges, or withdraws from all courses, he/she is responsible for paying the outstanding balance. If the student prefers to have any credit balance held on his/her student account during the academic year, he/she can arrange this with the Student Accounts Office.

11. Students are responsible for reporting any of the following to the Office of Financial Aid:

- Change in enrollment
- Change in living arrangements
- Change in academic level
- Receipt of tuition benefits/reimbursement from outside source
- Receipt of an outside scholarship

12. Summer financial aid requires a separate institutional application in addition to the FAFSA for the applicable academic year. Applications will be available beginning in February at aurora.edu/financialaidforms. If eligible, a student's summer term financial aid will be added to his/her award letter. He/She will also be notified if he/she is not eligible for aid during the summer term.

13. If borrowing a Federal Direct Stafford Student Loan for the first time, a student must complete an Entrance Counseling session. He/She must complete an Exit Counseling session if his/her enrollment falls below half-time, prior to graduation, or upon leaving the university. At that time, he/she may contact the U.S. Department of Education to inquire about repayment and/or deferment of his/her federal loans.

14. A student's loan disbursement dates have been predetermined by AU. Students enrolled in a semester or a modular program will have one scheduled loan disbursement each semester of attendance. Summer semester loan disbursements are based on summer course dates. Your loan disclosure statement from the U.S. Department of Education will indicate your anticipated disbursement dates and amounts. Students will be notified by the Student Accounts Office via their AU email accounts upon arrival of their loan disbursement(s).

15. If a student accepts the Federal TEACH grant, he/she must complete an Entrance Counseling session and Agreement to Serve each year that he/she is awarded the grant. The student must also complete an Exit Counseling session if his/her enrollment falls below half-time, prior to graduation, or upon leaving the university.

16. Tuition Refund Policy: Refer to the Withdrawal and Refund Policies Section of the Tuition/Fees Payment Agreement form for additional information. Withdrawing from courses may reduce or eliminate financial aid based on a student's final enrollment.

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

18. A student's eligibility for financial aid may be affected if he/she withdraws from any or all of his/her classes. Check with the Office of Financial Aid before withdrawing from any classes. If a student makes the decision to withdraw from Aurora University at any time, please initiate his/her official withdrawal paperwork with the Crouse Center for Student Success or the Registrar's Office.

19. Return of Federal Funds Policy: A student who receives Title IV funds and withdraws from classes up through the 60% point in a period of enrollment may no longer be eligible for the full amount of federal aid. Title IV (federal aid) includes: Direct Stafford Loans, Perkins Loan, Direct PLUS Loans, Pell Grant, Supplemental Educational Opportunity Grant (SEOG), and Teach Education Assistance for College and Higher Education (TEACH) Grant. A percentage is used to determine the amount of federal funds the student has earned, and which may be disbursed, at the time of withdrawal. For an official withdrawal, the time of withdrawal (last day of attendance) is the date the student begins the University's withdrawal process, or for an Unofficial withdrawal, the last date the student participated in an "academically related

activity" (e.g. attending a class or lab, taking an exam, submitting an assignment) which can be confirmed by a faculty or staff member. If it is impossible to establish a date that the student last participated in an "academically related activity," the midpoint of the semester will be considered the official last date of attendance for the purpose of returning unearned Title IV funds. Any unearned funds must be returned by the school and/or student. This must be done no later than 45 days from the date the Office of Financial Aid is notified of the total withdrawal. This federal calculation must also be done after semester grades are submitted in the event that a student receives all F's (a 0.0 semester GPA) and the F's are due to lack of attendance.

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

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal Direct Parent Loan (PLUS)
5. Federal Direct Grad Plus
6. Federal Pell Grant
7. Federal Supplemental Educational Opportunity Grant (SEOG)
8. Federal Teach Grant

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

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

Aurora University may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, the University needs the student's permission to use the post-withdrawal grant disbursement for all other University charges. If the student does not give his/her permission, the student will be offered the funds. However, it may be in the student's best interest to allow the University to keep the funds to reduce the student's debt at the University.

It is also important to understand that accepting a post-withdrawal disbursement of student loan funds will increase a student's overall student loan debt that must be repaid under the terms of the Master Promissory Note. Additionally, accepting the disbursement of grant funds will reduce the remaining amount of grant funds available to the student should the student continue his/her education at a later time.

Further details regarding the federal returns calculation are available in the Office of Financial Aid.

Satisfactory Academic Progress Procedures

A student is required to maintain Satisfactory Academic Progress (SAP) in the course of study that he/she is pursuing, according to the standards and practices regulated by federal and state governments for the institution.

Schools are required to monitor the SAP of students at least once annually. Aurora University reviews SAP after the spring semester for all programs. Once the Registrar notifies the Office of Financial Aid that all grades are in the system financial aid staff will identify students whose academic records do not meet SAP. These students will be notified by a letter and email to their AU email account.

All periods of enrollment count toward SAP (Fall, Spring, and Summer), including when a student does not receive Title IV aid.

These SAP policies and procedures are subject to change without prior notice.

1. Qualitative and Quantitative Regulations (Graduate)

Qualitative (GPA) – Graduate students must achieve a minimum total cumulative GPA of 3.0 by the end of the academic year to be eligible for financial aid the following academic year.

Quantitative (Pace of Completion) – To earn a master's degree at Aurora University, students must complete a minimum of 36 semester hours. Students may receive financial aid for up to 150% (maximum timeframe) of the hours required to complete their programs. Students must complete at least two-thirds (66.67%) of all courses attempted in an academic year to maintain quantitative eligibility for aid.

Example: A student was enrolled in eight semester hours but completes only five semester hours. This student completed 62.5% of the courses and is therefore NOT maintaining SAP.

2. Transfer Programs

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

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

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

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

Non-credit remedial courses are counted toward the minimum amount of courses required for financial aid eligibility. Aurora University does not offer withdrawal pass and withdrawal fail courses.

4. Changing Programs of Study

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

5. Double Majors

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

A student's financial aid eligibility ends once all requirements for a first degree are met, even if the requirements for the second or additional program/major/degree, at the student's current academic level, have not been met.

6. Second Graduate Degree

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

A student's financial aid eligibility ends once all requirements for a first degree are met, even if the requirements for the second or additional program/major/degree, at the student's current academic level, have not been met.

