

# Aurora University Undergraduate Course Catalog

2018-2019

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## **Undergraduate Special Course Details**

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

1810, 2810, 3810, 4810 - Selected Topics

2830, 3830, 4830 - Directed Study

3850, 4850 - Workshop

2880, 3880 - Travel Study

2940, 3940 - Career Investigation Field Experience (internship)

4940 - Career Application Field Experience (advanced internship)

2980, 3980, 4980 - Independent Study

For information on currently offered Selected Topics courses in each program, consult the Class Schedules. For information on directed studies, travel study, independent studies, undergraduate research opportunities, and internships in any academic department, contact the Program Chair, Academic Advisement or Registrar's Office.

## **Course Numbering System:**

The course numbering system is comprised of three letters for the departmental program and four digits for the course number.

## **Course Level Definitions:**

Below 1000-level: Preparatory course; credit does not count toward graduation requirements.

1000-level: Designed as a foundation or introductory course primarily for first- or second-year students; typically there are no prerequisites. Upon successful completion of these courses, students will be expected to:

- demonstrate the ability to communicate course content effectively at the college level, orally and in writing; and
- fulfill course objectives related to content.

2000-level: Intermediate-level course or an introduction to a particular discipline. Students entering these courses are expected to possess foundational knowledge and skills consistent with successful completion of the first year of college. Open to students who meet the prerequisites. Upon successful completion of these courses,

students will be expected to:

- write at a level exceeding first-year proficiency; and
- demonstrate skills of analysis and application in regard to course content.

3000-level: Designed to focus on specific topics, methods and approaches within a particular academic discipline. Typically designed for upper-class students. In general, may be open to second-year students who have completed prerequisites. Upon successful completion of these courses, students will be expected to:

- engage in critical thinking, reading and writing that is consistent with the academic discipline.

4000-level: Designed as advanced courses within a major or minor for upper-class students who meet appropriate prerequisites. Students will be expected to synthesize, integrate and apply prior coursework to the academic discipline and professional field.

Courses bearing numbers in the 5000 series are open to advanced undergraduates who meet the prerequisites, or with permission from the program chair. Courses with 5000 numbers that are integral to undergraduate programs are listed by title following the undergraduate descriptions for each program. Courses bearing numbers in the 6000 series are open to graduate students only and courses bearing numbers 7000 and 8000 are open to doctoral students only.

### **Prerequisites:**

In most cases, prerequisites are expressed in terms of Aurora University courses that students are required to have completed before entering a given course. Except where noted, successful completion of a transfer course that is deemed by Aurora

University to be equivalent to the prerequisite course is considered to meet prerequisite requirements. Faculty have established specific alternative means of meeting prerequisites (e.g., portfolio evaluation, placement test or permission of instructor) as noted within the prerequisites for the course.

In all cases, prerequisites may be waived or modified by the academic dean responsible for a course, or by the dean's designate. Aurora University recognizes that prerequisite learning may occur in many settings. If you believe that your prior learning from non-college sources may have prepared you to succeed in advanced coursework, you should contact the academic dean offering the course for information about waiver of prerequisites in specific instances.

# Major and Minor Programs

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## Accounting

### Bachelor of Science

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

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

Students who are planning on becoming a Certified Public Accountant will be required to complete 30 additional semester hours to be eligible to sit for the CPA exam in Illinois. The undergraduate accounting program prepares students to continue their studies in Aurora University's Master of Science in Accountancy program (or other graduate program), which fulfills the additional semester hour CPA exam requirement.

#### **Required Business Foundation Courses:** 24 semester hours

BUS1020 Foundations of Management (4)  
BUS4990 Strategy and Business Planning (4)  
ECN2030 Principles of Economics (4)  
FIN3400 Principles of Finance (4)  
MTH2320 General Statistics (4)  
PHL3200 Business Ethics (4)

#### **Required Discipline Courses:** 34 semester hours

ACC2010 Principles of Financial Accounting (4)  
ACC2020 Principles of Managerial Accounting (4)  
ACC3110 Intermediate Accounting I (4)  
ACC3120 Intermediate Accounting II (4)  
ACC3210 Cost Accounting (4)  
ACC3310 Federal and State Taxation of Individuals (4)  
ACC4140 Advanced Accounting (4)  
ACC4410 Auditing (4)

Select one of the following required high impact accounting experiences:

ACC3810 Special Topics in Accounting (2-4)\*  
ACC3940 Accounting Internship (2-4)\*  
BUS 3880 Travel Study (2-4)\*  
Accounting Research Project (2-4)

\*NOTE: All the high impact accounting experiences require prior departmental approval to meet this degree requirement. The internship and research project must be completed during the junior or senior year.

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## Actuarial Science

### Bachelor of Science

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

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

**Mathematics Courses:** 36 semester hours

MTH2210 Calculus I (4)  
MTH2220 Calculus II (4)  
MTH2230 Calculus III (4)  
MTH3100 Theory of Interest (4)  
MTH3240 Probability and Statistics I (4)

MTH3260 Probability and Statistics II (4)  
MTH 3505 Data Science I: Analysis and Modeling (4)  
MTH 3510 Data Science II: Advanced Modeling and Statistical Programming (4)  
MTH4990 Senior Capstone in the Mathematical Sciences I (2)  
MTH4991 Senior Capstone in the Mathematical Sciences II (2)

**Business Courses:** 20 semester hours

ACC2010 Principles of Financial Accounting (4)  
ACC2020 Principles of Managerial Accounting (4)  
ECN2030 Principles of Economics (4)  
FIN3400 Principles of Finance (4)  
FIN4430 Advanced Corporate Finance (4)

**Computer Science Courses:** 8 semester hours

CSC1700 Introduction to Computer Programming (4)  
CSC 2650 Data Structures (4)

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## American Sign Language Minor

**20 semester hours**

**Required Courses:**

CSD1100 Introduction to Communication Sciences and Disorders (4)  
CSD1010 Introduction to American Sign Language (4)  
CSD2010 Intermediate American Sign Language (4)  
CSD3010 Advanced American Sign Language (4)  
CSD3050 Deaf Culture (4)

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## Applied Psychology

**Bachelor of Arts**

**This major is only offered on the George Williams College campus.**

Psychology is the scientific study of the mind and behavior. The applied psychology major emphasizes the theories and principles of psychology and how they can be utilized in real world settings. The program prepares students for a wide range of immediate employment opportunities in psychology-related fields, such as human services, business, or research settings. The major is also an excellent preparation for graduate study in a variety of areas, including psychology, business, education,

social work and law. Applied psychology students will complete eight credit hours of internship, which provides them an opportunity to apply knowledge and skills in a safe and supportive environment, to develop networks and mentoring relationships, to appraise and calculate future vocational plans, and to gain work experience.

The program offers great flexibility for personalizing the major with many course combination offerings. Applied psychology majors can choose to emphasize a human services or industrial/organizational (business and workplace psychology) application. Those who choose a human services emphasis can take courses that concentrate on counseling, human development, abnormal psychology, personality, and assessment. They may prefer an internship at a mental health clinic, counseling center, camp, or correctional facility. Students who choose an industrial/organizational emphasis can take courses that emphasize learning, decision making and judgment, motivation, cognitive psychology, and social psychology. They may prefer an internship in a business, corporate, or research setting.

All applied psychology students will learn research and statistical skills, experience designing and running experiments, learn about psychological assessment, and take part in an individual senior capstone project.

**Required Discipline Courses:** 41 semester hours

PSY1100 General Psychology (4)

PSY2250 Introduction to Applied Psychology (4)

SOC1100 Introduction to Society (4)

PSY3700 Clinical and Counseling Psychology (4)

OR

PSY3470 Industrial/Organizational Psychology (4)

PSY3500 Research and Statistical Methods (4)

PSY3520 Experimental Psychology (4)

PSY3800 Pre-Practicum (1)

PSY4520 Psychological Assessment (4)

PSY3940/4940 Internship in Psychology (8)

PSY4700 Contemporary Issues in Psychology (Senior Capstone) (4)

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## Art

### Bachelor of Arts

The art major is designed to help students develop as artists and scholars, and the program emphasizes the integration of making and meaning. Students begin by gaining familiarity with materials and methods of art-making and then learn to experiment and take risks as part of the art-making process. Independent projects ask

students to combine methods of art-making with critical thinking about the world. In this way, students learn to manipulate form and content in order to locate and convey personal subject matter in their work. Courses in art history further emphasize the ways historical, cultural, and interpretive contexts influence how meaning is revealed in the visual arts.

All art majors will have regular portfolio reviews. Transfer students or students entering the program after their sophomore year, are required to do a portfolio review before enter the program. Faculty will offer suggestions on the student's work and recommendations toward future work.

**Required Courses:** 40 semester hours

ART2100 Introduction to Drawing (4)

OR

ART2120 Figure Drawing (4)

ART2510 Introduction to Painting (4)

ART2610 Introduction to Sculpture (4)

ART2670 Introduction to Digital Photography (4)

ART2500 Art History: Prehistoric to Medieval (4)

ART2600 Art History: Renaissance to Contemporary (4)

ART4910 Senior Seminar Preparation (2)

ART4920 Senior Seminar (2)

**Selected Courses:**

Select 12 semester hours from any courses with an ART designation, 12 hours of which must be at the 3000-level or higher.

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## **Bilingual/English as a Second Language Education Minor**

### **20-22 semester hours**

The minor in bilingual and/or English as a Second Language (ESL) education prepares teacher candidates to meet the academic and linguistic needs of English Language Learners (ELLs) in their classrooms. Candidates do not need to be bilingual to seek an ESL endorsement. This minor is designed to prepare candidates to meet state requirements for a bilingual and/or ESL endorsement at the elementary or secondary level. This makes the minor an endorsement program. It will also enable teacher candidates to enter the work force with a bilingual and/or ESL endorsement in addition to their elementary or secondary education licensure.

The coursework meets the Illinois State Board of Education (ISBE) requirements for

the endorsement needed to work in a Preschool and/or a K–12 setting for ELLs.

Candidates who speak a target language will qualify for the bilingual endorsement after passing the Illinois Target Language Proficiency Test in their target language.

**Required Courses:** 18 semester hours

EDU2110 Foundations for ESL and Bilingual Education (2)\*

EDU2140 Assessment of English Learners (4)\*

EDU3120 Methods and Materials for Teaching ESL (4)\*

EDU3170 Methods and Materials for Teaching in Bilingual Programs (4)\*

EDU3510 Cross Cultural Studies for Teaching ELLs/SPED3510 Diversity Studies for Teaching ELLs and Students with Disabilities (4)\*\*

**Choose one of the following:**

EDU3610 Linguistics for ELLs/SPED3610 Oral Language Development for Special Education and ELLs (4)\*\*

EDU3150 Linguistics for Teaching English Language Learners (4)\*

\*Course also includes clinical experience with ESL.

\*\*Course fulfills requirements for ESL/BL endorsement and Special Education minor. The endorsement requires a valid Illinois Professional Educator License.

Note: Some courses may require acceptance into the School of Education and/or passage of the TAP (or equivalent ACT/SAT scores as defined by ISBE). Students should plan coursework carefully in consultation with their academic advisor.

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## Biology

### Bachelor of Science

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

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

**Required Biology Courses:** 20 semester hours

BIO1210/1210Z Biology of Cells/Biology of Cells Laboratory (3/1)



OR

BIO1310 Biology of Cells for Nursing (4)

BIO1220/1220Z Biology of Organisms/Biology of Organisms Laboratory (3/1)

BIO2300/2300Z Introduction to Zoology/Introduction to Zoology Laboratory (3/1)

BIO2350/2350Z Introduction to Botany/Introduction to Botany Laboratory (3/1)

BIO3400 Genetics (4)

**Supporting Courses:** 8 semester hours

CHM1310/1310Z General Chemistry I/General Chemistry I Laboratory (3/1)

CHM1320/1320Z General Chemistry II/General Chemistry II Laboratory (3/1)

**Selected Courses: Choose 12 hours from the group of courses below**

BIO3040 Immunology (4)

BIO3100 Human Physiology (4)

BIO3150 Invertebrate Zoology (4)

BIO3250 Vertebrate Zoology (4)

BIO3270 Plant Physiology (4)

BIO3510 Ecology (4)\*

BIO3520 Animal Behavior (4)

BIO3530 Evolution (4)\*

BIO3540 Biological Anthropology (4)

BIO/CHM3550 Biochemistry (4)

BIO3600 Molecular Biology (4)

Other courses which may be used up to a maximum of four semester hours from this group:

BIO3830; 4830 Directed Study (1–4)

BIO3940; 4940 Internship in Biology (2–4)

BIO3970 Research in Biology (1–4)

BIO3980; 4980 Independent Study (1–4)

BIO3790 ACCA Affiliated Course (2–4)

## **MAJOR IN BIOLOGY for Secondary Licensure — 103 semester hours**

**Required Biology Courses:** 28 semester hours

BIO1210/1210Z Biology of Cells/Biology of Cells Laboratory (3/1)

BIO1310 Biology of Cells for Nursing (4)

BIO1220/1220Z Biology of Organisms/Biology of Organisms Laboratory (3/1)

BIO2300/2300Z Introduction to Zoology/Introduction to Zoology Laboratory (3/1)

BIO2350/2350Z Introduction to Botany/Introduction to Botany Laboratory (3/1)

BIO3400 Genetics (4)

BIO3510 Ecology (4)\*

BIO3530 Evolution (4)\*

**Supporting Courses:** 8 semester hours

CHM1310/1310Z General Chemistry I/General Chemistry I Laboratory (3/1)  
CHM1320/1320Z General Chemistry II/General Chemistry II Laboratory (3/1)

**Selected Courses: Choose 4 hours from the group of courses below**

BIO3040 Immunology (4)  
BIO3100 Human Physiology (4)  
BIO3150 Invertebrate Zoology (4)  
BIO3250 Vertebrate Zoology (4)  
BIO3270 Plant Physiology (4)  
BIO3520 Animal Behavior (4)  
BIO3540 Biological Anthropology (4)  
BIO/CHM3550 Biochemistry (4)  
BIO3600 Molecular Biology (4)

Other courses which may be used up to a maximum of four semester hours from this group:

BIO3830; 4830 Directed Study (1–4)  
BIO3940; 4940 Internship in Biology (2–4)  
BIO3970 Research in Biology (1–4)  
BIO3980; 4980 Independent Study (1–4)  
BIO3790 ACCA Affiliated Course (2–4)

**Additional Required Courses for Secondary Education Licensure: 24 semester hours\***

EGR1500 Introduction to Engineering Design I (2)  
EGR2500 Introduction to Engineering Design II (2)  
PHY2210/Z General Physics I with Lab (3/1)  
OR  
PHY2240/Z Physics I: Mechanics and Waves with Lab (3/1)  
PHY2220/Z General Physics II with Lab (3/1)  
OR  
PHY2250Z Physics II: Electromagnetism and Optics with Lab (3/1)  
NSM1400 Earth and Space Science (4)  
BIO2200 Humans and the Environment (4)  
BIO3820 Secondary Methods in Biology (4)

**Education Courses for Secondary Education Licensure: 39 semester hours\***

EDU2100 Foundations of Teaching and Learning (4)  
EDU2260 Learning Theories and Application K-12 (4)  
EDU3720 Reading across the Curriculum (4)  
EDU3620 Secondary Methods of Teaching, Learning, Motivation and Assessment (4)  
SPED2120 Characteristics and Identification of Disabilities and the Law (4)

SPED4620 Collaboration Models for Inclusion (4)  
EDU4750 Student Teaching (13)  
EDU4760 Student Teaching Seminar (2)

\*Secondary education candidates will also complete the supplemental major in secondary education.