7. Retaking Coursework

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

If a student completes and passes a course, he/she may only receive Federal Title IV aid for one repeated course should he/she decide to retake the same course to earn a higher grade. If a student withdraws from or fails a course, he/she may receive Federal Title IV aid if he/she retakes the course.

8. Impact of Dropping/Failing Courses

Though a student may receive Federal Title IV aid for retaking a course that had previously been dropped or failed, both the first and second attempts are counted toward the quantitative requirement (see item 1). This means that repeatedly withdrawing from and/or failing courses may negatively impact a student's quantitative progress (pace of completion) over the long term and result in the student failing to meet SAP requirements.

9. Financial Aid Appeal Process

If a student does not meet the SAP requirements (see item 1), resulting in a loss of federal and state financial aid eligibility, he/she may appeal this determination in writing by completing and submitting the necessary documentation to the Office of Financial Aid within the designated deadline. The student will be provided with detailed instructions regarding the appeal process at that time. The appeal process takes into consideration special circumstances.

The student must submit the appeal by the Friday two weeks prior to the start of the next academic term.

The SAP Appeals Committee will meet to review the appeal and supporting documentation, if applicable, and will be responsible for the final decision regarding financial aid eligibility for the next academic year. The student will be notified in writing of the committee's decision. If approved, the student will be placed on financial aid probation and an academic plan will be prescribed for continued financial aid eligibility. All specifications for the academic plan will be provided to the student in writing and

will be monitored on a semester-by-semester basis to determine continued financial aid eligibility.

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

Family Educational Rights and Privacy Act of 1974 as Amended

The Family Educational Rights and Privacy Act of 1974 is a federal statute, that took effect on November 19, 1974. Specifically, this statute governs (1) student access to records maintained by educational institutions, and (2) release of such records.

1. Under the first heading, student access to records, the law requires all educational institutions to allow attending students and former students access to their personal records.

a. At Aurora University the records of attending students include the general file in the Crouse Center for Student Success or graduate program office, the permanent academic record in the Registrar's Office, financial records in the Student Accounts Office, the financial aid files in the Office of Financial Aid, and where appropriate, the files in the School of Education and Career Services.

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

c. Specifically exempted from viewing by the student are the financial records of students' parents and the confidential recommendations and statements written for and placed in the file prior to January 1, 1975. A student may or may not sign a waiver of his/her right to access to recommendations and statements written for and about him/her after January 1, 1975.

d. Copies of student records will be furnished upon written request of the student. Official transcripts of a student's college academic record are available. Student credentials maintained by the School of Education are also available. The first set of five credentials is free of charge; all subsequent sets of five are issued at a rate of \$2.00. Other student records for which copies are requested will be issued at a charge of \$.25 per page with a minimum charge of \$2.00.

2. The law requires educational institutions to provide hearings for students to challenge any record that they consider inaccurate or misleading. Aurora University, in complying with this law, has established the following procedures for implementing it.

a. A student must present a written request to see the contents of his/her files to the appropriate office. An appointment will then be made for him/her to read his/her file in the presence of a member of the university staff. Identification will be required at the time of the appointment. A student may read the contents of these files, but may not remove or destroy any of the contents.

b. A University Judicial Board hearing may be requested by a student for the purpose of challenging any record he/she considers inaccurate or misleading, under the terms of General Campus Regulation Number 16. The decision of the University Judicial Board will be appropriately implemented in all such cases. If the decision is not to amend the

record, the student will be allowed to place a written comment or explanation in his/her file. If the contested portion of the file is disclosed to anybody, the student's statement will also be disclosed.

3. Under the second heading, the release of student records, the law requires prior written consent of the student before releasing personally identifiable data about him/her from the records to other than a specified list of exceptions that includes school officials, officials of other schools in which a student seeks to enroll, parents of "income tax dependent" students, appropriate government officials, accrediting organizations, in response to a legal subpoena and to certain others if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

a. Excepted from this requirement is "directory information," including the student's name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, current registration, degrees, honors, and awards received, and the most recent previous educational institution attended by the student.

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

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LOWERY, STEPHEN P., Professor of Art, 1986-2013; Professor Emeritus of Art, 2013-BFA, 1966, Herron School of Art; MFA, 1971, Tulane University

MELLES, JOHN J., Professor of Physics and Engineering Science, 1974-2006; Professor Emeritus of Physics, 2006-BS, 1965, South Dakota State University; MS, 1968, University of Nebraska; PhD, 1973, University of Missouri

MILLER, MARY A. HARPER, Dean, School of Nursing; Professor of Nursing, 1996-2001; Dean Emeritus, School of Nursing, 2001-BSN, 1963, Union College; MS, 1964, Loma Linda University; PhD, 1987, University of Colorado

MORRISON, JOHN, Professor of Social Work, 1987-2008; Professor Emeritus of Social Work, 2008-BA, 1960, Roberts Wesleyan College; MSW, 1966, Adelphi University; DSW, 1978, Hunter College, City University of New York

MULL, CAROLYN, Professor of Nursing, 1987-2003; Professor Emeritus of Nursing, 2003-BA, 1969, Bethel College; BSN, 1983, Aurora College; MS, 1985; PhD, 1988, University of Illinois at Chicago

NELSON, KAY, Associate Professor of English and Communication, 1991-2003; Associate Professor Emeritus of English, 2003-BA, 1964, Elmira College; MA, 1969; PhD, 1978, University of Chicago

OLBINSKI, LINDA, Dean, School of Professional Studies, George Williams Campus, 2002-2010; Director of Continuing Education, 2010-2012; Dean Emeritus, George Williams College, 2012-BA, 1973, Western Illinois University; MS, 1987, University of Wisconsin-Milwaukee; PhD, 1998, Marquette University

OLENIK, KENNETH A., Associate Professor of Sociology, 1966-1996; Professor Emeritus of Sociology, 1996-BA, 1955, University of Nebraska; MDiv, 1958, Trinity Evangelical Divinity School

PALMER, SUSAN L., Professor of History; Curator of Jenks Collection, 1973-2010; Professor Emeritus of History, 2010-BA, 1971, Aurora College; MA, 1973; PhD, 1987, Northern Illinois University

PEICHL, CHARLOTTE G., Associate Professor of Music, 1974-1994; Associate Professor Emeritus of Music, 1994-BM, 1951, North Central College; MM, 1952, Northwestern University