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## Biology Minor

### 20 semester hours

**Required Courses:** 8 semester hours

BIO1210/1210Z Biology of Cells/Biology of Cells Laboratory (3/1)

OR

BIO1310 Biology of Cells for Nursing (4)

BIO1220/1220Z Biology of Organisms/Biology of Organisms Laboratory (3/1)

**Selected Courses:** Minimum of three courses (12 semester hours)

BIO2280 Microbiology (4)

BIO2300/Z Introduction to Zoology & Lab (3/1)

BIO2350/Z Introduction to Botany & Lab (3/1)

BIO3150 Invertebrate Zoology (4)

BIO3250 Vertebrate Zoology (4)

BIO3260 Systematic Botany (4)

BIO3400 Genetics (4)

BIO3510 Ecology (4)

BIO3530 Evolution (4)

BIO3540 Biological Anthropology (4)

BIO3600 Molecular Biology (4)

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## Biotechnology Minor

### 20 semester hours

Rapid advances in science require skilled and competitive professionals able to execute laboratory work, transfer technologies and innovate. The minor in biotechnology offers students an opportunity to explore the technological applications and techniques of the biological and health sciences. Students will acquire hands-on and research- type experiences while deepening their understanding of the biological world. The biotechnology minor will also guide students through the analysis of ethical issues that arise with a variety of biotechnologies.

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**Required Discipline Courses:** 16 semester hours

BIO/CHM3550 Biochemistry (4)

BIO3600 Molecular Biology (4)

BIO3610 Selected Topics in Biotechnology (2)

BIO3620 Techniques in Biotechnology (2)

BIO/CHM3650/3650Z Instrumental Methods of Analysis/ Instrumental Methods of Analysis Laboratory (3/1)

**Selected Courses:** Choose 4 semester hours

BIO3040 Immunology (4)

BIO3450 Advanced Cellular Biology (4)

CHM3570/3570Z Inorganic Chemistry of Materials/Inorganic Chemistry of Materials Laboratory (3/1)

CHM2450/2450Z Analytical Chemistry/Analytical Chemistry Laboratory (2/1)

BIO/CHM3810 Special topic courses approved by departmental chairs (2-4)

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## **Black Studies Minor**

**20 semester hours**

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

**Required Courses:** 8 semester hours

BST2010 Introduction to Black Studies (4)

SOC3350 Race, Ethnicity, and Culture (4)

**Selected Courses:** Choose 12 semester hours

BST2001 Survey of African American Literature (4)

BST3001 The Harlem Renaissance (4)

BST3002 Literature of the Diaspora (4)

BST3003 The Black Intellectual Tradition (4)

BST3810 African Americans in Film (4)

ENG3520 Racial and Ethnic Themes in Literature (4)

HIS2350 Africa in World History (4)  
HIS2360 Black Chicago (4)  
HIS3200 The African American Experience (4)  
HIS3120 History of African American Masculinity (4)  
SOC2250 Social Inequalities (4)

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## **Business Administration**

### **Bachelor of Arts**

*This major is offered in the Traditional and AU Online format.*

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

### **Business Administration Major**

**Required Courses:** 32 semester hours

ACC2010 Principles of Financial Accounting (4)  
ACC2020 Principles of Managerial Accounting (4)  
BUS1020 Foundations of Management (4)  
BUS4990 Strategy and Business Planning (4)  
ECN2030 Principles of Economics (4)  
FIN3400 Principles of Finance (4)  
MKT2300 Principles of Marketing (4)  
MTH2320 General Statistics (4)

**Selected Courses:** 8 semester hours

*Complete 8 semester hours of 3000- or 4000-level coursework in ACC, BUS, FIN, or MKT from courses not already used to fulfill a requirement of the Business Administration degree requirements.*

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# Chemistry

*Not accepting transfer students at this time.*

## Bachelor of Science

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

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

### **Required Core Courses:** 40 semester hours

CHM1310/Z General Chemistry I & Lab (3/1)  
CHM1320/Z General Chemistry II & Lab (3/1)  
CHM2410/Z Organic Chemistry I & Lab (3/1)  
CHM2420/Z Organic Chemistry II & Lab (3/1)  
CHM2450/Z Analytical Chemistry & Lab (2/1)  
CHM/BIO3550 Biochemistry (4)  
CHM3570/Z Inorganic Chemistry of Materials & Lab (3/1)  
CHM3650/Z Instrumental Methods of Analysis & Lab (3/1)  
CHM3510/Z Physical Chemistry I & Lab (3/1)  
CHM3520/Z Physical Chemistry II & Lab (3/1)  
CHM4500 Chemical Research Methods (1)

### **Required Support Courses:** 16 semester hours

MTH2210 Calculus I (4)  
MTH2220 Calculus II (4)  
PHY2210 Physics I (3)

PHY2210Z Physics I Lab (1)  
PHY2220 Physics II (3)  
PHY2210Z Physics II Lab (1)

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## Chemistry Minor

**20 semester hours**

**Required Courses:**

CHM1310/1310Z General Chemistry I (4)  
CHM1320/1320Z General Chemistry II (4)  
CHM2410/2410Z Organic Chemistry I (4)  
CHM2420/2420Z Organic Chemistry II (4)

**Selected Courses:**

Students must choose at least four semester hours offered in the chemistry program at the 2000-level or above.

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## Coaching and Youth Sport Development Minor

**19 semester hours**

PED2300 Coaching Principles (4)  
PED2210 Sports In Society (4)  
PED2330 Officiating Team Sports (2)  
PED2340 Sport Statistics (1)  
PED2500 Prevention and Care of Athletic Injuries (4)  
PED3480 Sport Psychology (4)

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## Communication & Media

### Bachelor of Arts

With effective communication and writing skills in high demand in nearly every aspect of the modern economy, a degree in communication offers career versatility. The -Aurora University communication program focuses on the core competencies of public speaking and oral communication, professional and academic writing, media production, academic research, and knowledge of communication theory. Students have the opportunity to take a selection of elective courses that will

prepare them for careers in public relations, advertising, strategic or corporate communications, human relations and other fields. This degree also prepares students for graduate study in any area of communication.

Communication coursework is grounded in a liberal-arts tradition while also offering courses that give students real-world skills and experiences. Students may spend one term working on a team to create a social media strategy for a non-profit organization or analyzing the intercultural communication challenges a company would face if expanding operations in another country. Upon completion of the program, students will have demonstrable skills in critical analysis, persuasive theory, and academic research as well as in professional writing, project management, and organizational leadership. Students also have the option to complete an internship with one of the many professional or nonprofit organizations in the Chicago area.

The program culminates in an intensive senior experience that gives students the chance to plan and implement a communication project in their area of study.

**Total Communication Major Requirements:** 40 semester hours

**Required Core Courses:** 16 semester hours

COM1550 Professional Communication (4)

COM2150 Interpersonal Communication (4)

COM2200 Writing for Media and Public Relations (4)

COM2850 Visual Communication (4)

**Selected Courses:** Choose 4 courses from among the categories below including at least 12 semester hours at the 3000-level or higher\*

Message Analysis – Select one course

COM2210 Digital Media and Society (4)

COM2240 Public Relations (4)

COM2300 Critical Analysis of Film and Television (4)

COM3810 Special Topics in Communication and Media (4)\*

Message Creation – Select two courses

COM2650 Graphic Design and Typography (4)

COM3140 Multimedia Journalism (4)

COM3250 Digital Layout and Design (4)

COM3350 Interactive Media (4)

COM3700 Digital Multimedia Production (4)

COM3810 Special Topics in Communication and Media (4)\*

Communication Inquiry – Select one course

COM3200 Persuasion (4)

COM3310 Media Criticism (4)

COM3500 Intercultural Communication (4)



COM3810 Special Topics in Communication and Media (4)\*

**Required Communication & Media Senior Experience:** (8 semester hours total)

COM4750 Communication and Media Practicum (1-2)\*\*

COM4940 Communication and Media Internship (1-4)\*\*

COM4993 Communication Project Management  
(4)\*\*\*

COM4995 Media Project Management (4)\*\*\*

\*To be eligible to satisfy the category, the course content must be approved by the departmental chair as relevant to the category.

\*\*A maximum of four semester hours of Communication and Media Internship or Practicum may be applied to the Senior Experience requirement

\*\*\*Students must have completed at least one of the selected courses in the “Message Creation” section in order to register for a Senior Seminar courses.

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## Computer Science

### Bachelor of Science

*This major is offered in the Traditional and Online format.*

The Bachelor of Science degree program in computer science is designed to provide students with a strong background in both mathematics and computer science. The fundamentals of the program include computer architecture, software engineering, database systems, algorithm design and analysis, multiple language study, and web development. Additionally, students can choose from a variety of elective courses such as network communication, security, operating systems, artificial intelligence, and system analysis and design.

Ethical and social issues in computer science are discussed throughout the curriculum, along with current technologies and practices being utilized in the field. Senior courses include team-based software engineering and development projects, designed to simulate the expectations of the job market upon graduation. The program is intended to provide students experience with current technologies in order to prepare them for the changing expectations of employers, or as strong preparation for graduate study in computer science.

**Required Mathematics Courses:** 12 semester hours

MTH2210 Calculus I (4)

MTH2220 Calculus II (4)

MTH3270 Discrete Mathematics (4)

**Required Computer Science Courses:** 32 semester hours

CSC1700 Introduction to Computer Programming (4)

CSC2200 Web Application Development (4)

CSC2300 Computer Architecture (4)

CSC2650 Data Structures and Algorithms (4)

CSC3610 Advanced Programming (4)

CSC4350 Software Engineering (4)

CSC4500 Database Design and Implementation (4)

CSC4990 Computer Science Capstone (4)

**Selected Computer Science Courses:** Choose 8 semester hours from the following:

CSC2400 C++ for Java Developers (4)

CSC2550 Network Communications (4)

CSC3100 Operating Systems (4)

CSC3200 UNIX/LINUX Administration (4)

CSC3400 Computer Security (4)

CSC3700 Advanced Web Application Development (4)

CSC3800 Artificial Intelligence (4)

CSC3850 Introduction to Robotics (4)

CSC3810, 4810 Selected Topic in Computer Science (1-4)

CSC3830, 4830 Directed Study (1-4)

CSC4100 Systems Analysis and Design (4)

CSC4210 Introduction to Mobile Application Development (4)

CSC4940 Computer Science Internship (1-4)

**Other Required Course:**

COM1550 Professional Communication (4)

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## Computer Science Minor

### 20 semester hours

**Required Courses:** 16 semester hours

CSC1010 Introduction to Computer Science (4)

CSC1700 Introduction to Computer Programming (4)

CSC2300 Computer Architecture (4)

CSC2650 Data Structures and Algorithms (4)

**Selected Courses:** 4 semester hours

Students must choose at least four semester hours offered in the computer

science program at the 2000-level or above.

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## Criminal Justice

### Bachelor of Arts

*This major is offered in the Traditional and AU Online format.*

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

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

**Total Criminal Justice Major Requirements:** 40 semester hours

**Required Courses:** 28 semester hours

CRJ1010 Introduction to Criminal Justice System (4)

CRJ2150 Correctional Services (4)

CRJ/SOC2300 Criminology (4)

CRJ2420 Criminal Law (4)

CRJ2500 Policing America (4)

CRJ3610 Research Methods (4)

CRJ4800 Strategic Planning and Ethics (4)

**Selected Courses:** Choose 12 semester hours including at least 8 semester hours at the 3000-level or higher.

CRJ2210 Courts and Justice (4)

CRJ2310 Juvenile Justice (4)

CRJ2400 Principles of Emergency Management (4)

CRJ2810/3810/4810 Selected Topics (4)

CRJ3010 International Crime and Justice (4)

CRJ3100 Security Leadership (4)

CRJ3150 Probation and Parole (4)

CRJ/PSC3180 Constitutional Law and the Judicial System (4)

CRJ3200 Homeland Security (4)  
CRJ3300 Criminal Investigation (4)  
CRJ3310 Forensic Science (4)  
CRJ3350 Terrorism and Counterterrorism (4)  
CRJ3400 Criminal Evidence and Procedure (4)  
CRJ3500 Organized Crime (4)  
CRJ3550 Cyber Crime Investigations (4)  
CRJ3700 Forensic Investigation of Child Abuse and Neglect (4)  
CRJ3710 Serial and Mass Murder (4)  
CRJ3720 Criminal Profiling (4)  
CRJ4200 Administration of Criminal Justice Agencies (4)  
CRJ4400 Introduction to Intelligence Policy (4)  
CRJ4940 Criminal Justice Internship (4–12)

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## **Criminal Justice Minor**

**20 semester hours**

**Required Course:**

CRJ1010 Introduction to Criminal Justice (4)

**Selected Courses:**

Choose 16 semester hours from criminal justice courses except CRJ4940.

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## **Cybersecurity**

### **Bachelor of Science**

*Not accepting students at this time.*

The Cybersecurity program is designed for students with the desire to hone their technical skills and understanding of information security threats. Courses develop the necessary skills in mathematics, computer science, and information security to prepare graduates for careers such as information security analysts and security engineers, among others. Cybersecurity majors will develop the skills and ethical frameworks to view information and the security of information from perspectives as users, managers, policy makers, and hackers. These various perspectives, in addition to the technical skills developed in the program, will assure that students leave the program with the

ability to identify potential threats, use both technical skills and integrity to protect that various communities of users within which they work and live.

**Required Courses:** 40 semester hours

CSC1700 Introduction to Computer Programming (4)  
CSC2300 Computer Architecture (4)  
CSC2550 Network Communications (4)  
CSC2650 Data Structures & Algorithms (4)  
CSC3200 UNIX/LINUX Administration (4)  
CSC3410 Network Security (4)  
CSC3420 Information Security and Risk Mitigation (4)  
CSC4610 Computer Forensics (4)  
CSC4620 Ethical Hacking (4)  
CSC4650 Cybersecurity Capstone (4)

**Required Courses (Mathematics):** 12 semester hours

MTH2210 Calculus I (4)  
MTH2220 Calculus II (4)  
MTH3460 Introduction to Cryptography (4)

**Required Course (Communications):** 4 semester hours

COM1550 Professional Communications

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## Disabilities Studies

### Bachelor of Arts

This major prepares Aurora University candidates for careers in agencies working with people with disabilities, primarily adults but also children. Agencies for people with disabilities provide a variety of services: education, advocacy, case management, job training and support, residential services, and social/leisure services. If a candidate is interested in working with individuals with disabilities, but not in the public schools, this would be an appropriate major. Because the major is interdisciplinary, the candidate will benefit from relevant courses in related disciplines within the university in addition to special education, including options in psychology, social work, sociology and criminal justice. The orientation of this major strongly favors a goal of inclusive practices for all people with disabilities; therefore, it is not merely a mechanism to relate research-based practices but also to promote self-advocacy for social justice and integration in all aspects of life for people with disabilities.

Given the interdisciplinary nature of the program, introductory courses are needed in

more than one major area. Additionally, an internship is required, where in some majors it is optional, because it will help the candidate apply and provide a forum for discussion of the theoretical principles encountered in earlier coursework. Note that this degree does not carry Illinois State Board of Education licensure.

**Total Disability Studies Major Requirements:** 40 semester hours

**Required Courses Special Education Courses:** 20 semester hours

SPED2120 Characteristics and Identification of People with Disabilities (4)

OR

PSY3460 Exceptional Individual (4)

SPED3815 Strategies and Assistive Technology for Students with Low Incidence Disabilities (4)

SPED4300 Advocacy of and Models for Vocational, Social/Leisure, and Residential Needs of People with Disabilities (4)

SPED4400 Internship in Vocational, Social/Leisure, and/or Residential Agencies Serving People with Disabilities (4) (two eight-week placements, with a two-semester hour support seminar)

SPED4620 Collaboration Models for Inclusion (4)

**Required Interdisciplinary Courses:** 12 semester hours

PSY1100 General Psychology (4)

PSY3660 Psychological Disorders (4)

SWK2050 Drugs and Human Behavior: Substance Abuse, Evaluation and Treatment (4)

**Selected Courses:** Choose 2 of the following courses

CRJ3840 Issues in Criminal Justice (4)

PSY3250 Lifespan Development (4)

OR

PSY3360 Adult Development and Aging (4)

SWK2500 Survey of Social Work (4)

SWK3760 Effects of Trauma on Children (4)

SPED3510 Diversity Studies for Teaching ELLs and Students with Disabilities (4)

OR

SOC3350 Race, Ethnicity and Power (4)

OR

SOC3570 Politics of Intimate Relations (4)

SPED3750 Prosocial Skills and Challenging Behavior (4)

SPED4200 Introduction to Lifespan Work with People with Autism Spectrum Disorders (4)

# Early Childhood Special Education with Bilingual/ESL

## Bachelor of Arts

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

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

The Early Childhood Special Education with ESL/Bilingual major leads to a Professional Educator License (PEL). An Early Childhood Special Education with ESL/Bilingual major must satisfy requirements set forth by the state of Illinois and Aurora University in both Early Childhood Special Education with ESL/Bilingual, and General Education. It is therefore essential, all freshmen and transfer students meet often and work with their academic advisor from the Crouse Center to ensure that all course requirements will be met, and for all candidates to understand that some courses will only be offered in fall and some courses offered only in spring semester. It is advisable for teacher candidates to work toward fulfillment of state requirements early in their academic careers, in particular, passing the Test of Academic Proficiency (TAP), OR having an ACTPlus Writing score of:

If ACTPlus Writing completed on / after 9/10/16 -  
Composite Score of 22 or higher and a score of 6 on the writing portion

If ACTPlus Writing completed 9/1/15-09/9/16

Composite score of 22 or higher and a combined English/Writing score of 16,

OR having an SAT score of:

If SAT taken before March 5, 2016 -

- Composite score of 1030 (Critical Reading + Mathematics = 1030 or higher)
- Minimum score of 450 on Writing

If SAT taken on or after March 5, 2016:

- Composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher)
- Minimum score of 26 on Writing and Language Test

## **Admission to the School of Education and Human Performance**

Admission to Aurora University does not guarantee admission to a major in the School of Education and Human Performance. Only teacher candidates who have been accepted into the School of Education and Human Performance may take methods courses.

### **Admission Criteria**

To be fully admitted to the Early Childhood Special Education with ESL/Bilingual, the teacher candidate must have completed an application form to the School of Education and Human Performance; passed a Criminal Background Check and Sex Offender Check through the Kane County Regional Office of Education and passed the TB Test; earned a cumulative GPA of 3.0 or higher; and passed TAP OR ACTPlus Writing OR SAT with Essay (see above).

### **Retention Criteria**

Teacher candidates must maintain an overall GPA of 3.0 to remain as an Early Childhood Special Education with ESL/Bilingual major. Teacher candidates must earn a grade of “C” or better in all General Education and Education (EDU or ECS or SPED) courses.

In order to enroll in methods courses, a teacher candidate must be fully admitted to the School of Education and Human Performance. Candidates must have passed the Illinois State Board of Education Content Area Test. and have no outstanding Dispositions in order to student teach.

### **Exit Criteria**

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

### **Illinois State Board of Education Program Changes**

The School of Education and Human Performance is continuously redesigning its



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

### **Required Early Childhood Special Education with ESL/Bilingual Courses**

**General Education and Common Courses:** Total 44 semester hours

ENG1030 The Grammar of Poetry (2)  
PSY1100 Introduction to Psychology (4)  
ENG1000 Introduction to Academic Writing (4)  
NSM1400 Earth and Space Science (4)  
NSM2500 Integrated Math & Science for Teachers (4)  
EDU2300 Technology for Teachers (4)  
HIS1210 American History II (since 1877) (4)  
MTH1210 Mathematics for Elementary Teachers I (4)  
MTH1220 Mathematics for Elementary Teachers II (4)  
BIO1150 Life Science for Educators (4)  
ENG3180 Multicultural Children's Literature (2)  
EDU3380 Methods of Content Reading and Language Arts for Grades 3-6 (4)

**ESL/Bilingual Courses:** Total 22 semester hours

EDU2110 Foundations of ESL and Bilingual Education (2)  
EDU2140 Assessment of English Learners (4)  
EDU3120 Methods and Materials for Teaching ESL (4)  
EDU3170 Methods and Materials for Teaching in Bilingual Programs (4)  
EDU/SPED 3510 Cross Cultural Studies for Teaching ELLs/Diversity & Disabilities (4)  
EDU3610 Linguistics for Teaching English Language Learners (4)

**Early Childhood Special Education Courses:** Total 57 semester hours

ECS2050 Introduction to Early Childhood Education (2)  
ECS2100 Child Growth and Development and the Social and Emotional Characteristics of the Young Child – Birth to Gr. 2 (4)  
ECS2200 Legal Aspects of Early Childhood Education (2)  
ECS2300 Speech and Language Development of the Young Child – Birth to Gr. 2 (4)  
ESC2400 Infants and Children with Special Needs (2)  
ECS2500 Health, Safety and Nutrition for the Young Child Birth to Gr. 2 (2)  
ECS3100 Curriculum and Classroom Environment (4)  
ECS3200 Observation and Assessment of the Young Child (2)  
ECS3300 Collaborating with Families, Professionals and the Community (2)  
ECS3400 Methods and Practices for Infants and Toddlers (2)  
ECS3410 Methods and Practices for Preschoolers (2)  
ECS3420 Methods of Teaching Early Reading and Writing (4)  
ECS3430 Methods of Teaching Early Mathematical Thinking (2)  
ECS3440 Methods of Teaching Early Science, Social Studies and the Arts (2)

ECS4100 Practicum for Birth-age 3 (2)  
ECS4200 Practicum for ages 3-5 (2)  
ECS4300 Practicum for K-2 (2)  
ECS4750 Student Teaching (13)  
ECS4760 Student Teaching Seminar (2)

**Areas of Endorsement/Minor**

Biology, Bilingual/ESL, health education, STEM, mathematics, music, Spanish, and Special Education.

**Courses Required for Professional Educator License (PEL)**

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

8 semester hours in English

- ENG1000 Introduction to Academic Writing (4)
- ENG1030 The Grammar of Poetry (2)
- ENG3180 Multicultural Children’s Literature (2)

12 semester hours in Mathematics

- MTH1210 Mathematics for Elementary Teachers I (4)
- MTH1220 Mathematics for Elementary Teachers II (4)
- NSM2500 Integrated Mathematics and Science for Teachers(4)

4 semester hours in Social Sciences

- HIS1210 American History II (since 1877) (4)

8 semester hours in Science

- NSM1400 Earth and Space Science (4)
- BIO1150 Life Science for Educators (4)

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## Elementary Education

## Bachelor of Arts

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

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

The Elementary Education major leads to a Professional Educator License (PEL). An Elementary Education major must satisfy requirements for both the state and the university in both Elementary Education and General Education. It is therefore essential that the entering freshman and transfer students work closely with an academic advisor from the Crouse Center in order to ensure that all course requirements will be met, and for all candidates to understand that some courses will only be offered in fall and some courses offered only in spring semester. It is advisable for students to work toward fulfillment of state requirements early in their academic careers, in particular, passing the Illinois Test of Academic Proficiency (TAP), OR having an ACTPlus Writing score of:

If ACTPlus Writing completed on / after 9/10/16 -  
Composite Score of 22 or higher and a score of 6 on the writing portion

If ACTPlus Writing completed 9/1/15-09/9/16  
Composite score of 22 or higher and a combined English/Writing score of 16,

OR having an SAT score of:

If SAT taken before March 5, 2016 -

- Composite score of 1030 (Critical Reading + Mathematics = 1030 or higher)
- Minimum score of 450 on Writing

If SAT taken on or after March 5, 2016:

- Composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher)
- Minimum score of 26 on Writing and Language Test

## **Admission to the School of Education**

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

### **Admission Criteria**

There are two levels of admission to the School of Education: 1) to be conditionally admitted, the candidate must have a cumulative GPA between 2.50 and 3.0. Once an individual has declared pre-education as a major, an advisor is able to advise each candidate to help ensure completion of the program in a timely fashion. As soon as a candidate's GPA reaches a minimum of 3.0 and all the other requirements are met, the candidate is fully admitted. 2) To be fully admitted to the elementary education program, a candidate must have completed an application form to the School of Education; passed a Criminal Background Check and Sex Offender Check through the Kane County Regional Office of Education and passed the TB Test; earned a cumulative GPA of 3.0 or higher; and passed TAP OR ACTPlus Writing OR SAT with Essay (see above).

### **Retention Criteria**

Candidates must maintain an overall GPA of 3.0 to remain in the elementary education major. Students must earn a grade of "C" or better in all General Education and School of Education (EDU) courses. In order to enroll in methods courses, a candidate must be fully admitted to the School of Education. Candidates must have passed the Illinois State Board of Education Content Area Test. and have no outstanding Disposition Alerts in order to student teach.

### **Exit Criteria**

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

### **Illinois State Board of Education Program Changes**

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

### **Required Elementary Education Courses: 63 semester hours**

EDU2100 Foundations of Teaching and Learning (4)

EDU2260 Learning Theories and Application K–12 (4)

EDU2300 Technology for Teachers (4)

EDU3120 Methods and Materials for Teaching ESL's (4)

EDU3330 Science Inquiry Methods (4)

EDU3350 Democracy, Diversity and Social Justice for Teachers (4)

EDU3355 Assessment (4)  
EDU3360 Mathematics Methods (4)  
EDU3365 Reading/Language Arts in Primary Grades (4)  
EDU3380 Reading/Language Arts for Teaching Reading/LA Grades 3-6 (4)  
EDU3420 Fine Arts Methods (2)  
EDU3500 Physical Education Methods (2)  
EDU4750 Student Teaching (13)  
EDU4760 Student Teaching Seminar/Capstone (2)  
SPED2120 Characteristics and Identification of Disabilities and the Law (4)

### **Courses Required for Professional Educator License:**

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

8 semester hours in English

- ENG 1000 Introduction to Academic Writing (4)
- ENG3180 Multicultural Literature for Children (2)
- ENG3190 Multicultural Literature for Young Adults (2)

12 semester hours in mathematics

- MTH1210 Mathematics for Elementary Teachers I (4)
- MTH1220 Mathematics for Elementary Teachers II (4)
- NSM2500 Integrated Mathematics and Science for Teachers (4)

8 semester hours in social sciences

- HIS1210 American History II (since 1877) (4)
- PSY3350 Child and Adolescent Psychology (4)

8 semester hours in science

- NSM1400 Earth and Space Science (4)
- BIO1150 Life Science for Educators (4)

**Elective Courses:** Candidates will have 16-20 hours of electives. They are encouraged to use these electives towards a STEM or Special Education Minor, or an ESL/Bilingual Endorsement.

### **Areas of Endorsement/Minor**

The following are acceptable areas of endorsement/minor:

Biology, Bilingual/ESL, health education, STEM, mathematics, music, Spanish, and Special Education.

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

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## **Major In Engineering Science**

### **Bachelor of Science**

Engineers use creativity to solve the world's problems by designing solutions which rely on a combination of fundamental knowledge of mathematics, science and engineering topics with the principles of design. They create systems, components and processes under constraints. These restrictions include, economic, environmental, societal, political, ethical, health and safety, manufacturability and sustainability considerations.

Students enrolled in Engineering Sciences will experience collaborative problem focused classes which include the fundamental concepts of mechanical and electrical engineering along with design. The program includes 8 courses in mathematics and basic sciences as well as 12 courses in engineering topics. Upon completion of the degree, graduates can find employment in the engineering profession especially those areas which rely on mechanical and electrical engineering.

### **Total Engineering Science Major Requirements - 88**

**Required Engineering and Computer Science Courses:** 40 semester hours

EGR1500 Introduction to Engineering Design I (2)

EGR2500 Introduction to Engineering Design II (2)

CSC 1700 Introduction to Computer Programming (4)

EGR 2600 Statics (4)

EGR 2700 Dynamics (4)

EGR 3100 Circuits (4)  
EGR 33200 Thermodynamics (4)  
EGR 33300 Fluid Mechanics (4)  
CSC 4940 Computer Science and Engineering Internship (4)  
EGR 4990 Computer Science and Engineering Capstone I (4)  
EGR 4995 Computer Science and Engineering Capstone II (4)

**Required Mathematics Courses:** 20 semester hours

MTH2210 Calculus I (4)  
MTH2220 Calculus II (4)  
MTH2230 Calculus III (4)  
MTH3250 Linear Algebra (4)  
MTH3300 Differential Equations (4)

**Required Support Courses:** 20 semester hours

LED1500 Foundation in Leadership (4)  
PHL3200 Business Ethics (4)  
PHY2240/Z Physics 1: Mechanics & Waves with Lab (3/1)  
PHY2250/Z Physics 2: Electromagnetism & Optics with Lab (3/1)  
CHM1310/Z General Chemistry & Lab (4)

**Choice Courses:** Select two courses – 8 semester hours

CSC 3850 Robotics (4)  
SUS 4700 Energy and Changing Technology (4)  
BUS 3560 Business Innovation & Design Thinking (4)  
BIO 3610 Selected Topics in Biotechnology (2)  
BIO3620 Techniques in Biotechnology (2)  
BIO/PED3240 Biomechanics  
BIO/CHM 3650/Z and Instrumental Methods of Analysis & Lab (4)

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## English

### Bachelor of Arts

The English program offers courses in the study of literature, in the production of various kinds of writing, and in the analysis of language. Students who choose to major in English will take courses in all three areas, thereby encompassing both

breadth and depth. The latitude offered in the distribution of the required credit hours will enable the student to place the desired emphasis upon any of the three areas within the major. Students are required to complete 40 semester hours in English coursework.

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

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

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

## **MAJOR IN ENGLISH - 40 semester hours**

### **Core Requirements:** 20 semester hours

One genre course:

ENG2200 or ENG2240 (4)

One American Literature course:

ENG3320 or ENG3350 or ENG3370 (4)

One British literature course:

ENG3400 or ENG3420 or ENG3440 or ENG3460 (4)

One course in literature outside the Anglo-American canon:

ENG3200 or ENG3500 or ENG3510 or ENG3520 (4)

One capstone course:

ENG4990 (4)



**Selected Courses:** 20 semester hours

One language course:

ENG2100 Linguistics

OR

ENG3100 Stylistics

OR

ENG3550 Language, Literacy and Cognition (4)

One writing course:

ENG2060 Introduction to Creative Writing

OR

ENG2400 Grammar and Composition for Teachers

OR

ENG3020 Advanced Academic Writing (4)

One course in literary criticism:

ENG2260 Critical Approaches to Literature (4)

Choose 8 additional semester hours of ENG courses, excluding:

ENG1000 and ENG/EDU3180

**MAJOR IN ENGLISH for Secondary Licensure — 87 semester hours**

**Core Requirements:** 20 semester hours

One genre course:

ENG2200 or ENG2240 (4)

One American Literature course:

ENG3320 or ENG3350 or ENG3370 (4)

One British literature course:

ENG3400 or ENG3420 or ENG3440 or ENG3460 (4)

One course in literature outside the Anglo-American canon:

ENG3200 or ENG3500 or ENG3510 or ENG3520 (4)

One capstone course:

ENG4990 (4)

**Selected Courses:** 20 semester hours

One language course:

ENG3550 Language, Literacy and Cognition (4)

One writing course:

ENG2400 Grammar and Composition for Teachers (4)

One course in literary criticism:

ENG2260 Critical Approaches to Literature (4)

ENG/EDU3190 Multicultural Young Adult Literature (2)

Choose at least 6 additional semester hours of ENG courses, excluding:

ENG1000 and ENG/EDU3180

**Education Courses for Secondary Licensure:**

- EDU2100 Foundations of Teaching and Learning (4)
- EDU2260 Learning Theories and Application K-12 (4)
- EDU3720 Reading Across the Curriculum (4)
- EDU3620 Teaching and Assessing Diverse Learners in the Secondary Classroom (4)
- SPED2120 Characteristics and Identification of Disabilities and the Law (4)
- SPED4620 Collaboration Models for Inclusion (4)
- EDU4750 Student Teaching (13)
- EDU4760 Student Teaching Seminar (2)
- ENG3820 Secondary Methods in English (4)

**Additional Support Course for Secondary Licensure:**

- COM1550 Professional Communication (4)

\*Secondary education candidates will also complete the supplemental major in secondary education.

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## **Environmental Science (Sustainability)**

*Accepting students during the 2019/2020 academic year*

### **Bachelor of Arts**

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

appreciate, integrate, and communicate across different ways of understanding to chart new paths forward. The B.A. in Environmental Studies and Sustainability is an interdisciplinary major designed with this foundational principle in mind.