PIET, MARIANNE, Associate Professor of Social Work, 1996-2006; Associate Professor Emeritus of Social Work, 2007-BA, 1984; MSW, 1986, University of Illinois at Chicago; DSW, 1998, Loyola University Chicago

RAMER, RONALD, Associate Professor of Philosophy/Interdisciplinary Studies, 1991-2010; Associate Professor Emeritus, 2010-BA, 1963; MA, 1965, City University of New York; MA, 1967, Michigan State University; PhD, 1973, Syracuse University

ROSS, SUSAN, Professor of Social Work, 1995-2010; Professor Emeritus of Social Work, 2010-BS, 1968, Iowa State University; MSW, 1974, George Williams College; EdD, 1985, Northern Illinois University

SAWDEY, MICHAEL, Professor of Fine Arts, 1985-2011; Professor Emeritus of Fine Arts, 2011-BA, 1966, University of Michigan; MA, 1968; PhD, 1974, University of Illinois at Urbana-Champaign

SCARSETH, SONJA, Catalog Librarian, Phillips Library, (Associate Professor), 1964-1998; Associate Professor Emeritus, University Library, 1998-AB, 1953, Luther College; MLS, 1954, University of Michigan

SCHRAGE, HAROLD, BSW Program Director 1987-1991; Field Coordinator of Field Placement 1991-1992; Professor Emeritus of Social Work, 1994-BS, 1951, University of Wisconsin; MSSW, 1952, University of Wisconsin; PhD, 1971, University of Minnesota

SOMMERS, DEANNA, Associate Professor of Nursing, 2006-2016; Associate Professor Emeritus of Nursing, 2016-AS, 1989, University of New York State-Albany; BSN, 1994; MSN, 1998, Wayne State University

TAYLOR, HANNI U., Professor of English, 1978-2006; Professor Emeritus of English, 2006-5 eme, 1967, Alliance Francaise, Paris; MA, 1967, Phillipps Universitat, Germany; PhD, 1986, Northern Illinois University

VANKO, JOHN G., Associate Professor of Education, 1996-2008; Associate Professor Emeritus of Education, 2008-BS, 1959; MS, 1960, Western Illinois University; EdD, 1973, Loyola University Chicago

WESTPHAL, RICHARD F., Professor of English, 1971-2010; Professor Emeritus of English, 2010-AB, 1967, Boston College; MPhil, 1970, Yale University; DA, 1995, Illinois State University

YERKES, RITA, Dean, School of Experiential Leadership; Professor of Leisure Studies, 1987-2008; Dean Emeritus, School of Experiential Leadership, 2008-BA, 1970, University of Kentucky; MA, 1973, University of Missouri; EdD, 1980, Northern Illinois University

ZIMMERMAN, CRAIG A., Professor of Biology, 1975-2000; Professor Emeritus of Biology, 2000-BS, 1960, Baldwin-Wallace College; MS, 1962; MS, 1964; PhD, 1969, University of Michigan

PART-TIME FACULTY

Listing includes those part-time faculty who taught for the University as of the 2015–2016 academic year.

ABORDAN, RADWAN, Education, 2006-BS, 1997; MS, 1999; CAP, 2000, University of Salamanca, Spain; Bilingual/ESL Endorsement, 2004, Illinois State University

AGOMO, HELEN, Nursing, 2014-BS, 1984, Federal University of Science and Technology-Nigeria; ADN, 2000, Triton College; MSN, 2006, Saint Xavier University; DNP, 2013, Loyola University Chicago

ALTMAN, JOHN, Business, 2012-BBA, 1971, University of Wisconsin-Eau Claire; MBA, 2002, Webster University; Licensed CPA, State of Illinois

AMRO, ALICE, Social Work, 2012-BS, 1977; MSW, 1979, University of Illinois at Urbana-Champaign

ANDERSON, JENNIFER, Social Work, 2016-BA, 1994, St. Joseph's College; MSW, 1997, Southern Illinois University Carbondale; PhD, 2015, Indiana University

ARNOLDT, BRIAN, Social Work, 2015-BA, 2007, DePaul University; MS, 2011, Aurora University

BALL, ALEXIS E., Education, 2015-BFA, 1992; MEd, 2007; EdD, 2014, Northern Illinois University; MVA, 1999, Universidad Nacional Autónoma de México

BARTELT, JULIE, Special Education, 2014-BS, Illinois State University; MA, 2014, Concordia University Chicago

BATES, STEPHANIE, Applied Behavioral Analysis, 2015-BS, 2007, Grand Valley State University; MA, 2009, Western Michigan University

BAUTISTA, WILLIAM, Social Work, 2015-BA, 2001, Judson College; MSW, 2006, Aurora University

BECK, ANDREW, Social Work, 2007-BA, 1988; MSW, 1993, Aurora University

BEHNKE, DAVID P., Accounting, 2015-BS, 1976, Saint Joseph's College; MM, 1994, Northwestern University; Licensed CPA

BENFORD, ALYSSIA M., Accounting, 2015-BS, 1992, Florida A&M University; MS, 2014, Rutgers University, Licensed CPA 1993

BERTRAND, DAN, Education, 2006-BS, 1978, Quincy University; MA, 1982, Northeast Missouri State University; EdD, 2005, Northern Illinois University

BOGNER, FRANK, Education, 2011-BS, 1980, Illinois State University; MS, 1993, Western Illinois University; EdD, 2006, University of Illinois at Urbana-Champaign

BORQUIST CONLON, DEBRA, Social Work, 2007-BA, 1990; MS, 2000, University of Wisconsin-Madison

BOYNTON, MARGARET D., Social Work, 2015-BA, 2009, Northern Illinois University; MSW, 2013, Aurora University

BRICKMAN, JENIFER, Social Work, 2008-BSW, 1996, Illinois State University; MSW, 1998, University of Illinois at Urbana-Champaign

BRISENO, KATHLEEN, Special Education, 2014-BA, 1974, Northeastern Illinois University; MEd, 1979; EdD, 2001, Northern Illinois University

BROSKOW, TAMI, Social Work, 2011-BSW/BA, 1991, University of Wisconsin-Madison; MSW, 1997, University of Illinois at Chicago

BUCKBERG, PATRICIA, Nursing, 2010-BA, 1992, National Louis University; DNP, 1999, Rush University

BUDZYNSKI, CHRIS, Education, 2014-BS, 2003, University of Illinois at Urbana-Champaign; MBA, 2005, Aurora University; EdD, 2014, Argosy University