With its broad curriculum, this program is intended as a secondary major to supplement another field of study. By selecting this major, students will be poised to address environmental issues within whichever professional sector they seek ultimate employment, including but not limited to science, public policy, law, management, business, education, and social science. The curriculum will enable students to explore regional and global environmental issues through a variety of lenses in order to understand the ways in which human's impact and are impacted by the natural world. By exploring environmental issues from an interdisciplinary perspective, the B.A. in Environmental Studies and Sustainability will nicely supplement the more rigorous training that a student receives in their primary discipline, and broaden their career possibilities to include "green" opportunities within their professional sector of choice.

**Required Core Courses:** 16 semester hours

ENV1000 Introduction to Environmental Studies (4)

ENV/SUS4500 Environmental Solutions (4)

Two different special topics course offerings (8 semester hours):

ENV3810 Special Topics in Environmental Studies (4)

**Required Interdisciplinary Courses:** 20 semester hours

Environmental Expression (Choose 1 course):

ENG/SUS2400 Literature and the Environment (4)

ART2300 Art and the Environment (4)

COM2260 Global Issues in Documentary Film (4)

Philosophy and Ethics:

PHI/SUS2150 Environmental Ethics (4)

Environmental Science:

BIO2250 Local Ecosystems (4)

Historical Context:

HIS 3410 Global Environmental History (4)

Sociological or Political Context (Choose 1 course):

PSC3100 Environmental Politics (4)

SOC33580 Environmental Justice and Advocacy (4)

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## Equine Studies Minor

**18 semester hours**

The primary goal of The Equine Studies minor will be to provide students with the

knowledge and experience to work in equine facilities, including but not limited to facilities that stress equine therapy and equine assisted learning. Students within the program will learn horsemanship skills, equine management skills, and pedagogical skills within an equine setting. This program will be hybrid in its delivery and available for students across all campuses, but will require experiential learning opportunities over the course of multiple semesters. The minor in Equine Studies requires students to complete 18 credits from the following list of classes. At the conclusion of the program, students should be prepared to take PATH (The Professional Association of Therapeutic Horsemanship) certification, EAGALA (Equine Assisted Growth and Learning Association) certification, or CHA (Certified Horsemanship Association) certification.

**Required Courses:**

EQS1200 Fundamentals of Equine Studies (4)

EQS1300/1300Z Introduction to Horsemanship and Basic Equitation/Laboratory (2/2)\*

EQS3300/3300Z Teaching Methodology for Riding Instruction/Laboratory (2/2)

EQS3400/3400Z Introduction to Equine-Assisted Activities and Therapies/Laboratory (3/1)

OR

REC2250 Therapeutic Recreation for Selected Populations (4)

EQS4940 Internship in Equine Studies (2)

\*This course is for students who lack a foundation in horsemanship skills and may be waived through an evaluation process, for students who have these skills.

**Optional Electives:**

EQS2200 Equine Business Management (4)

EQS4200 Psychology, Health and Therapeutic Riding Instruction (4)

HAS/REC/SWK3600 Animal Assisted Therapy (4)

EQS4300 Intermediate Equitation and Horsemanship Activity (2)

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## **Exercise Science**

### **Bachelor of Science**

Exercise science is defined by the American College of Sports Medicine (ACSM) as “the study of physiological and functional adaptations to movement.” A student majoring in exercise science will work with individuals to develop fitness and exercise programs. Others will help patients recover from chronic diseases and improve cardiovascular function, body composition and flexibility. In addition to working with this population, exercise science majors will work with athletes in developing sports-specific strength and conditioning programs to improve sports performance. Students

graduating with a degree in exercise science are prepared to sit for the Certified Exercise Physiologist (EP-C) exam through the American College of Sports Medicine (ACSM) and become a Certified Strength and Conditioning Specialist through the National Strength and Conditioning Association (NSCA) required for employment by most agencies in the fitness industry.

Students majoring in exercise science will choose one of three emphases: (1) sports performance, (2) fitness and wellness promotion, or (4) athletic training. Graduates will work as certified personal trainers, certified strength and conditioning specialists, wellness or health promotion coordinators, certified cancer exercise trainers, or fitness experts in corporate or government facilities and military bases. This major is also a great launching pad for graduate studies in exercise science, sports psychology, exercise physiology, nutrition or physical therapy school.

*Beginning in 2022, individuals who wish to become Certified Athletic Trainers (ATC) must possess a Master's Degree in Athletic Training from a Commission on Accreditation of Athletic Training Education (CAATE) institution. Aurora University offers students the opportunity to earn a Bachelor Degree in Exercise Science and a Master's Degree in Athletic Training in five years via a 3+2 dual degree option (Available for the 2020/2021 Academic Year). Students majoring in Exercise Science – Athletic Training Emphasis may apply to the master's degree program during their junior year. If admitted, they will begin their Master of Science in Athletic Training coursework during their fourth year while concurrently completing their Bachelor of Science Degree in Exercise Science.*

**Total Exercise Science Major Requirements:** 42-43 semester hours

**Required Core Courses:** 30 semester hours

BIO2650 Essentials of Anatomy and Physiology (4)

OR

BIO2670 Anatomy and Physiology II (4)\*

BIO/PED3460 Sports Nutrition (4)

PED2230 Olympic Style Weightlifting I (1)

PED2235 Olympic Style Weightlifting II (1)

PED2500 Prevention and Care of Athletic Injuries (4)

PED/HED3215 Kinesiology (4)

PED/HED3230 Physiology of Exercise (4)

PED3550 Advanced Strength Training and Conditioning Cert. Prep. (4)

PED4110 Administration of Health and Human Performance (4)

*\*Required selection for Athletic Training Emphasis*

**Selected Emphasis:** 12-13 semester hours

**Emphasis I: Sports Performance**

PED2080 First Aid/CPR (1)

PED4010 Mechanical and Physiological Analysis of Sport and Exercise (4)  
PED4250 Internship (4)  
PED4350 Advanced Sports Performance and Program Design (4)

### **Emphasis II: Fitness and Wellness Promotion**

PED2080 First Aid/CPR (1)  
PED3250 Fitness Assessment and Program Design (4)  
HED3260 Strategies for Health Promotion (4)  
PED4250 Internship (4)

### **Emphasis III: Athletic Training**

BIO1100 Medical Terminology (2)  
ATR 1800 Responding to Emergencies (2)  
PED/PSY3480 Sport Psychology (4)  
PED4010 Mechanical and Physiological Analysis of Sport and Exercise (4)

**Note:** Students applying for the Master of Science in Athletic Training Dual Degree 3 + 2 Program will need to complete the following prerequisites by the end of the third year. Please see the Graduate Catalog for additional details about this program.

- MTH2320 General Statistics (4)
- BIO2080 Nutrition and Health Promotion (4)

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## **Finance**

### **Bachelor of Science**

The finance major prepares students to assume the various positions available in financial management. A career in finance is both challenging and rewarding, and successful majors in this field are in high demand. Study in finance requires careful attention to detail since finance blends concepts from accounting, economics and statistics into the coursework. For those who enjoy the challenge of analytical work and the responsibility of managing financial resources, finance is a great fit.

Students enrolled in this program take basic coursework in the functional areas of finance, accounting and economics.

In-depth study in finance includes coursework in corporate finance, investments and portfolio management, financial markets and taxation. Additional courses may be taken in accounting, math, philosophy, or travel study. Students may also choose to benefit from a professional internship experience in the finance field.

**Required Business Foundation Courses:** 16 semester hours

ACC2010 Principles of Financial Accounting (4)  
ACC2020 Principles of Managerial Accounting (4)  
ECN2030 Principles of Economics (4)  
MTH2320 General Statistics (4)

**Required Discipline Courses:** 24 semester hours

FIN3400 Principles of Finance (4)  
FIN3450 Wealth Management (4)  
FIN3480 Financial Markets and Institutions (4)  
FIN4250 Investments and Portfolio Management (4)  
FIN4430 Advanced Corporate Finance (4)

**Selected Courses:** Choose one additional course

ACC3110 Intermediate Accounting I (4)  
ACC3310 Federal and State Taxation of Individuals (4)  
FIN3560 International Finance (4)  
FIN3940 Finance Internship (4)\*  
MTH3590 Business Analytics (4)  
PHL3200 Business Ethics (4)  
BUS3880 Travel Study (\*\*with departmental approval) (4)  
FIN3810 Special Topics in Finance (4)

\* The internship experience must be completed during the junior or senior year.

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## French Minor

**20 semester hours**

**Required Courses:** 20 semester hours

FRN1120 Elementary French (4)  
FRN1220 Elementary French II (4)  
FRN2200 Intermediate French (4)  
FRN2500 French Composition and Conversation (4)

**Selected Course:**

Any other 3000-level French course.

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## Gender Studies Minor

**20 semester hours**

**Required Courses:** 8 semester hours

SOC/PSY3430 Issues in the Study of Gender and Sexuality (4)

ENG3510 Gender and Literature (4)

**Selected Courses:** Choose 12 semester hours

LTS1300 Latinas and Latinos in the U.S. (4)

LTS2100 Latina Writers (4)

SOC2150 Cultural Anthropology (4)

HIS3150 Women in American History (4)

COM3500 Intercultural Communication (4)

PHL3500 Philosophy of Love and Sex (4)

BIO3540 Biological Anthropology (4)

PSC2130 Introduction to Comparative Politics (4)

SOC3570 Politics of Intimate Relations (4)

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

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## General Education

### General Education at Aurora University

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

Students in their first year at Aurora University develop foundational academic skills in quantitative reasoning, argument-based writing, discussion and critical reading. Specifically, students satisfy the mathematical competency requirement through coursework or examination. They take the university's core composition course, ENG1000 Introduction to Academic Writing. They also take IDS1200 Discover What Matters, and IDS1150/1160 First Year Experience. While the mathematics requirement and composition course focus on key academic skills, the IDS1200 course is focused on guiding students to reflect upon their interests, skills, and values, and consider how these might inform career and life aspirations. The IDS1150/1160 courses are focused on orientating students to college life, engaging them in campus activities and community service, assisting students in the development of essential academic, college, and life skills, and providing opportunities to meet and work with faculty and staff from across campus. Adult Degree Completion students engage in IDS3040 Global Justice, rather than the first year IDS courses, given the extensive life experience that they bring to their studies. The courses set a tone of inquiry, careful reading, critical thinking, and the communication and application of ideas.

During their junior year, students participate in an assessment, advising and mentoring



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

- Creative Thinking
- Discovery and Reflection
- Quantitative Reasoning
- Intercultural Knowledge
- Social Scientific Inquiry and Analysis
- Scientific Reasoning

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

- Effective Communication
- Critical Thinking

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

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

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

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

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## **General Studies**

### **Bachelor of Arts**

The general studies degree is a bachelor of arts program that allows students to tailor their bachelor's degree to meet their personal and professional goals. This interdivisional major allows for maximum transfer credit application and course option flexibility.

#### **Program Requirements**

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

#### **Other Requirements:**

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

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## **Graphic Design**

### **Bachelor of Arts**

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

The program covers the essentials of modern design, which includes coursework in color, typography, and layout, but also incorporates a foundation in the basics of drawing and art history. Coursework is built around challenging design activities and emphasizes critical thinking and creative problem solving. The classes are presented in both studio and computer labs to develop an understanding of design and the transference of this knowledge to the computer. Students work with industry-standard software and learn on both the MAC and PC platforms to better prepare them for the diversity of work environments. The program also allows students to complete internships and other practical learning experiences and apply them toward their degree requirements. Senior seminar courses provide opportunities for engagement in Aurora University's student media organization and public exhibits of one's work. In addition, students will produce a comprehensive portfolio of their work that demonstrates the development of their design skills.

**Art Foundation Requirements** (16 semester hours):

- ART2100 Introduction to Drawing (4)
- ART2200 Color (4)
- ART2600 Art History: Renaissance to Contemporary (4)
- ART2670 Intro to Digital Photography (4)

**Graphic Communication Requirements** (16 semester hours):

- COM2650 Graphic Design & Typography (4)
- COM2850 Visual Communication (4)
- COM3250 Digital Layout and Design (4)
- COM3350 Interactive Media (4)

**Elective Requirements** (Choose 4 semester hours):

- ART2120 Figure Drawing (4)
- ART3110 Intermediate Drawing (4)
- ART3400 Intermediate Digital Photography (4)
- ART4400 Advanced Digital Photography (4)
- COM3700 Digital Multimedia Production (4)
- COM3810 Special Topics in Communication (4)\*
- COM4940 Communication and Media Internship (4)\*

**Senior Experience** (Choose 4 semester hours)

- ART4990 Senior Seminar / Exhibit for Studio Art Emphasis (4)
- COM4993 Communication Project Management (4)
- COM4995 Media Project Management (4)

\*To be eligible, this course requires approval of course content as relevant to the requirement.

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## Health Science

### Bachelor of Science

A challenging career in the health sciences rewards those with a passion for science and service. Strong performance in academic coursework is essential, as are personal qualities, such as integrity, concern for the wellbeing of others and a commitment to lifelong service. Career/graduate school options include pharmacy, physical and occupational therapy, speech and language therapy, dietetics, physician's assistant, chiropractic, podiatry, public health, and many other medical programs.

A clinical experience or internship in one of the health care professions is highly recommended for all health science students.

#### **Required Science Courses:** 24 semester hours

BIO1210/1210Z Biology of Cells with laboratory (3/1)

OR

BIO1310 Biology of Cells for Nursing (4)

BIO2280 Microbiology (4)

BIO2660 Anatomy and Physiology I (4)

BIO2670 Anatomy and Physiology II (4)

BIO3400 Genetics (4)

BIO/CHM3550 Biochemistry (4)

#### **Supporting Courses:** 12 semester hours

CHM2410/Z Organic Chemistry I with laboratory (3/1)

MTH2320 General Statistics (4)

OR

MTH2700 Statistics for Research (4)

PSY3250 Lifespan Development (4)

#### **Selected Courses: Complete** 4 semester hours from the group of courses below:

BIO3830, 4830 Directed Study (1–4)

BIO2810, 3810, 4810 Special Topics in Biology (1-4)

BIO3940 Internship in Biology (1–4)

BIO3970 Research in Biology (1–4)

## History

### Bachelor of Arts

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

Those who love history constantly ask: “What can I do with a history major?” The answer is “Quite a lot!” Some history majors pursue a course of study that will bring them licensure to teach social studies at the secondary level. Others pursue satisfying career opportunities in such fields as museum and archival work, government, communications, publishing, law, historical administration, and the travel industry.

For students who are considering graduate school, the program is very effective in preparing students for the rigors of master’s or doctoral-level programs. AU graduates successfully compete for admission at the national and international level and have been accepted to outstanding graduate schools across the U.S. and abroad.

In addition to covering the essential bases, the history program is also highly individualized. Close relationships between students and faculty mentors are central to the program, and through coursework and on-campus activities and organizations, students have abundant opportunities to gain practical experience. Many also participate in independent study coursework to explore areas of particular interest.

Exciting off-campus experiences are available as well, including internships and study- abroad programs. Aurora University history students have interned at such places as the Aurora Historical Society, the Chicago Historical Society, Naper Settlement, and the National Archives in Washington D.C. Archives on campus, including the Doris M. Colby Memorial Archives and the Jenks Memorial Collection of Adventual Materials, as well as the Schingoethe Center for Native American Cultures, also enable students to do hands-on research and gain practical work experience.

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

**MAJOR IN HISTORY** — 40 semester hours

**Required Survey Courses: Complete 3 of the following courses -**

HIS1200 American History I (to 1877) (4)

HIS1210 American History II (since 1877) (4)

HIS1000 World History I (to 1500) (4)

HIS1010 World History II (since 1500) (4)

**Required Courses:**

HIS2200 Introduction to Historical Methods (4)

HIS3400 Problems in History (4)

HIS4990 Senior Seminar in History (4)

**Selected Courses:** Choose 16 semester hours with at least four semester hours in non-Western history, and at least 8 hours from courses numbered at the 3000-level or higher.

HIS/PHL2250 Ancient Philosophy: History of Philosophy I (4)

HIS2400 History of the Ancient Mediterranean World (4)

HIS2350 Africa in World History (4)

HIS2360 Black Chicago (4)

HIS2620 Russian History to 1917 (4)

HIS2630 Russian and Soviet History since 1917 (4)

HIS/REL2750 Topics in Religious History (4)

HIS/REL2760 Religion in America (4)

HIS2900 Topics in U.S., European, Non-Western or Latin American History (4) \*

HIS3050 American Urban History (4)

HIS3100 The African-American Experience (4)

HIS3120 History of African-American Masculinity (4)

HIS3150 Women in American History (4)

HIS3200 United States History since the 1960s (4)

HIS/BIO3410 Global Environmental History (4)\*\*

HIS/ART3360 Renaissance, Renovation and Revival (4)

HIS3450 Latin American History (4)\*

HIS3650 Hitler and the Nazi Revolution (4)

HIS3700 History of the Middle East (4)\*

HIS3750 History of East Asia (4)\*

HIS/REL3800 Reformation Europe (4)

HIS3900 Advanced Topics in U.S., European, Non-Western or Latin American History (4)\*

HIS4100 Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History (4)\*

HIS4940 History Internship (1–4)

\*Non-Western history courses. (HIS2900, HIS3900 and HIS4100 sometimes fulfill this requirement depending on the topic offered.)

\*\*Required selection for secondary education majors

## **MAJOR IN HISTORY for Secondary Social Studies Licensure — 99 semester hours**

### **Required Courses:**

HIS1200 American History I (to 1877) (4)  
HIS1210 American History II (since 1877) (4)  
HIS1000 World History I (to 1500) (4)  
HIS2200 Introduction to Historical Methods (4)  
HIS3400 Problems in History (4)  
HIS/BIO3410 Global Environmental History (4)  
HIS4990 Senior Seminar in History (4)

**Selected Courses:** Choose 12 semester hours with at least four semester hours in non-Western history, and at least 8 hours from courses numbered at the 3000-level or higher.

HIS/PHL2250 Ancient Philosophy: History of Philosophy I (4)  
HIS2400 History of the Ancient Mediterranean World (4)  
HIS2350 Africa in World History (4)  
HIS2360 Black Chicago (4)  
HIS2620 Russian History to 1917 (4)  
HIS2630 Russian and Soviet History since 1917 (4)  
HIS/REL2750 Topics in Religious History (4)  
HIS/REL2760 Religion in America (4)  
HIS2900 Topics in U.S., European, Non-Western or Latin American History (4) \*  
HIS3050 American Urban History (4)  
HIS3100 The African-American Experience (4)  
HIS3120 History of African-American Masculinity (4)  
HIS3150 Women in American History (4)  
HIS3200 United States History since the 1960s (4)  
HIS/ART3360 Renaissance, Renovation and Revival (4)  
\*HIS3450 Latin American History (4)  
HIS3650 Hitler and the Nazi Revolution (4)  
\*HIS3700 History of the Middle East (4)  
\*HIS3750 History of East Asia (4)  
HIS/REL3800 Reformation Europe (4)  
HIS3900 Advanced Topics in U.S., European, Non-Western or Latin American History (4)\*  
HIS4100 Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History (4)\*

HIS4940 History Internship (1–4)

**Courses Required for Secondary Education Licensure:**

HIS1010 World History II (since 1500) (4)

EDU2100 Foundations of Teaching and Learning (4)

EDU2260 Learning Theories and Application K-12 (4)

EDU3720 Reading Across the Curriculum (4)

EDU3620 Teaching and Assessing Diverse Learners in the Secondary Classroom (4)

SBS3820 Secondary Methods in Social Studies (4)

SPED2120 Characteristics and Identification of Disabilities and the Law (4)

SPED4620 Collaboration Models for Inclusion (4)

ECN2030 Principles of Economics (4)

PSC1300 Introduction to U.S. Government (4)

SOC1100 Introduction to Society (4)

EDU4750 Student Teaching (13)

EDU4760 Student Teaching Seminar (2)

\*Non-Western history courses. (HIS2900, HIS3900 and HIS4100 sometimes fulfill this requirement depending on the topic offered.)

\*Refer to the Secondary Education-Supplemental Major section for details about the included Education and Social Studies Licensure requirements.

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## Homeland Security Minor

### 20 semester hours

The minor in homeland security is built on the existing body of knowledge in homeland security and emergency management as well as developing research, with an emphasis on lessening the impacts of disasters on society's most vulnerable citizens. The proposed minor prepares students for public service and partnership with the local community (private, nonprofit and public), and will provide opportunities for students

to transfer acquired skills into the work environment, thereby contributing to economic development and a society more prepared to meet hazards, emergencies, terrorist threats or disasters.

**Required Courses:** 8 semester hours

CRJ3200 Homeland Security (4)

CRJ3350 Terrorism and Counterterrorism (4)

**Selected Courses:** Choose 12 semester hours\*

CRJ2400 Principles of Emergency Management (4)

CRJ3100 Security Leadership (4)



CRJ3550 Cyber Crime Investigations (4)  
CRJ4400 Introduction to Intelligence Policy (4)

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## Human Animal Studies

### Bachelor of Science

The Human-Animal Studies Major is an interdisciplinary major designed to give students a variety of skills allowing them to become professionals in animal related fields. After a core of courses addressing the human animal bond and animal care, as well as business and psychology, in the third year of study students will choose either the Animal Assisted Therapy Track, or the Animal Welfare Track. Each track involves more interdisciplinary courses, and each requires a semester long four credit hour internship. Experiential learning and a familiarity with the relevant literature is addressed throughout the program.

**Required Core Courses:** 24 semester hours

HAS1200 Animal Science (4)  
HAS2210 Animals in Society (4)  
HAS3200 Animal Welfare (4)  
HAS3300 Prevention and Control of Animal and Zoonotic Diseases (4)  
MTH2320 General Statistics (4)  
PSY1100 General Psychology (4)

**Professional Track Courses:** Choose a track for 16 semester hours

**Therapy Track:**

SPED2120 Characteristics and Identification of Disabilities and the Law (4)

OR

PSY3460 Exceptional Individual (4)

REC 2250 Therapeutic Recreation for Special Populations (4)

OR

REC2400 Recreation as a Therapeutic Intervention (4)

SWK3600 Animal Assisted Therapy (4)

HAS3940 Internship I (4)\*

**Welfare and Bonding Track:**

CRJ3320 Forensic Investigations Involving Animals (4)

HAS3400 Animals in Public Policy (4)

HAS3500 Behavior, Training and Rehabilitation of Animals (4)

HAS3940 Internship I (4)

\*The internships could be combined with the beginning of PATH Certification classes (the “teachers” of Therapeutic Riding) or the minor at GWC.

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## Latin American and Latino/a Studies Minor

**20 semester hours**

**Required Courses:** 16 semester hours

LTS1200 Introduction to Latino Cultural Studies (4)

LTS3200 Contemporary Latin American Politics (4)

HIS3450 Latin American History (4)

LTS4800 Introduction to Community-Based Research (4)

**Selected Course:** Choose one course:

LTS1300 Latinos and Latinas in the United States (4)

LTS2100 Latina Writers (4)

SPN1120 Elementary Spanish I (4)

SPN1220 Elementary Spanish II (4)

SPN2200 Intermediate Spanish I (4)

SPN2300 Intermediate Spanish II (4)

SPN3600 Latin American Civilization and Culture (4)

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## Leadership Studies

### Bachelor of Arts

*Not Accepting Students at this Time*

The Leadership Studies program is a multidisciplinary program that includes coursework exposing students to potential careers in business and social services sectors, with specific focus on nonprofit leadership and foreign service. The focus of this program is in various service-oriented disciplines while preparing students for leadership positions in both local communities and globally. Courses concentrate on both the theoretical and applied areas of leadership strategies, group work and community development, ethics and morality, and globalization. Leadership Studies majors will develop valuable skills in the areas of communication, conflict management and negotiation, teamwork, and ethical decision making, allowing students a diversified skill set to be applied toward multiple career paths.

Students enrolled in this program complete a Leadership Studies core curriculum of study along with choosing between two concentrations: Global Service and Nonprofit

Leadership. Students choosing Global Service will take courses focusing on intercultural competence and specific service work sectors, including health, education, and the environment. In partnership with the United States Peace Corps, students enrolled in this concentration will be completing requirements toward a *Peace Corps Prep* certificate, a vital first step to successful entry into the United States Peace Corp. Students choosing the Nonprofit Leadership concentration will take courses on nonprofit governance, strategic management, professional communication, and financial resource development. In partnership with the Nonprofit Leadership Alliance, students completing coursework in this program will be eligible to apply for the Nonprofit Leadership Alliance's *Certified Nonprofit Professional (CNP)* credential.

**Required Core Courses:** 24 semester hours

*Leadership Studies majors must complete all of the following courses in addition to those identified in the concentrations:*

LED1500 Foundations of Leadership (4)  
LED2100 Leadership Ethics (4)  
COM3200 Persuasion and Consumer Culture (4)  
LED3880 Leadership Principles in Practice (4)  
SOC3480 Globalization and Social Change (4)  
LED4940 Leadership Studies Internship (4)  
OR  
LED4990 Applied Leadership Studies Capstone (4)

**Choose One of Two Concentrations:**

**Nonprofit Leadership concentration:** 16 semester hours

*This concentration is appropriate for students seeking to apply for external Certification as a Nonprofit Professional (CNP), conferred by the Nonprofit Leadership Alliance.*

COM1550 Professional Communication (4)  
OR  
COM 2240 Public Relations (4)  
ACC2010 Principles of Financial Accounting (4)  
OR  
ACC2020 Principles of Managerial Accounting (4)  
LED2320 Introduction to Nonprofit Leadership (4)  
BUS4200 Not-for-Profit Strategic Management (4)

**Global Service Concentration:** 20 semester hours

*This concentration is appropriate for students engaged in Peace Corp preparation or other forms of preparation for foreign service.*

There are three parts that each student must complete to fulfill the requirements of the

Global Services concentration.

**Part 1 - Complete any two (2) of the following intercultural competence courses:**

8 semester hours

LTS1200 Introduction to Latino Cultural Studies (4)

LTS3200 Contemporary Latin American Politics (4)

ENG3520 Racial and Ethnic Themes in Literature (4)

COM3500 Intercultural Communication (4)

HIS3100 The African American Experience (4)

HIS3450 Latin American History (4)

SOC1100 Introduction to Society (4)

SOC2150 Cultural Anthropology (4)

SOC2250 Social Inequalities (4)

SOC/CRJ3510 Human Rights and Responsibilities (4)

SPN3600 Latin American Civilization & Culture (4)

**Part 2 - Complete a minimum of three (3) courses from one of the following areas of focus: Education, Health, or Environment:** 12 semester hours in the same track

**Global Service Concentration - Education Track**

PED1510 Foundations of Teaching K-12 Physical Education (2)

PED2510 K-12 Learning through Fitness Activities (4)

PED2520 K-12 Learning through Sport Activities (4)

EDU2100 Foundations of Teaching and Learning (4)

EDU2260 Learning Theories and Application K-12 (4)

EDU3110 Foundations for Language Minority Education (2)

EDU3120 Methods and Materials for Teaching ESL (4)

EDU/ENG3180 Multicultural Literature for Children (2)

EDU3350 Democracy, Diversity and Social Justice for Teachers (4)

**Global Service Concentration - Health Track**

PED1200 Fitness for Life (2)

HED1500 Health Behaviors & Social Responsibility (2)

HED3260 Strategies in Health Promotion (4)

HED3300 Planning for Health Education (4)

SWK2050 Drugs and Human Behavior: Substance Abuse Eval. & Treatment (4)

BIO1060 Human Biology (4)

BIO2080 Nutrition & Health Promotion (4)

BIO/SOC3700 Politics of Global Health & Medicine (4)

PSY1100 General Psychology (4)

PSY3250 Lifespan Development (4)

PSY3430 Gender, Sexuality and Society (4)

**Global Service Concentration - Environment Track**

BIO1220/1220Z Biology of Organisms/Biology of Organisms Lab (4)

BIO2200 Humans and the Environment (4)

BIO2350/2350Z Introduction to Botany/Introduction to Botany Lab (4)  
BIO3370 Conservation Biology (4)  
BIO3510 Ecology (4)

**Part 3 - Complete two (2) foreign language courses at or above the 2000-level or test out at a strong intermediate proficiency level.**

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## Leadership Studies Minor

*Not Accepting Students at this Time*

### **20 semester hours**

The minor in Leadership Studies is a good compliment to any major, as it brings the academic training needed to compliment any undergraduate's major area of study. The minor provides an introduction to the foundational principles needed for future leadership in a student's chosen career.

**Required Courses:** 12 semester hours

LED1500 Foundations of Leadership (4)  
LED3880 Leadership Principles in Practice (4)  
PHL 3150 Professional Ethics (4)  
OR  
PHL 3200 Business Ethics (4)

**Selected Courses:** Choose 8 semester hours

COM3200 Persuasion and Consumer Culture (4)  
LED2320 Introduction to Nonprofit Leadership (4)  
LED3810 Special Topics in Leadership Studies (4)  
LED4240 Leadership Studies Field Experience (4)  
LED4940 Capstone in Leadership Studies (4)  
SOC3480 Globalization and Social Change (4)

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## Marketing

### **Bachelor of Science**

Marketing is a fundamental activity in corporate and not-for-profit organizations. The emphasis on metrics, cost-effective operations, value delivery systems, customer satisfaction and brand loyalty in today's economy make marketing a priority in all business settings. The marketing major prepares students for careers in digital

marketing, product development, brand management, advertising, personal selling and consumer research. Students considering a career in creative advertising are encouraged to complete a minor in communication or art. Practical application of marketing theory is highlighted in the required professional internship experience in the marketing field. .

## **Marketing Major – Traditional Program**

**Required Discipline Courses:** 24 semester hours

MKT2300 Principles of Marketing (4)  
MKT3320 The Professional Sales Process (4)  
MKT3350 Consumer Behavior (4)  
MKT3370 Integrated Marketing Communication (4)  
MKT3610 Internet Marketing (4)  
MKT4350 Marketing Research (4)

**Required Support Course:**

MTH2320 General Statistics (4)

**Selected Courses:** Choose three additional courses:

BUS3880 Travel Study (4) *\*\* with departmental approval*  
COM2850 Visual Communication (4)  
MKT3360 Sales Management and Motivation (4)  
MKT3380 Sales Prospecting & Lead Generation (4)  
MKT3810 Special Topics in Marketing (4)  
MKT3940 Marketing Internship (4)\*  
MKT4610 Social Media Marketing (4)

\*The internship experience must be completed during the junior or senior year.

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## **Mathematics**

*Note: All entering students without accepted transfer work at the level of college algebra (or the equivalent in contemporary mathematics) or above, must complete the Aurora University Mathematics Competency Examination. Successful completion of the Mathematics Competency Examination meets the Aurora University General Education mathematics requirement. Additional coursework in mathematics may be required as prerequisites to courses in specific majors.*

## **Bachelor of Science**

The mathematics program is designed for students interested in entering careers in business and industry requiring strong analytical and problem-solving skills, or pursuing graduate degrees in mathematics or other disciplines requiring a robust background in the mathematical sciences. Three emphases are available if students wish to focus on a particular area of mathematics, which including statistics, pure and applied mathematics. Career areas for which the mathematics major is appropriate preparation include actuarial science, computer science, operations research, and a variety of research and engineering applications. Students considering pursuing a mathematics degree should plan to begin the calculus sequence as early as possible in their college careers.