BUGGS, CYNTHIA L., Social Work, 2014-BA, Columbia College; MA, 1996, Roosevelt University

BURNS, CHARLOTTE, Social Work, 2013-BA, 1993, Lenior-Rhyne College; MSW, 2010, Dominican University

BURTON, BRETT A., Education, 2014-BA, 1994; MATC, 1996, Aurora University; MEd, 2001; EdS, 2009; EdD, 2014, Northern Illinois University

BYRNE, MELISSA R., Education, 2015-BA, 2006; MA, 2010; EdD, 2015, Aurora University

BYRNE, WENDY, Social Work, 2009-BS, 1989, National Louis University; MSW, 1992, University of Illinois at Chicago

CAIN, NICOLE, Social Work, 2006-BA, 1999, University of Wisconsin-Whitewater; MSW, 2001, University of Wisconsin-Milwaukee

CAPOSEY, PHILLIP, Education, 2012-MEd, 2007, National Louis University

CARLSON, ARIANA C., Social Work, 2015-BSW, 2013; MSW, 2014, Aurora University

CARLSON, MARTHA, Social Work, 2014-BA, 2003, Loras College; MSW, 2006, Aurora University

CARR, DEBORAH, Social Work, 2006-BA, 1974, Eureka College; MSW, 1977, University of Illinois at Urbana-Champaign

CARTER-GREIGER, KAREN, Social Work, 2014-BA, 1978, State University of New York at Buffalo; MSW, 2001, University of Illinois at Chicago

CEH BECVAR, COLLEEN, Social Work, 2014-BS, 1992, Quincy University; MS, 2009, University of Indianapolis

CESHKER, AMY, Social Work, 2014-BSW, 1993, Indiana State University; MSW, 2011, Aurora University

CHRISTMAN, JULIE, Social Work, 2011-BA/BSW, 1992, Saint Louis University; MSW, 1994, Washington University

COLEMAN, E. ANNETTE, Education, 2015-BS, 1992; MA, 1998, Bradley University; EdS, 2016, Western Illinois University

COLLETTE, TERRY, Special Education, 2009-BS, 1999, Northern Illinois University; MAEL, 2002; EdD, 2014, Aurora University

CONNELL, SHANNON E., Business, 2014-BA, 1992, University of Cincinnati; MBA, 2009, North Central College; PhD, 2013, Benedictine University

CONNERS, CHERYL, Social Work, 2006-BS, 1993, Illinois State University; MSW, 2000, Aurora University

CORDOBA, MARIA, Education, 2011-BS, 1980, Universidad Santiago de Cali, Colombia; MEd, 1993, National Louis University; EdD, 2006, Loyola University Chicago

CORDOGAN, STEVE C., Education, 2014-BS, 1975; MA, 1978; EdD, 1988, Northern Illinois University

COUTTS, TRUDI, Natural Sciences, 2011-BA, 1974, Bradley University; MA, 1985, Northeastern Illinois University; EdD, 2013, Aurora University

CRAWFORD, PETER D., Mathematics, 2015-BA, 1967; Western Kentucky University; MS, 1968, University of Illinois at Urbana-Champaign; PhD, 1979, Vanderbilt University

DAVIS, DOROTHY, Education, 2015-BA, 1985; MA, 1987, University of Illinois at Chicago

DE GROFF, DEBRA, Social Work, 2011-BA, 2002, Benedictine University; MSW, 2005, Aurora University

DE VALK, SCOTT, Social Work, 2006-BA, 1977, Saint Xavier University; MSW, 1981, George Williams College; PsyD, 2005, Adler School of Professional Psychology

DENTON, TAMARA, Social Work, 2013-BS, 2000; MS, 2002, Eastern Illinois University; EdD, 2012, Argosy University

DIAZ, RACHEL A., Education, 2015-BA, 1992, University of Iowa; MAT, 1996; MA, 1997, SIT Study Abroad, SIT Graduate Institute

DONAHUE, MICHELE, Business, 2014-BA, University of Dayton; MBA, 2014, Aurora University

DUDEK, SHANNON, Education, 2015-BS, 2000, Western Illinois University; MS, 2007; EdS, 2013, Eastern Illinois University

EDMONDSON, MERRY, Education, 2008-BA, 1972, Elmhurst College; MEL, 1999; EdD, 2007, Aurora University

EGIZIO, LORI, Social Work, 2011-BA, 1994, Southern Illinois University; MSW, 1999; DSW, 2015, Aurora University

ERICKSON, JESSICA, Education, 2007-BA, 1997; MA, 2006, National Louis University

ERNST, ANGELICA MARIE, Education, 2012-BS, 1996, DePaul University; MEL, 2008, Aurora University

EVANS, MICHELLE, Social Work, 2010-BA, 2001, North Central College; MSW, 2004; DSW, 2016, Aurora University

FAIRCHILD, MARY C., Social Work, 2015-BA, 1996, Western Illinois University; MSW, 2000, Aurora University

FATINA, BARBARA A., Accounting, 2015-BS, Illinois State University; MBA, 2012, DePaul University

FISCHER, DAVID, Social Work, 2014-BBA, 1987, University of Wisconsin-Whitewater; MSW, 2011, Aurora University

FLANAGAN, KATE, Social Work, 2014-BA, 1995, University of Notre Dame; MA, 1997, University of Chicago

FOREMAN, DEE A., Social Work, 2015-BS, 2003, Lewis University; MSW, 2010, Aurora University

FOSTER, JAYNE A., Social Work, 2015-BA, 1986, University of Wisconsin-Platteville; MSW, 1988, University of Wisconsin-Madison

FOX, DAVID L., Social Work, 2015-BA, 1983, Union College; JD, 1986, DePaul University; MSW, 1996, Loyola University

FRANK, REBECCA, Social Work, 2014-BSW, 2009, University of Wisconsin-Whitewater; MSW, 2013, Loyola University Chicago

GARRITY, KATHLEEN, Special Education, 2009-BS, 1973, Eastern Illinois University; MS, 1978, Governors State University; MA, 2004, Aurora University

GIBSON, LYNN, Education, 2012-BS, 1979; MS, 1992; EdS, 2010, Northern Illinois University

GLEASON, CHRISTOPHER, Social Work, 2010-BA, 2005, Judson University; MA, 2009, Argosy University