**Total Mathematics Major Requirements:** 44 semester hours

**Required Courses:** 28 semester hours

MTH2210 Calculus I (4)

MTH2220 Calculus II (4)

MTH2230 Calculus III (4)

MTH3240 Probability and Statistics I (4)

MTH3250 Linear Algebra (4)

MTH3270 Discrete Mathematics (4)

MTH4990 Senior Capstone in the Mathematical Sciences I (2)

MTH4991 Senior Capstone in the Mathematical Sciences II (2)

**Selected Courses:** Choose 12 semester hours\*

CSC2650 Data Structures and Algorithms (4)

MTH2810, 3810, 4810 Selected Topic in Mathematics (4)

MTH3200 Actuarial Mathematics I (4)

MTH3260 Probability and Statistics II (4)

MTH3280 Biostatistics (4)

MTH3300 Differential Equations (4)

MTH3320 Modern Geometry (4)

MTH3350 History of Mathematics (4)

MTH3490 Numerical Analysis (4)

MTH3505 Data Science I: Analysis and Modeling (4)

MTH3590 Business Analytics (4)

MTH4450 Abstract Algebra (4)

MTH3830, 4830 Directed Study (1–4)

MTH4260 Number Theory (4)

MTH4300 Introduction to Real Analysis (4)

MTH4970 Research in Mathematics (1–4)

MTH4980 Independent Study (1–4)

**Other Required Courses:** 4 semester hours

CSC1700 Introduction to Computer Programming (4)

*Students may choose to focus their study of mathematics by following one of the following three emphases:*

**Pure Mathematics Emphasis:** Fulfilled by taking the three selected courses.

This is especially appropriate for students wishing to pursue graduate studies in mathematics.

MTH3320 Modern Geometry (4)

MTH4300 Introduction to Real Analysis (4)

MTH4450 Abstract Algebra (4)

**Applied Mathematics Emphasis:** Fulfilled by taking the three selected courses. This is especially appropriate for students wishing to pursue careers in business and industry or applied graduate degrees.

MTH3300 Differential Equations (4)

MTH3490 Numerical Analysis (4)

MTH4300 Introduction to Real Analysis (4)

**Statistics Emphasis:** Fulfilled by taking the three selected courses.

This is especially appropriate for students wishing to pursue careers in quantitative analysis or a graduate degree in statistics.

MTH3200 Actuarial Mathematics I (4)

MTH3260 Probability and Statistics II (4)

MTH3505 Data Science I: Analysis and Modeling (4)

## **Major in Mathematics — Secondary Education Licensure**

The mathematics program with secondary licensure is for students seeking teacher certification in mathematics at the pre-college level. This degree prepares students with a strong background in analytical and problem-solving skills that allows them to be successful in the classroom. Students considering pursuing a mathematics degree should plan to begin the calculus sequence as early as possible in their college careers.

**Total Mathematics Major for Secondary Licensure Requirements:** 87 semester hours\*

**Required Core:** 40 semester hours

MTH2210 Calculus I (4)

MTH2220 Calculus II (4)

MTH2230 Calculus III (4)

MTH3240 Probability and Statistics I (4)

MTH3250 Linear Algebra (4)

MTH3270 Discrete Mathematics (4)

MTH3320 Modern Geometry (4)

MTH3820 Methods for Teaching Secondary Mathematics (4)

MTH4260 Number Theory (4)



MTH4450 Abstract Algebra (4)

**Other Required Course:** 4 semester hours

CSC1700 Introduction to Computer Programming (4)

**Required Education Courses\*:**

EDU2100 Foundations of Teaching and Learning (4)

EDU2260 Learning Theories and Application K-12 (4)

EDU3720 Reading across the Curriculum (4)

EDU3620 Teaching and Assessing Diverse Learners in the Secondary Classroom (4)

SPED2120 Characteristics and Identification of Disabilities and the Law (4)

SPED4620 Collaboration Models for Inclusion (4)

EDU4750 Student Teaching (13)

EDU4760 Student Teaching Seminar (2)

MTH3820 Secondary Methods in Mathematics (4)

\*Refer to Secondary Education Supplemental Major for details about requirements.

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## Mathematics Minor

### 20 semester hours

**Required Courses:** 12 semester hours

MTH2210 Calculus I (4)

MTH2220 Calculus II (4)

MTH2230 Calculus III (4)

**Selected Courses:** 8 semester hours

Choose additional courses offered in the mathematics program at the 3000-level or above, excluding MTH2810/3810/4810, MTH3820, MTH3830/4830, MTH4970, MTH4980, MTH4990 and MTH4991.

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## Museum Studies Minor

### 20 semester hours

The Aurora University museum studies minor is designed to train students for entry-level jobs in museums and to prepare them for graduate school. It is designed to fit

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with the student's major area of study. The core courses provide a working knowledge and historic foundation of the role of museums in society and the variety of jobs held by museum professionals. The program offers extensive opportunities for experiential learning through practical application and internships in area museums and in the collections of Aurora University: The Schingoethe Center for Native American Cultures and the Jenks Memorial Collection of Adventual Materials. Students majoring in history, art, English, education, and the sciences may desire a minor in museum studies.

**Required Courses:** 8 semester hours

MST1110 Introduction to Museum Studies (4)

MST3940 Internship in Museum Studies (4)

**Selected Courses:** Choose 8 semester hours

MST2200 Museum Exhibitions (4)

MST2250 Museum Methods (4)

MST2300 Museum Education (4)

**Additional Selected Course:** Choose 4 semester hours

ART1210 Two-Dimensional Design (4)

ART2100 Introduction to Drawing (4)

ART1310 Three-Dimensional Design (4)

ART2500 Art History: Prehistoric to Medieval (4)

ART2530 Introduction to Native American Art (4)

ART2600 Art History: Renaissance to Contemporary(4)

COM3250 Digital Design for Print and the Web (4)

COM3500 Intercultural Communication (4)

HIS1200 American History I (4)

HIS1210 American History II (since1877) (4)

HIS2500 Western Civilization I (4)

HIS2550 Western Civilization II (4)

HIS3300 The American West (4)

SOC2150 Cultural Anthropology (4)

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## Music

### Bachelor of Arts

Music is an extraordinary intellectual discipline that combines creativity, technique, historical awareness and a fascinating perpetual investigation of the human condition.

The faculty of the Music Department at Aurora University is committed to providing students with solid academic scholarship and continuing opportunities to learn about and appreciate the many facets that music presents as a discipline.

The Music Department offers all Aurora University students the opportunity to develop a refined understanding and appreciation of music, while providing its majors with serious, sustained and comprehensive musical training. For students focusing their academic studies in music, Aurora University offers a Bachelor of Arts degree with a broad-based core that combines the study of music history, music theory and performance. Music students may choose between vocal and keyboard studies. The major was created to offer flexibility for students who wish for greater elective choice or the possibility of combining music with another major. Beyond the stated requirements, there are many electives students can choose to amplify and define the degree. For the fulfillment of the degree, the department offers a wide range of music courses, various collaborative activities, numerous performance opportunities, and impressive performance halls, including the stunning Crimi Auditorium which offers superb acoustics and is the on-campus venue for most concerts performed by guest artists, music faculty and students. This artistic environment provides a rich educational context where students have the potential to achieve the highest results and develop into professional musicians and well-rounded artists.

The experiential learning at Aurora University gives students the tools they need to hold leadership positions in the field of private music instruction, music performance as a soloist and collaborator, music administration and myriad other ways in which musically trained professionals can enrich the lives of others.

**Total Music Major Requirements:** 49 semester hours

**Required Music Courses:**

MUS1070 Recital Attendance (0) (P/F for all semesters enrolled)

MUS2600 Musicianship I (4)

MUS2610 Musicianship II (4)

MUS2620 Musicianship III (4)

MUS2630 Musicianship IV (4)

MUS3400 Conducting (2)

MUS3410 Music History I (4)

MUS3450 Music History II (4)

MUS3510 Music History III (4)

MUS4100/4300 Vocal/Keyboard Pedagogy (2)

MUS4990 Recital/Senior Capstone (1)

8 semester hours of Ensemble (1 each) (*Ensemble must be approved by Music Department faculty*)

7 semester hours of Applied Music Courses (see course descriptions)

Pianists must take one semester of Choral Ensemble and MUS2300 Accompanying (1). Vocalists must take two semesters of Applied Piano Study (.5 hours each) or placement by instructor permission.

**Music lessons:** For courses in the list below, applied music study is offered in the form of a weekly individual lesson for either .5 semester hour for one 30-minute

lesson or 1.0 semester hour for one 60-minute lesson (except where noted). A final jury examination is required. Applied lessons may require attendance at studio classes and/or live concerts, some of which may be off-campus and/or evenings with additional ticket charges. Instructor or department chair approval is required for a student to confirm their registration in lessons.

MUS1410 Beginning Classical Guitar (.5 semester hours only)

MUS2200 Applied Piano for Non-Majors

MUS2030 Applied Voice for Non-Majors

MUS2230 Applied Woodwinds

MUS2240 Applied Brass

MUS2250 Applied Strings

MUS2260 Applied Classical Guitar

MUS2270 Applied Organ

MUS3030 Intermediate Applied Voice

MUS3200 Intermediate Applied Piano

MUS4030 Advanced Applied Voice

MUS4200 Advanced Applied Piano

**Recommended Electives:**

MUS2100 Diction for Singers I (2)

MUS2110 Diction for Singers II (2)

MUS3130 Vocal Literature (2)

MUS3330 Keyboard Literature (2)

MUS3500 Applied Conducting (1)

MUS4400 Audio Recording and the Business of Music (2)

MUS1930 Additional ensembles - Opera Workshop, Chamber Choir, AU Band

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## Music Minor

### 20–24.5 semester hours

**Required Courses:**

MUS2600 Musicianship I (4)

MUS2610 Musicianship II (4)

**Selected Courses:** Choose two courses

MUS3410 Music History I (4)

MUS3450 Music History II (4)

MUS3510 Music History III (4)

**Ensemble Requirement:**

Four semesters of Ensemble approved by faculty. Pianists may use Accompanying as their ensemble.

**Applied Music Requirement:**

Four semesters of a single instrument or voice course (.5 or 1 semester hour per semester) plus MUS2200 Applied Piano for non-majors or above with instructor permission (.5)

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## **Musical Theatre**

### **Bachelor of Arts**

It is the belief of the AU theatre faculty that the best musical theatre artist will develop through a combination of rigorous interdisciplinary study and performance opportunities.

A professional career in musical theatre begins with a core understanding and practical application of acting, vocal performance, musicianship and dance. In professional quality productions and in musical theatre specific classes, students will learn and develop the skills needed for a career in musical theatre and a variety of other arts and non-arts affiliated fields. As students progress through the program, faculty will work collaboratively with them to prepare them for entrance into the world of performing arts, graduate study, and/or any career goal that could be enhanced with musical theatre training.

On stage, students are provided the opportunity to be involved in high caliber productions and work directly with professional directors, designers and other theatre artists and musicians. The theatre department explores a variety of themes and styles in these productions while maintaining a very high standard for everyone involved. Each year students and faculty also participate in many other special activities, such as student productions, collaborations with the music department and special events on campus. A student's activity level is only limited by his or her desire to be involved.

Musical Theatre students must also be actively involved in productions presented by the department. Each musical theatre major must substantially participate in at least four main stage productions (and at least one of those must include backstage work). Quality of student participation will be gauged by theatre faculty and will be assessed as part of annual reviews.

Students are also required to complete an annual review. For transfer students, the first review must be completed upon entry into the program. In these reviews, the students present musical theatre audition packages. Faculty members work with the students to improve their presentation skills and discuss their progress in the program and their future goals. Students are also given the opportunity to provide feedback about the program. In their final semester, all majors complete an exit interview as a

final step toward future employment.

**Required Courses:** 63 semester hours

THE1300 Introduction to Acting (4)

THE1500 Stagecraft I (4)

THE2300 Scene Study for the Actor (4)

THE2310 Voice and Movement for the Actor (4)

THE2400 Introduction to Musical Theatre Performance (4)

THE2440 Musical Theatre Dance Styles I (2)

THE3400 Musical Theatre Scene Study (4)

THE3440 Musical Theatre Dance Styles II (2)

THE3640 Musical Theatre History (4)

THE4440 Musical Theatre Dance Styles III (2)

THE4900 Senior Capstone Preparation (1)

THE4990 Senior Capstone (3)

MUS2030 Applied Voice (8) (1 credit per semester x 8 semesters)

MUS1910 University Chorale (4) (1 credit hour per semester x 4 semesters)

MUS2200 Applied Piano (1)

MUS2600 Musicianship I (4)

MUS2610 Musicianship II (4)

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## Nursing

### Bachelor of Science in Nursing

*This major is available on the Aurora and George Williams College campuses.*

### RN to BSN Completion Track

*This major is available in the AU Online format.*

The School of Nursing offers the Bachelor of Science in Nursing (B.S.N.) degree. Successful completion of the degree qualifies graduates to take the National Council Licensure Examination-RN (NCLEX-RN), required for licensure as a registered professional nurse (R.N.).

The nursing degree program has a competitive, program-specific admission process for a limited number of seats. Nursing admission and progression policies are detailed in the annual School of Nursing Baccalaureate Student Handbook. Program requirements include, but are not limited to, fingerprint criminal background check(s) and drug screening(s), documentation of immunizations/immunity to vaccine-preventable diseases and other health requirements, health insurance, core performance standards, Heart Association healthcare provider CPR certification,

clinical attire and equipment requirements, program-specific expenses and fees, and access to private transportation.

Deadlines for admission are found on the nursing web page.

### **BSN Program (Pre-licensure) Admission**

Aurora University offers a Bachelor of Science in Nursing (BSN) degree program. Further application information, including application deadlines, are located on the Aurora University BSN admission website. Two admission tracks are available for the pre-licensure BSN degree option:

- Direct admission for Aurora University students in their senior year of high school who are accepted at Aurora University and
- Admission for Aurora students/transfer students.

### **Admission Requirements for Freshman Direct Admission**

In addition to the Aurora University undergraduate admission requirements, students applying to the direct admission to nursing are required to meet the following:

- Be incoming Aurora University - high school senior
- A minimum composite ACT score of 23 or composite SAT-R score of 1130-1150,
- A minimum ACT math subscore of 23 or SAT-R math subscore of 560, and
- A minimum of an unweighted high school grade point average (GPA) of 3.2 or above (on a 4.0 scale).

Every direct admission student will maintain placement in the BSN degree program, provided the student meets the following criteria at the time the student begins the clinical nursing courses:

- A minimum grade point average (GPA) of 2.75 and
- All prerequisite courses taken must be completed with a “C” or higher prior to the time of review of the applicant’s file for entry into the clinical courses in the BSN degree program. Courses taken after review of the applicant’s file and prior to the beginning of the clinical nursing courses must be completed with a “C” or better.

If a student does not maintain these qualifications, he/she will lose direct admission status and will be required to apply to the competitive application process for admission to the BSN degree program.

### **Admission Requirements for Aurora students/transfer students**

There is a competitive, program-specific admission process for a limited number of seats in the BSN program for Aurora students or transfer students. All applications from Aurora students or transfer students are reviewed for acceptance by the Nursing Admission, Policies, and Standards Committee.

In addition to the Aurora University undergraduate admission requirements, students applying to the BSN degree program are required to meet the following:

- A minimum grade point average (GPA) of 2.75/4.0 scale or 3.42/5.0 at Aurora University or other accredited higher education institution.
- All prerequisite courses taken must be completed with a “C” or higher prior to the time of review of the applicant’s file for entry into the BSN degree program. Courses taken after provisional admission and prior to the beginning of the clinical nursing courses must be completed with a “C” or better.
- All science prerequisites must have been completed within the last ten years.
- Complete the TEAS (ATI) examination. Applicants may take the TEAS (ATI) exam twice in one year (that is, January – December), with at least 90 days in between test dates. The most recent score will be used for the file review.
- An interview may be requested at the discretion of the School of Nursing Admissions, Policies, and Standards Committee.
- Applicants who are graduates of foreign secondary schools where the primary language is not English must obtain a composite score of at least 550 (or a 213-220) on the computer-based test from the Test of English as a Foreign Language (TOEFL) or ESL Level 109.
- The Nursing Admission, Policies, and Standards Committee does not deny an applicant because of an occasional “W” on his/her transcript. If an applicant has a pattern of excessive withdraws and/or course repeats, an interview may be requested.
- Students are required to have successfully completed 60 SH prior to entering the nursing program. Of those 60 SH, a maximum of 20 SH remaining will be allowed at the time the applicant’s file is reviewed for admission the semester prior to beginning clinical courses (i.e., 12 SH fall or spring & 8 SH summer).