GLEICH, LISA, Social Work, 2012-BA, 1998, Northern Illinois University; MA, 2002, Roosevelt University

GLENN, CASSANDRA, Business, 2012-BGS, 2002, North Park University; MA, 2006, National Louis University

GLISPER, AMY, Social Work, 2015-BSW, 2006; MSW, 2013, University of Wisconsin-Milwaukee

GLOSSON, FRANCES, Business, 2012-BS, 1982, University of St. Francis; MA, 1995, Webster University; EdD, 2002, Cardinal Stritch University

GLOVER, PAUL, Accounting, 2005-BA, 1971; JD, 1975, DePaul University; MLL, 1985, Illinois Institute of Technology - Chicago Kent University

GOIER, RENEE S., Education, 2015-BS, 1969, University of Illinois at Urbana-Champaign; MEd, 1971; EdD, 1996, Northern Illinois University

GOY, BARBARA, Social Work, 2009-BSW, 1995; MSW, 1999, Aurora University

GRAY, THOMAS H., Business, 2011-BA, 1969; MA, 1975, Loyola University Chicago; MBA, 1985, DeVry University, Keller Graduate School of Management

GULLICKSON, BRENDA, Social Work, 2011-BS, 1984, Western Illinois University; MSW, 1990, Aurora University

HAMMOND, KAREN, Social Work, 2015-BFA, University of Houston; MSW, 2014, Aurora University

HANSON, JUDITH, Social Work, 2007-BS, 1968, Northern Illinois University; MSW, 2002, Aurora University

HANSON, SUSAN, Social Work, 2013-BA, 1994, North Central College; MS, 1999, Benedictine University

HARGADON, SELIMA A., Social Work, 2015-BS, 1992, University of Illinois at Urbana-Champaign; MSW, 1997, University of Illinois at Chicago

HART-FLYNN, WILMA, Nursing, 2011-BSN, 2006; MSN, 2008, University of Phoenix

HARVEY, CAROLYNE, Social Work, 2011-BSW, 1973; MSW, 1989, California State University

HEINRICH, NICOLE, Social Work, 2012-BA, 2004, University of Wisconsin-Whitewater; MSW, 2005, University of Wisconsin-Milwaukee

HENSLEY, MICHAEL, Business, 2006-BA, DePaul University; MBA, 2006, Aurora University

HERNANDEZ, ROBERT J., Education, 2014-BS, 1984; EdD, 2005, Northern Illinois University; MS, 1993, Northern Arizona University

HERSTAND, MARC, Social Work, 2008-BA, 1974, Tufts University; MSW, 1980, University of California-Berkeley

HILL, SHANNON T., Social Work, 2015-BSW, 1997, University of Illinois at Chicago; MSW, 1999, Aurora University

HIPP, SARAH A., Social Work, 2015-BA, 1998; MSW, 2009, Aurora University

HOBBS, ELIZABETH L., Education, 2016-BA, 2002, University of Iowa; MA, 2006; EdD, 2015, Aurora University

HOFF-IRVIN, LINDA L., Social Work, 2015-BA, 1971, Boston University; MA, 1975, University of Chicago

HOLMBERG, JOHN, Business, 2006-BA, 1989, Wheaton College; MBA, 1993, Eastern University

HUGHES, SANDRA S., Nursing, 2015-BSN, 1980, Lewis University; MSN, 1987, Saint Xavier University; PhD, 2007, Capella University

IAQUINTO, KEVIN, Business, 2015-BA, 2002, Augustana College; MBA, 2006, DePaul University

IGNOFFO, BRANDI, Social Work, 2014-BA, 2001, Lake Forest College; MS, 2006, The Erikson Institute; MSW, 2007, Loyola University Chicago

IHNENFELD, MARY, Social Work, 2012-BSW, 1995; MSW, 1996, Aurora University

INGLESE, ANTON, Education, 2015-BS, 2002, Michigan Technological University; MEd, 2010, Northern Illinois University

JARVIS, MARIA, Education, 2014-BA, 1987, Rosary College; MEd, 1989, DePaul University

JOHNS, KATHRYN, Social Work, 2013-BS, 2006, Illinois State University; MSW, 2009, Aurora University

JOHNSON, SUSAN, Social Work, 2013-BA, Illinois State University; MSW, 1992, Loyola University Chicago

KEMP, CAROL, Social Work, 2010-BA, 1977, Northeastern Illinois University; MSW, 1983, Loyola University Chicago

KHALLI, SIAMAK, Accounting, 2015-BS, 1969, American University of Beirut; MS, 1970; MA, 1972; PhD, 1975, University of Pittsburgh

KING, CHERYL, Special Education, 2014-BA, 2000, Lewis University; MA, 2003, Governors State University

KLAISNER, MARK, Education, 2013-BA, 1983, Purdue University; MS, 1988, Northern Illinois University; EdD, 2011, National Louis University

KNAPP, DANIEL, Social Work, 2014-BS, 2006, Loyola University Chicago; MSW, 2010, Aurora University; PhD, 2016, Capella University

KNIGGE, SARA, Education, 2007-BS, 1994, Northern Illinois University; MA, 2000, Concordia University

KORBLY SHEPARD, MARYANN, Social Work, 2015-AB, 1972, Indiana University-Purdue University Indianapolis; MSW, 1981, Indiana University

KOSSLER, HELEN, Special Education, 2013-BA, 1972, Temple University; MS, 1979; MEd, 1979, University of Illinois at Urbana-Champaign; MA, 2008, Concordia University

KOSTECKI, PAMELA, Social Work, 2014-BSW, Illinois State University; MSW, 2000, Aurora University

KOZAK, SHANNON, Education, 2007-BA, 1997, Illinois State University; MEd, 2002, National Louis University

KUNSTLER, LAUREN N., Social Work, 2015-BA, 2008, University of Illinois at Urbana-Champaign; MSW, 2010, Aurora University

LADENDORF, KAREN L., Education, 2015-BMEd, 2004, Illinois Wesleyan University; MA, 2007, Concordia University; MEd, 2013, American College of Education

LARSEN, ASTRID, Business, 2014-BS, 1994, Eastern Illinois University; MS, 2006, Benedictine University; MBA, 2012, Aurora University

LARSON, SIDNEY, Education, 2009-BA, 1972, Luther College; MS, 1998, University of Wisconsin-Whitewater; MS, 2006, Cardinal Stritch University