#### TEAS Examination

For applicants ‘convenience, Aurora University offers the TEAS exam monthly. However, applicants planning on taking the TEAS elsewhere will need to fill out a [request form](#) and submit it to the Nursing Clinical and Credential Coordinator for approval at least 48-72 hours before taking the TEAS exam.

#### **Admission Requirements for Post-Licensure (RN to BSN) Option in the BSN Program**

A BSN degree completion option is available to registered nurses with an associate’s degree or diploma in nursing. Coursework is offered online and is designed to build on prior education. Following admission to Aurora University, RN to BSN applications are reviewed for acceptance by the Nursing Admission, Policies, and Standards Committee to the School of Nursing.



Registered nurses applying to the BSN degree completion option program are required to meet the following:

- A minimum grade point average (GPA) of 2.5/4.0 scale.
- Hold and maintain a current, active unrestricted license to practice as a RN in the student's state of residence throughout the program.

Registered nurses completing the BSN completion option earn 40 semester hours as block credit in the transfer evaluation process for prior nursing education.

Provisional admission status may be granted by the Nursing Admission, Policies, and Standards Committee to a student preparing to take the NCLEX exam. Full admission to the BSN degree completion option will occur when the student presents to the Nursing Admission, Policies, and Standards Committee an unrestricted RN license and evidence of earning at least a 3.0 grade point average (GPA) in the first two nursing courses completed.

Conditional admission status may be granted by the Nursing Admission, Policies, and Standards Committee to a student whose cumulative grade point average (GPA) completed in their associate's degree program falls in the range of 2.0-2.49. Students may be required to take two non-nursing (3-4 credit non-remedial/transferable) courses at Aurora University and obtain a 3.0 grade point average (GPA) prior to progressing in the program.

Note: Additional information about the program and policies are contained in the annual School of Nursing Baccalaureate Student Handbook.

## **Nursing Major – Pre-licensure Program**

**BSN Core Course Prerequisites:** 40 semester hours\*

BIO1210/Z Biology of Cells (4)

OR

BIO1310 Biology of Cells for Nursing (4)

BIO2280 Microbiology (4)

BIO2660 Anatomy and Physiology I (4)

BIO2670 Anatomy and Physiology II (4)

BIO3050 Pathophysiology (4)

CHM1200 Principles of Chemistry (4)

MTH2320 General Statistics (4)

NUR1214 Professional Nursing, Culture, and Health Care (4)\*\*

PSY1100 General Psychology (4)

PSY3250 Lifespan Development (4)

\*All pre-requisite courses must be taken prior to beginning 3000-level nursing courses.

\*\* this course will be waived for all students who transfer in 15 or more credits earned post-high school graduation.

**Nursing Course Requirements:** 59 semester hours

NUR3000 Introduction to Professional Nursing (3)  
NUR3100/Z Principles of Nursing I (6)  
NUR3110/Z Principles of Nursing II (6)  
NUR3160 Pharmacological Concepts (4)  
NUR3260/Z Health Assessment, Education, and Promotion (4)  
NUR3400/Z Psychiatric/Mental Health Nursing (5)  
NUR4050 Nursing Research (3)  
NUR4200/Z Nursing: A Global Community Outlook (4)  
NUR4300/Z Medical Surgical Nursing I: Collaborative Practice in Health and Illness (7)  
NUR4500/Z Nursing Care of the Family (7)  
NUR4600 Leadership Ethics & Policy (3)  
NUR4605 NCLEX Review (1)  
NUR4800/Z Medical Surgical Nursing II: Collaborative Practice in Health and Illness (6)

**Nursing Major – RN to BSN Program**

**Requirements for Registered Nurse Students:** Forty (40) semester hours for prior nursing education are received as block credit in the transfer evaluation. RN to BSN completion students complete the core requirements as part of their degree completion program or in transfer equivalency.

**Core Course Requirements:** 24 semester hours

BIO3050 Pathophysiology (4)  
MTH2320 General Statistics (4)  
PSY3250 Lifespan Development (4)  
IDS3040 Global Justice (4)\*

**Eight semester hours from the following:** Human Biology, Microbiology, Biology of Cells, Anatomy and Physiology I and II or course equivalency (8)

**RN to BSN Course Requirements:** 30 semester hours

NUR3015 Introduction to Nursing Informatics (4)  
NUR3030 Dimensions of Professional Practice (4)  
NUR3280/Z Health Assessment, Education and Promotion (4)  
NUR4060 Nursing Research/RN (4)  
NUR4620 Leadership and Management/RN (6)  
NUR4780 Ethical, Cultural, and Policy Considerations in Healthcare (4)  
NUR4850 Nursing: A Global Community Outlook/RN (4)

\*Waived for students who hold an associate's (AA/AS) degree from a regionally accredited college or who have completed the IAI core or who have 60 or more hours of transfer credit accepted by Aurora University

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# Parks and Recreation Leadership

## Bachelor of Science

The parks and recreation field involves managing and leading the recreation programs and business operating systems in settings such as community, state and national parks, resorts, youth camps, college campuses, assisted living centers, outdoor education centers and nature centers. The Parks and Recreation Leadership program prepares students to design, manage and lead recreation programs in all of those settings. The program enables students to develop core values of integrity, citizenship, excellence and lifelong learning and acquire foundational parks and recreation knowledge and skills. Additionally, the development of critical thinking, written and oral communication skills are addressed throughout the curriculum.

**Required Courses:** 48 semester hours of coursework and internship

REC1750 Practicum in Outdoor Living Skills (4)

REC1760 Leisure and Society (4)

REC2220 Recreation Leadership (4)

REC2500 Working with Diverse Populations in Parks and Recreation (4)

REC3330 Recreation Programming (4)

REC3990 Recreation Administration: Issues and Ethics (4)

REC3400 Outdoor Recreation and Education (4)

REC3500 Outdoor Recreation Skills I (4)

REC3510 Outdoor Recreation Skills II (4)

REC4400 Camp and Outdoor Center Administration (4)

REC4780 Parks and Recreation Leadership Internship (4)

REC4980 Senior Seminar in Parks and Recreation Leadership (4)

**Required Supportive Courses:** 12 semester hours

BIO2200 Humans and the Environment (4)

PSY3250 Lifespan Development (4)

MTH2320 General Statistics (4)

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# Philosophy

## Bachelor of Arts

Philosophy is the study of the grounds of knowledge about ourselves, our world and

our values. As the most fundamental of the sciences, it seeks answers to the most profound questions of human existence through the use of rational argument. Aurora University's major in philosophy serves students whose personal or professional interests would be furthered by careful training in close reading, critical analysis, logical reasoning, effective argumentation, and broad and creative thinking.

The major emphasizes study in the history of philosophy, offering students a comprehensive grasp of the major thinkers and themes of the past two and a half millennia. It is designed to foster a deepened understanding of the contexts and issues that have shaped our thinking, while training students to approach philosophical questioning with insight, rational acuity and intellectual rigor.

The philosophy major is an excellent preparation for careers in law, politics, medicine, public service and business, as well as for those who aim to pursue graduate studies in the field. Because of its focus on understanding the roots and contexts of ideas, the major also offers itself as a useful complement to other studies in the sciences and humanities.

**Required Courses:** 20 semester hours

PHL1200 Logic (4)

PHL/HST2250 Ancient Philosophy: History of Philosophy I (4)

PHL3300 Modern Philosophy: History of Philosophy II (4)

PHL3350 History of Philosophy III (4)

PHL4990 Senior Seminar in Philosophy (4)

**Selected Courses:** Choose 12 semester hours with at least one class at the 3000-level or higher

PHL1100 Problems of Philosophy (4)

PHL2100 Ethics (4)

PHL2200 Introduction to Political Theory (4)

PHL/ART2700 Art and Philosophy (4)

PHL/REL3100 Philosophy of Religion (4)

PHL3150 Professional Ethics (4)

PHL3200 Business Ethics (4)

PHL3400 The Good Life (4)

PHL3500 Philosophy of Love and Sex (4)

PHL3600 Analytic Philosophy (4)

PHL3800 Special Topics in Philosophy (4)

PHL/PSC4650 Classics in Political Philosophy (4)

PHL/PSC4660 Modern Political Philosophy (4)

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## Physical Education

### Bachelor of Arts — Special Teaching Licensure K-12 Major

The preparation of a competent and caring physical educator is accomplished through a comprehensive curriculum requiring a rigorous, interdisciplinary academic program. The learning environment, inclusive of classroom and field experiences, is structured to develop within the individual, measurable behaviors in effective communication, critical thinking, problem solving, creative planning, and leadership skills. Student development is nurtured through close, personal contact with faculty in an authentic learning environment, characterized by opportunities for applied learning and dynamic delivery systems based upon learner needs and characteristics. Students who desire to teach physical education must possess a strong commitment to meeting the learning needs of the “whole child” through physically oriented activities that are appropriate for the age, ability, capability, and interests of their students. The Physical Education Teacher Licensure K–12 program is closely aligned with the School of Education and promotes the philosophy of “Achieving Excellence in Teaching and Learning through Professional Education Communities.” This major encompasses an endorsement in middle school health education. Majors will engage in clinical experiences at the elementary, middle school and high school levels.

The Physical Education major leads to a Professional Educator License (PEL). A Physical Education major must satisfy requirements for both the state and the university in both Physical Education and General Education. It is therefore essential that the entering freshman and transfer students work closely with an academic advisor from the Crouse Center in order to ensure that all course requirements will be met, and for all candidates to understand that some courses will only be offered in fall and some courses offered only in spring semester. It is advisable for students to work toward fulfillment of state requirements early in their academic careers, in particular, passing the Illinois Test of Academic Proficiency (TAP), OR having an ACTPlus Writing score of :

If ACTPlus Writing completed on / after 9/10/16:

- Composite Score of 22 or higher and a score of 6 on the writing portion

If ACTPlus Writing completed 9/1/15 - 9/9/16:

- Composite score of 22 or higher and a combined English/Writing score of 16,

OR having an SAT score of:

If SAT taken before March 5, 2016:

- Composite score of 1030 (Critical Reading + Mathematics = 1030 or higher)
- Minimum score of 450 on Writing

If SAT taken on or after March 5, 2016:

- Composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher)
- Minimum score of 26 on Writing and Language Test

## **Admission to the School of Education and Human Performance**

Admission to Aurora University does not guarantee admission to a major in the School of Education and Human Performance. Only teacher candidates who have been accepted into the School of Education and Human Performance may take methods courses.

### **Admission Criteria**

There are two levels of admission to the School of Education: 1) to be conditionally admitted, the candidate must have a cumulative GPA between 2.50 and 3.0. As soon as a candidate's GPA reaches a minimum of 3.0 and all the other requirements are met, the candidate is fully admitted. 2) To be fully admitted to the physical education program, a candidate must have completed an application form to the School of Education and Human Performance; passed a Criminal Background Check and Sex Offender Check through the Kane County Regional Office of Education and passed the TB Test; earned a cumulative GPA of 3.0 or higher; and passed TAP OR ACT Plus Writing OR SAT with Essay (see above).

### **Retention Criteria**

Teacher candidates must maintain an overall GPA of 3.0 to remain in the physical education major. Teacher candidates must earn a grade of "C" or better in all General Education, School of Education (EDU) and Physical Education (PED) courses. In order to enroll in methods courses, a candidate must be fully admitted to the School of Education and Human Performance. Candidates must have passed the Illinois State Board of Education Content Area Tests (PE content test 144 & health content test 142), and have no outstanding Disposition Alerts in order to student teach.

### **Exit Criteria**

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

### **Illinois State Board of Education Program Changes**

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

## **Special Teaching Licensure K–12 Major**

**Professional Core Courses for Teaching:** 48 semester hours\*

BIO1060 Human Biology (4)  
PED1320 Foundations of Dance (1)  
PED1510 Foundations of Teaching K–12 Physical Education (2)  
PED2080 First Aid (1) (or current American Red Cross First Aid/CPR card on file)  
PED2400 Inclusive Physical Education Characteristics/ID Disability and the Law (4)  
PED2510 K–12 Student Learning Through Fitness Activities (4)  
PED2520 K–12 Student Learning Through Sport Activities (4)  
PED2600 Motor Development (2)  
PED3000 An Integrated Approach to Teaching K–5 Physical Education (4)  
PED3025 Enhancing Cultural Awareness through Dance (2)  
PED3050 An Integrated Approach to Teaching 6–12 Physical Education (4)  
PED3060 Curriculum Development and Administration of K-12 Physical Education (2)  
PED3150 Assessing Student Learning in Health and Physical Education (4)  
PED3210 Kinesiology AT, Fit & Health (4)  
OR  
PED/HED3215 Kinesiology for Physical Education and Coaching (4)  
PED/HED3230 Physiology of Exercise for Physical Education and Coaching (4)  
EDU4760 Student Teaching Seminar (2)

**Education Core Courses:** 33 semester hours

EDU2260 Learning Theories and Application K-12 (4)  
PSY3350 Child and Adolescent Development (4)  
EDU/SPED3510 Cross Cultural and SPED Diversity (4)  
EDU3720 Reading Across the Curriculum (4)  
SPED3750 Prosocial Skills and Challenging Behaviors (4)  
EDU4750 Student Teaching Internship (13)

**Required Minor in School Health Education:** 20 semester hours

BIO2080 Nutrition and Health Promotion (4)  
HED3300 Planning for Health Education (4)  
SWK2050 Drugs and Human Behavior (4)  
HED3260 Strategies in Health Promotion (4)  
HED4300 Methods in Health Education (4)

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## Physiology Minor

**20 semester hours**

**Required Courses:** 4 semester hours

BIO1210/Z Biology of Cells & Lab (3/1)  
OR  
BIO1310 Biology of Cells for Nursing (4)

**Selected Courses:** Choose 4 courses

BIO2080 Nutrition and Health Promotion (4)

BIO2650 Essentials of Anatomy and Physiology (4)\*

BIO2660 Anatomy and Physiology I (4)

BIO2670 Anatomy and Physiology II (4)

BIO3050 Pathophysiology (4)

BIO3100 Human Physiology (4)

BIO3270 Plant Physiology (4)

BIO3360 Biogerontology (4)

BIO3790 ACCA Affiliated Course (2–4) (requires permission of department chair)

BIO3810 Special Topic in Anatomy and Physiology (4) (requires permission of department chair)

PED3225 Physiology of Exercise for Athletic Training, Fitness, and Health Sciences (4)

\*Students will not receive credit for both BIO2650 (Essentials of Anatomy and Physiology) and BIO2660/2670 (Anatomy and Physiology I and II)

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## Political Science and Public Policy

### Bachelor of Arts

Politics and public policy strongly influence the public, private, and nonprofit sectors of the economy. They determine everything from the amount of tax dollars allocated to the National Park Service and national defense, to the minimum wage companies must pay employees, to the permissible political activities of nonprofits, to the licensing requirements professionals (e.g. accountants, educators, and nurses) must satisfy before they are legally eligible to work in their discipline. No industry or social element is immune to the effects of politics and public policy.

The Aurora University political science and public policy program couples content area instruction in government, economics, and domestic and foreign policymaking with practical experience in electoral campaigns, public opinion polling, political communication, policy analysis, and advocacy to provide students with a versatile skillset that can be marketed to a diverse array of employers. Students might spend one semester producing a political advertisement that could be used by a political party or interest group to swing public opinion in its favor, or they might work with a team to design and implement a survey that could be used by a government agency to gauge popular support for a proposed policy. In another semester, students might craft a grassroots lobbying campaign or analyze data to develop solutions to a pressing social problem.

Upon completion of the political science and public policy program, students will be prepared for careers in public policy and administration, government service, advocacy, and other fields. The program is also an ideal second major for students studying business, criminal justice, education, leadership studies, marketing, nursing,



psychology, or social work. For students who are considering graduate or law school, the program is very effective in preparing them for the highly competitive Graduate Record Examination and the Law School Admissions Test. Our graduates have successfully competed for admission at the national level. Aurora University political science and public policy graduates have been accepted to outstanding graduate and law schools across the United States.