LARSON, VICTORIA, Education, 2014-BM, 1999, Eastern Illinois University; MA, 2003; EdD, 2013, Aurora University

LAS, MARK, Business, 2012-BS, 2003, DeVry University; MS, 2006, Loyola University Chicago; MS, 2008, Lewis University

LEVENE, RITA, Education, 2014-BS, 1971, University of Illinois at Urbana-Champaign; MEd, 1995, National Louis University; MA, 1999, Northeastern Illinois University

LIROT, DEBORAH K., Special Education, 2009-BS, 1983; MA, 1989, Northern Illinois University

LOCHNER, RICK, Business, 2011-BS, 1979, United States Military Academy at West Point; MS, 1986, The University of Southern Mississippi; MBA, 2003, DeVry University, Keller Graduate School of Management

LUKUS, PETER A., Natural Science, 2015-BS, 2009, Slippery Rock University; PhD, 2013, Washington State University

LUNDGREN, DENNIS, Education, 2010-BM, 1975, Western Michigan University; MM, 1979; PhD, 2013, Andrews University

MATTEI, MARILYN, Education, 2014-BA, 1998, Universidad De Puerto Rico; MS, 2005, Aurora University; MS, 2014, Concordia University Chicago

MAXSON, ROBERT A., Social Work, 2015-BA, 1977, Elmhurst College; MSW, 1986, University of Illinois at Chicago

MC CLOUD, ALAN, Education, 2011-BA, 1974, North Central College; MS, 1980; EdD, 2012, Northern Illinois University

MC DONALD, KIMBERLY, Special Education, 2014-BS, 1991, Western Illinois University; MEd, 1997, National Louis University; MA, 2000, Roosevelt University

MC KEE, MARIE L., Social Work, 2015-BS, University of Illinois at Urbana-Champaign; MSW, 2007, Aurora University

MC PHERSON, BRAD, Education, 2011-BA, 1997, Cornell College; MA, 2004, Aurora University

MECAGNI ALLEN, ANGELA, Social Work, 2015-BA, 2006, University of Illinois at Urbana-Champaign; MSW, 2011, Aurora University

MEDINA-GONZALEZ, FELIX, Education, 2004-BA, 1982, University of Puerto Rico; MA, 1988, Webster University; MEd, 1996, Turbo University

MICHLING, PETER, Business, 2013-BS, 1976, South Dakota State University; MA, 1979, Western State College of Colorado; JD, 1982, John Marshall Law School

MILLER, SHANNON, CAPP Program-2009-BA, 1999, North Central College; MEd, 2006, Benedictine University

MONGAN, ESTHER, Education, 2014-BS, 1997, Rockford College; MA, 2001, Saint Xavier University; MA, 2003, Aurora University

MONN, KRISTOPHER P., Education, 2014-BM, 1999, Elmhurst College; MEd, 2003; EdS, 2010; EdD, 2012, Northern Illinois University

MORRIS, PHILLIP, Education, 1996-BS, 1993, Northern Illinois University; MAT, 2002, Aurora University

MUMM, SARAH, Education, 2013-BS, 1996, Illinois State University; MS, 2000, Western Illinois University; EdD, 2006, Northern Illinois University

MUNDY-HEMMERICH, ELIZABETH A., Social Work, 2015-BA, 2005, Rockford College; MSW, 2007, University of Illinois at Chicago

MYERS, JANET N., Social Work, 2015-BA, 1986, Lake Forest College; MSW, 1992, Loyola University Chicago

MYLES, EILEEN, Social Work, 2011-BA, 1992, Loras College; MSW, 2004, Aurora University

NALEWAY, ROSSANA M., Social Work, 2016-BA, 2004, Northern Illinois University; MSW, 2008, Aurora University

NEVICOSI, CARLO, Social Work, 2013-BA, 1999, University of Wisconsin-Madison; MSW, 2005, University of Wisconsin-Milwaukee

NEWKIRK, BRAD, Education, 2014-BA, 1995, Marquette University; MA, 2003, Northern Illinois University; MA, 2007, Concordia University Chicago; EdD, 2013, Aurora University

NORTH, KELLY, Social Work, 2012-BA, 2002, University of Wisconsin-Whitewater; MSW, 2006, University of Wisconsin-Milwaukee

O'BRIEN, TERENCE, Education, 2008-BA, 1990, University of Wisconsin-Milwaukee; MA, 1996, Roosevelt University; CAS, 2000; EdD, 2005, National Louis University

OBORDO, CATHERINE D., Social Work, 2015-BS, 1993, Northern Illinois University; MBA, 2000, DeVry University; MSW, 2014, Aurora University

O'DIERNO, KATHLEEN M., Social Work, 2015-BA, 2008, Judson College; MSW, 2012, Aurora University

OLESZKIEWICZ, VERONICA, Special Education, 2012-BS, 1973, Illinois State University; MDE, 2008, University of Maryland University College

OLSON, SARAH, Business, 2013-BS, 2004, Drake University; BA, 2009; MBA, 2011, Aurora University

O'REILLY, LAURA M., Social Work, 2015-BA, 2006, Northern Illinois University; MOT, 2010, Nova Southeastern University; MSW, 2013, Aurora University

OROS, KERRI, Social Work, 2010-BSW, 2005; MSW, 2006, Aurora University

OROZCO, JACQUELINE, Social Work, 2012-BSW, 2006; MSW, 2007, Aurora University

PEKAREK, KARY M., Social Work, 2015-BS, 2001, Loyola University Chicago; MA, 2006, University of Chicago

PETERSON, JUDITH, Social Work, 2014-BS, 1973, Illinois State University; MS, 1982, University of Wisconsin-Madison

PETERSON DEALEY, RHONDA, Social Work, 2013-BA, 1987, Bethany College; MSW, 1991, University of Arkansas at Little Rock; DSW, 2016, Aurora University

PINGO, JOHN C., Applied Behavioral Analysis, 2015-BS, 1997, Beloit College; MS, 2004; PhD, 2010, Southern Illinois University Carbondale

PITTMAN, ERIN M., Special Education, 2015-BA, 1998, University of Wisconsin-Milwaukee; MS, 2001; EdS, 2003, National Louis University

PLACHETKA, BETH, Social Work, 2004-BS, 1976; MSW, 1997; MEL, 1999; EdD, 2014, Aurora University

PRAHL, SHANNON, Social Work, 2008-BA, 1998, North Central College; MSW, 2000, Loyola University Chicago

PRENDERGAST, ERIN C., Social Work, 2015-BSW, 2012; MSW, 2013, Aurora University

PUGH, MARCIA A., Nursing, 2015-BSN, 1973, Tuskegee Institute; MSN, 2006; MBA, 2006; MBA-HCM, 2006, University of Phoenix; DNP, 2010, The University of Alabama

RECZEK, NANCY, Education, 2014-BA, Mundelein College; MEL, 1998, Aurora University

REHBERG, RAY, Education, 2012-BA, 1973, Aurora University; MS, 1980, Northern Illinois University

RICHARDS, JR., ELTON L., Business, 2008-BA, 2006; MBA, 2007, Aurora University

RODRIGUEZ, SUSANA, Education, 2014-BA, 1998, Oviedo University; MA, 2007, Concordia University Chicago

ROSS, DELIA, Special Education, 2007-BA, 1974, Northern Illinois University; MAEL, 2001; EdD, 2006, Aurora University

ROSS, V. ELAINE, Education, 2009-BS, 1964; MA, 1969, Michigan State University; PhD, 1999, Northern Illinois University

ROSSMAN, TERI, Education, 2014-BS, 1997, Illinois State University; MA, 2004, University of Illinois at Springfield

ROTTMANN, MELISSA, Education, 2006-BA, 1997, Elmhurst College; MEd, 2002, DePaul University

RUEFFER, LORI, Social Work, 2012-BA, 1974; MSW, 1976, University of Illinois at Urbana-Champaign

RUSH, KAI, Education, 2014-BA, University of North Florida; MS, 2011, Northern Illinois University

RUSHFORD, COLLEEN, Business Administration, 2014-BA, 2012; MBA, 2014, Aurora University

RUSSO-ZEITHAMMEL, ANGELA, CAPP Program, 2013-BS, 2002, Northern Illinois University; MS, 2007, Dominican University

RUZILLA, CARA M., Education, 2015-BA, 2003, National Louis University; MA, 2009, Northeastern Illinois University

SAAD, KAREN S., Education, 2015-BBA, 1995, University of Iowa; MEd, 2001, DePaul University; MA, 2011, Concordia University; MEL, 2013, Aurora University

SAMPSON, THOMAS, Business, 2010-BA, 1999, State University of New York-Buffalo; MS, 2009; MBA, 2010, The American University-Komodo School of Business

SCHAUMBURG, SCOT, Business, 2012-BS, 2003, Northern Illinois University; MS, 2008; MBA, 2009, Elmhurst College

SCHERF, KARLA, Social Work, 2014-BA, Aurora University; MSW, 2007, Loyola University Chicago

SCHILSKY, MEREDITH, Social Work, 2015-BA, 2005, North Central College; MSW, 2011, Loyola University Chicago

SCHLORFF, ANTHONY J., Education, 2015-BS, 2006, Illinois State University; MA, 2011, North Central College

SCHMIDT, HEIDI, Education, 2008-BS, 1981, University of Wisconsin-Platteville; MS, 1987; PhD, 2005, University of Wisconsin-Madison

SEARCY, BERNADETTE, Social Work, 2014-BSW, 1999, Northeastern Illinois University; MSW, 2000, University of Illinois at Chicago

SEEFELDT, LOIS J., Nursing, 2015-BSN, 1972; MSN, 1973, Marquette University; PhD, 1997, University of Wisconsin-Milwaukee

SEERUP, WENDY, Social Work, 2010-BS, 1987; MSW, 2000, University of Illinois at Urbana-Champaign

SELANDER, JAN, Social Work, 2014-BSW, 2008; MSW, 2009, Aurora University

SHERRICK, MARY, Special Education, 2015-BA, 1980, Knox College; MS, 1991, Western Illinois University

SHULTZ, ROBIN S., Social Work, 2014-BS, 1988, Elmhurst College; MS, 1995; MSW, 2001, Aurora University

SIPLA, GREGORY, Business, 2011-BS, 1990, University of Wisconsin-Madison; MBA, 1993, Marquette University; MA, 1999, Washington University

SIRGANY, KAREN, Education, 2011-BA, 1973; MA, 1980, Illinois State University; EdS, 2000; EdD, 2004, Northern Illinois University

SKOGSBERG, DIRK E., Education, 2011-BS, 1996, Eastern Illinois University; MEd, 2002; EdD, 2011, Aurora University

SMITH, ROBERTA M., Social Work, 2015-BA, 1986, Ripon College; MSW, 2012, Aurora University

SORENSEN, BRIANNA, Social Work, 2014-BSW, 2011, Ohio State University; MSW, 2012, University of Illinois at Chicago

SPICER, ANDREA, Social Work, 2014-BA, Judson College; MSW, 2009, Saint Louis University

STEINBACH, TREVOR, Education, 2015-BS, 1975, Illinois State University; MEd, 1979; CAS, 1981; EdD, 1989, National Louis University; Certificate in Museum Studies, 2013, Northwestern University

STIRN, TODD, Education, 2006-BA, 1986; MA, 1999, Concordia University; EdD, 2005, Aurora University

STOLL, ADAM M., Social Work, 2016-BS, 2008, University of Wisconsin-Parkside; MSW, 2011, Loyola University Chicago

STONE, MARK, Social Work, 2005-MME, 1962, Roosevelt University; MS, 1967; EdD, 1974, Northern Illinois University; PsyD, 1987, Forest Institute of Professional Psychology

STOUT, BRIAN J., Mathematics, 2015-BS, 2008, United States Merchant Marine Academy; MA, 2011; PhD, 2013, City University of New York

STUTZ, JANET, Education, 2007-BA, 1985, Elmhurst College; MEL, 1996; EdD, 2004, Aurora University

STYZINSKI, KAREN, Education, 2013-BS, 1987, Western Illinois University; MEd, 1992, DePaul University

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SUMMERS, CURTISS, Accounting, 2006-BS, 1970, University of Illinois at Urbana-Champaign; CPA, 1972, State of Illinois; MS, 1997, National Louis University

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THOMAS, JOHN, Mathematics, 2010-BS, 1998, Illinois State University; MAT, 2002; MEL, 2005; MS, 2009, Aurora University

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TOVAR, JOSE, Education, 2013-BSME, 1998, Universidad Autonoma de Occidente; MS, 2006, Northern Illinois University

TRAVERS-PUCCI, LEAH, Social Work, 2015-BSW, 1997; MSW, 1998, Aurora University

TREVINO, ROSEANNE, Social Work, 2014-BA, 2010; MSW, 2013, Aurora University

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VOSLOO, MEGHAN, Social Work, 2015-BA, 1994, University of Illinois at Urbana-Champaign; MSW, 2006, University of Illinois at Chicago

VRETTOS, ANDREAS M., Mathematics, 2015-BS, 1986, University of Thessaloniki; MS, 1988; PhD, 1993, University of Kentucky

WALBAUM, LEIGH ANN, Social Work, 2013-BSW, 1989, Illinois State University; MSW, 1992, University of Illinois at Chicago

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WARREN, MICHAEL, Social Work, 2009-BA, 1980, Drake University; MHS, 1992, Governors State University

WEBER, STEPHANIE, Social Work, 2007-BS, 1969, Northern Illinois University; MS, 1983, Indiana State University

WELLS, STEPHEN, Accounting, 2007-BAB, 1968, University of Washington; MBA, 1969, Northwestern University

WHITE, TERESA, Nursing, 2015-AAS, 2003, Rock Valley College; BSN, 2008, Chamberlain College of Nursing; MS, 2010; DNP, 2014, Walden University

WICKS, LESLY, Social Work, 2010-BSW, 1994; MSW, 1995, George Williams College

WILLIAMS, JULIANNE, Education, 2012-BS, 1988, Western Illinois University; MEd, 1992; CAS, 2001, National Louis University

WILROY, MARCY, Social Work, 2014-BSW, University of Mississippi; MSW, 2011, Aurora University

WILSON, DAVID K., Business, 2015-BS, 1984; MS, 1986, Illinois State University

WINDSOR, LORA, Social Work, 2005-BA, 1969, Purdue University; MSW, 1994, Indiana University

WINKLER, GREGORY, Social Work, 2009-BA, 1984; MSW, 1990, University of Wisconsin-Madison

YOUNG, ANN-MARGARET D., Social Work, 2014-BS, 1988, Western Illinois University; MS, 1992; EdD, 2014, Northern Illinois University

ZAJICEK, RACHEL D., Social Work, 2015-BSW, 2008; MSW, 2009, Aurora University

Academic Calendars

2016–2017 Academic Year

Opening Week – Faculty Orientation/ Meetings	August 23–25
New Student Orientation	August 25–28
Fall Semester Classes Begin	August 29
End of Add for day classes; evening classes may be added prior to second class meeting;	
end of 100% refund for fall semester	September 3
8-week Fall Module I	August 29–October 22
Labor Day – no classes	September 5
Founders Convocation — no classes after 1:05 p.m.	October 7
Module I – last day to drop with automatic “W”	October 8
Fall Weekend – no traditional day classes	October 21–23

*8-Week Fall Module II	October 24 - December 17
Last day to drop fall semester classes with automatic "W"	November 12
Thanksgiving Holiday	November 23–27
Module II – last day to drop with automatic "W"	December 3
Final Examinations	December 12–17
Grades due to Registrar	December 20
Spring Semester Classes Begin	January 9
End of Add for day classes; evening classes may be added prior to second class meeting	
end of 100% refund for spring semester	January 14
8-Week Spring Module I	January 9–March 4
Martin Luther King, Jr., Day – no classes	January 16
Module I – last day to drop with automatic "W"	February 18
Spring Break	March 5–12
8-Week Spring Module II	March 13–May 6
Easter Break	April 14–16
Honors Convocation (classes end at 1:05 p.m.)	April 21
Last day to drop spring semester classes with automatic "W"	April 22
Module II – last day to drop with automatic "W"	April 22
Final Examinations	May 1–6
GWC Spring Commencement	May 6
AU Spring Commencement	May 7
Grades due to Registrar	May 9
Summer Term	May 8–August 26
Summer May Term (3 weeks)	May 8–27
Summer Module I (8 weeks)	May 8 - July 1
Memorial Day – no classes	May 29
Summer June – August Term (10 weeks)	June 5–August 12
Summer Term I (5 weeks)	June 5–July 8
Summer Module II (8 weeks)	July 3–August 26
Independence Day – no classes	July 4
Summer Term II (5 weeks)	July 10–August 12
2017–2018 Academic Year	
Opening Week – Faculty Orientation/ Meetings	August 21–25

New Student Orientation	August 24–27
Fall Semester Classes Begin	August 28
End of Add for day classes; evening classes may be added prior to second class meeting;	
end of 100% refund for fall semester	September 2
8-week Fall Module I	August 28–October 21
Labor Day – no classes	September 4
Founders Convocation — no classes after 1:05 p.m.	October 13
Module I – last day to drop with automatic “W”	October 7
Fall Weekend – no traditional day classes	October 20–22
*8-Week Fall Module II	October 23–December 16
Last day to drop fall semester classes with automatic “W”	November 11
Thanksgiving Holiday	November 22–26
Module II – last day to drop with automatic “W”	December 2
Final Examinations	December 11–16
Grades due to Registrar	December 19
Spring Semester Classes Begin	January 8
End of Add for day classes; evening classes may be added prior to second class meeting;	
end of 100% refund for spring semester	January 13
8-Week Spring Module I	January 8–March 3
Martin Luther King, Jr., Day – no classes	January 15
Module I – last day to drop with automatic “W”	February 17
Spring Break	March 4–11
8-Week Spring Module II	March 12–May 5
Easter Break	March 30– April 1
Honors Convocation (classes end at 1:05 p.m.)	April 20
Last day to drop spring semester classes with automatic “W”	March 31
Module II – last day to drop with automatic “W”	April 21
Final Examinations	April 30– May 5
GWC Spring Commencement	May 5
AU Spring Commencement	May 6

Grades due to Registrar	May 8
Summer Term	May 7–August 25
Summer May Term (3 weeks)	May 7– 26
Summer Module I (8 weeks)	May 7– June 30
Memorial Day – no classes	May 28
Summer June – August Term (10 weeks)	June 4–August 11
Summer Term I (5 weeks)	June 4– July 7
Summer Module II (8 weeks)	July 2–August 25
Independence Day – no classes	July 4
Summer Term II (5 weeks)	July 9–August 11
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