**Total Political Science and Public Policy Major Requirements:** 40 semester hours

**Required Foundational Courses:** 12 semester hours

PSC1050 Introduction to Public Policy (4)

PSC2160 Economics for Public Policy (4)

PSC2700 Research Methods for Public Policy (4)

**Required Methods Courses:** 16 semester hours

PSC2600 Designing Political Campaigns (4)

PSC3130 Gauging Public Opinion (4)

PSC2550 Political Advocacy: From the Grassroots to K Street (4)

PSC3410 Pressing the Agenda: Politics of the Media (4)

**Required Issues-Based Course:** Choose 4 semester hours from the following courses

PSC3300 Comparative Public Policy (4)

PSC3340 U.S. Domestic Policy (4)

PSC3380 U.S. Foreign Policy (4)

**Required Capstone Courses:** 8 semester hours

PSC4700 Capstone in Political Science and Public Policy (4)

PSC4830 Political Science and Public Policy Internship (4)

## **Pre-Law Concentration**

**Required Courses:** 8 semester hours

PHL1200 Logic (4)

PSC/CRJ3180 Constitutional Law and the Judicial System (4)

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## **Pre-Law Minor**

## **20 semester hours**

**Required Courses:** 12 semester hours

PHL1200 Logic (4)

PHL2200 Introduction to Political Theory (4)

PSC3180 Constitutional Law and the Judicial System (4)

**Selected Courses:** 8 semester hours

Choose from additional courses in the political science program.

*Note: Students transferring PSC credits from other institutions may apply for substitution of courses listed as prerequisites.*

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# **Psychology**

## **Bachelor of Arts**

Psychology is the scientific study of the mind and behavior. A bachelor of arts degree in psychology can prepare students for a variety of career options, including careers in the human services, business management, personnel, counseling, behavioral instruction, or as a family worker and youth advocate. The major is also an excellent preparation for graduate study in a variety of areas, including psychology, business, education, social work and law. As a psychology major, students will study human behavior from a lifespan developmental perspective; including both abnormal and normal behavior as it is affected by the learning process, personality development, motivation, the cultural environment, and interaction with others.

This dynamic field has long been one of the most popular areas of study for Aurora University students. Because of the flexible program requirements and the opportunity to develop individual interests, the psychology major is often teamed with criminal justice, sociology, social work, recreation, political science, business, or communication in a student's pursuit of a double major or a minor. Independent study and internship opportunities are readily available. Aurora University students have worked in local hospitals, social service agencies, group homes and schools, as well as in various businesses, state institutions and government offices.

**Total Psychology Major Requirements:** 37 semester hours

**Required Courses:** 21 semester hours

PSY1100 General Psychology (4)

PSY2210 Careers in Psychology (1)

PSY3380 Brain and Behavior (4)

PSY/SOC3500 Research and Statistical Methods (4)

PSY3520 Experimental Psychology (4)

PSY4700 Contemporary Issues in Psychology (4)

**Two courses from Group A:** 8 semester hours

PSY/SOC3450 Social and Applied Psychology (4)

PSY2340 Personality (4)

PSY3660 Psychological Disorders (4)

PSY3350 Child and Adolescent Development (4)

or PSY3360 Adult Development and Aging (4)

**One course from Group B:** 4 semester hours

PSY2300 Learning and Motivation (4)

PSY3400 Cognitive Psychology (4)

PSY4200 Sensation and Perception (4)

**Selected Courses:** 4 semester hours

PSY/SOC3430 Issues in the Study of Gender and Sexuality (4)

PSY3460 Exceptional Individual (4)

PSY3470 Industrial/Organizational Psychology (4)

PSY3700 Clinical and Counseling Psychology (4)

PSY3810; 4810 Special Topics in Psychology (4)

PSY3940; 4940 Internship in Psychology (1–4)

PSY4520 Psychological Assessment (4)

or another four-hour course from Group A or B list.

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## Psychology Minor

**18 semester hours**

*This minor is available on the Aurora and George Williams College campuses.*

**Required Course:**

PSY1100 General Psychology (4)

**Selected Courses:**

Choose 14 semester hours in the psychology program.

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## Religion

### Bachelor of Arts

The religion major at Aurora University is intended to provide a broad training in the study of religion, offering students a wide range of classes taught by a diverse and committed faculty. The university's Christian roots are reflected in courses which

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focus on Christianity from a variety of perspectives, while courses on other families of faith and individual faith traditions, such as East Asian and Indian religions, Islam, and Judaism, permit students the opportunity to study religion closely within its global context. Overall, the major emphasizes the encounter of the world's religions, and the ways in which religious people seek to understand diversity and the beliefs of others.

Students majoring in Religion will deal with pressing issues facing religions in the modern world, such as evil and suffering, gender and sexuality, and ethical and moral formation. They will seek to understand the core notions of religion itself: our yearning for perfection and continued awareness of imperfection, our sense of the transcendent and its implications for the mundane, our search for guidance in our judgments and behavior.

Whatever your background or motivation in studying religion, we aim to provide opportunities for you to ask some of life's biggest questions, to critically engage with some of the most enduring answers that human beings have offered in response to those questions, and to re-imagine your life and work in light of these encounters. Many of our students pursue interdisciplinary studies by combining the Religion major with another undergraduate major.

The Bachelor of Arts in Religion requires at least 32 semester hours of study, including 12 hours of required courses and 20 hours of selected elective courses, of which at least twelve hours must be at 3000-level or above.

**Required Courses:** 12 semester hours

REL2060 Exploring Religion (4)  
REL2200 The Shaping of Christian Identity (4)  
REL4990 Seminar in Religious Studies (4)

**Select Courses:** Choose 20 semester hours from the following groups, with at least 12 hours from courses numbered at the 3000-level or higher:

**Group A:** Global Families of Faith — Choose at least one

REL2310 The Faiths of Abraham (4)  
REL2320 The Faiths of India (4)  
REL2330 The Faiths of East Asia (4)

**Group B:** Religion in Today's World — Choose at least one

REL1400 Spirituality Today (4)  
REL3360 Jewish and Christian Responses to the Holocaust (4)  
REL3400 Love the Stranger: the History and Significance of Interfaith Dialogue (4)  
REL4200 Topics in Contemporary Religion (4)

**Group C:** Topics in Religion — Choose at least one

REL1050 An Introduction to World Religions (4)  
REL1100 The Christian Bible (4)  
REL/HIS2760 Religion in America (4)  
REL/PHL3100 Philosophy of Religion (4)  
REL3350 Jesus (4)

REL/ART3450 Icons and Idols: Religion and Art (4)  
REL/HIS3750 Topics in Religious History (4)  
REL/HIS3800 Reformation Europe (4)

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## **School Health Education Minor**

### **24 semester hours**

This minor qualifies an individual for a middle school health endorsement in the state of Illinois. An endorsement allows a licensed educator to teach health education in the middle school full time, but in the high school a licensed educator may teach health education only part time. If a student majoring in K–12 physical education would like to qualify for the secondary school health endorsement, he/she must also pass the ISBE Health Content Area Exam.

BIO1060 Human Biology (4)  
HED3300 Planning for Health Education (4)  
SWK2050 Drugs and Human Behavior (4)  
BIO2080 Nutrition and Health Promotion (4)  
HED3260 Strategies in Health Promotion (4)  
HED4300 Methods in Health Education (4)

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## **Secondary Education - Supplemental Major (Biology, English, Mathematics, Social Science- History)**

Students seeking professional preparation in secondary education may complete a supplemental major in addition to an appropriate major offered by Aurora University. In the case of secondary education, the choice of the major is linked to subsequent licensure. For specific requirements, consult a Crouse Center advisor.

The career of a high school teacher requires intellectual competence and dedication to service. For those willing and able to meet the rigorous standards for Professional Educator Licensure, the contribution of helping students grow and learn during their teen years result in lifelong rewards.

Aurora University has designed its Professional Educator Licensure programs around the concept of achieving excellence in teaching and learning through collaboration in professional learning communities. To achieve the unit's overarching goal of a

collaborative community of learners, we have developed our programs around three main organizing concepts: the collaborative educator; the curriculum; and the community and society. These concepts, taken together, are the foundation of experiences designed to transform teacher candidates who will make a difference in the lives of 9–12 students. They will facilitate their influence to transform the lives of their students. Our program goals complement the mission of Aurora University: An inclusive community dedicated to the transformative power of learning.

A student seeking a Professional Educator Licensure with a grade-level endorsement of secondary level (grades 9–12) must satisfy state requirements both in the primary major, the supplemental major and the General Education requirements. It is therefore essential the entering freshman work closely with an academic advisor to ensure all course requirements will be achieved. It is advisable for students to work toward fulfillment of Illinois State Board of Education (ISBE) requirements early in their academic careers. It is also essential teacher candidates apply to the School of Education as soon as the decision to teach is made. Candidates seeking licensure in one of the Aurora University ISBE-approved secondary subject areas must apply to the School of Education for acceptance no later than the end of the sophomore year, or upon admission to the university as a transfer student in the case of those who have completed the sophomore year. Aurora University is approved by ISBE to offer the following secondary teacher licensure programs: biology, English, mathematics, and social science-history.

## **Admission to the School of Education**

Admission to the university does not guarantee admission to a major in the School of Education. Only students who have been accepted into the School of Education may take methods courses.

### **Admission Criteria**

All secondary education students in biology, English, mathematics, and social science-history must have a cumulative GPA of 3.0 to be admitted to secondary teacher education in the School of Education and Human Performance. In addition, to be fully admitted to the secondary teacher education program, a candidate must have completed an application form from the School of Education; passed a Criminal Background Check and Sex Offender Check through the Kane County Regional Office of Education and passed the TB Test; passed the Test of Academic Proficiency (TAP) OR have an ACTPlus Writing score of :

If ACTPlus Writing completed on / after 9/10/16:

- Composite Score of 22 or higher and a score of 6 on the writing portion

If ACTPlus Writing completed 9/1/15 09/9/16

Composite score of 22 or higher and a combined English/Writing score of 16,

OR have an SAT score of:

If SAT taken before March 5, 2016:

- Composite score of 1030 (Critical Reading + Mathematics = 1030 or higher)
- Minimum score of 450 on Writing

If SAT taken on or after March 5,

2016:

- Composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher)
- Minimum score of 26 on Writing and Language Test

### **Retention and Exit Criteria**

Students admitted into secondary teacher education must maintain a cumulative GPA of 3.0 in their major courses, and 2.75 overall, to remain in the teacher education program. In order to enroll in methods courses and/or student teaching, a candidate must be a fully admitted School of Education student. Candidates must demonstrate satisfactory progress, through completion of all required coursework and credit hours, including student teaching, successful completion of all Illinois State Board of Education Licensure exams, including successful completion of edTPA as determined by ISBE and Pearson, in order to be recommended for Professional Educator Licensure.

The School of Education is continuously redesigning its programs based on current research, state law and our conceptual framework. Students must be aware a mandated ISBE redesign may alter some of the requirements currently stated in this catalog, and programs are subject to newly adopted changes.

### **Courses Required for State Licensure in Secondary Education**

The required and selected courses in the “approved” major plus the following professional education courses must be satisfactorily completed for state licensure (total number of semester hours varies according to each program):

### **Education Courses for Biology, English, Mathematics, and Social Science-History Licensure Students:**

- EDU2100 Foundations of Teaching and Learning (4)
- EDU2260 Learning Theories and Application K-12 (4)
- EDU3720 Reading Across the Curriculum (4)
- EDU3620 Teaching and Assessing Diverse Learners in the Secondary Classroom (4)
- SPED2120 Characteristics and Identification of Disabilities and the Law (4)
- SPED4620 Collaboration Models for Inclusion (4)

- EDU4750 Student Teaching (13)
- EDU4760 Student Teaching Seminar (2)

**Candidates will choose according to major:**

- Biology: BIO3820 Secondary Methods in Biology (4)
- English: ENG3820 Secondary Methods in English (4)
- Social Science-History: SBS3820 Secondary Methods in Social Studies (4)
- Mathematics: MTH3820 Secondary Methods in Mathematics (4)

**Additional Required Courses for Secondary Education Biology Licensure Students:**

- EGR1500 Introduction to Engineering Design I (2)
- EGR2500 Introduction to Engineering Design II (2)
- PHY2210/Z General Physics I with Lab (3/1)
- OR
- PHY2240/Z Physics I: Mechanics & Waves with Lab (3/1)
- PHY2220/Z General Physics II with Lab (3/1)
- OR
- PHY2250Z Physics II: Electromagnetism & Optics with Lab (3/1)
- NSM1400 Earth and Space Science (4)
- BIO2200 Humans and the Environment (4)

**Additional Required Courses for Secondary Education English Licensure Students:**

- ENG2260 Critical Approaches to Literature (4)
- ENG2400 Grammar and Composition for Teachers (4)
- ENG/EDU3190 Multicultural Young Adult Literature (2)
- ENG3550 Language, Literacy, and Cognition (4)
- COM1550 Professional Communication (4)

**Additional Required Courses for Secondary Education Social Science-History Licensure Students:**

- ECN2030 Principles of Economics (4)
- PSC1300 Introduction to U.S. Government (4)
- SOC1100 Introduction to Society (4)
- HIS/BIO3410 Global Environmental History

**Approved Professional Educator Licensure Grade-Level Endorsements:**

Aurora University offers ISBE- and CAEP-approved licensure programs in:  
Early Childhood Special Education with ESL/Bilingual Birth-Grade 2



Elementary Education 1-6:

Secondary Education 9–12 - Content Areas of:

- Biology
- English
- Social Science-History
- Mathematics

Special Education pre-K–age 21: Type 10 Learning Behavior Specialist 1

Physical Education K–12: Type 10

Students who wish to add an endorsement to their 9-12 PEL (Professional Educator License) are required to make an appointment to meet with their advisor in the Crouse Center to:

- receive information about the specific courses required by the State of Illinois;
- receive information about endorsements offered by Aurora University; and
- receive information about requirements and prerequisites.

### **Approved Endorsement Areas**

Aurora University offers ISBE- and CAEP-approved endorsement areas in:

- Bilingual/ESL (can be added to elementary and secondary)
- Special Education (may require additional semesters to complete; can be added to elementary and secondary)
- Health Education
- English (secondary)
- Social Science-History (secondary)
- Mathematics (secondary)
- Spanish (k-12)
- Physical Education (k-12)

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## **Social Work**

### **Bachelor of Social Work**

*This major is available on the Aurora, Woodstock, George Williams College campuses. This major is offered in the Traditional and AU Online format.*

The Bachelor of Social Work degree is a four-year program accredited by the Council on Social Work Education. It is built on a strong liberal arts base that prepares students for beginning social work practice with communities, groups, families, and

individuals in a variety of settings with diverse populations and problems. This program also prepares students to pursue graduate study in social work. Graduates with the BSW degree are eligible to take the examination for the state social work license (LSW) and to apply for advanced standing in the George Williams College or Aurora University MSW programs. Excellent scholarship in coursework and in the field is required to be eligible for advanced standing.

The curriculum offers basic liberal arts education in the first two years with a professional orientation during the third and fourth years. This provides the option for students to transfer in or out of the program without loss of credit until the beginning of their junior year. The educational components of the BSW degree program include the general liberal arts and sciences, supportive liberal arts requirements, and the social work curriculum foundation, which includes a field work component.

The focus of the program is on understanding how people function in relation to their environment and on developing growth-enhancing professional relationships. Students develop an understanding and appreciation of human diversity and are able to practice effective social work with vulnerable populations especially those experiencing social and economic oppression. In developing professional competency, a strong emphasis is placed on the student's interpersonal effectiveness and self-awareness.

Career opportunities for graduates with a BSW degree cover a wide variety of social services in private and public agencies, including general social services, addictions, health services and rehabilitation, child and family welfare, youth services, geriatric services, juvenile justice services and services to women, homeless, refugees, and other populations living in poverty

### **Supportive Liberal Arts Requirements**

Specific liberal arts courses are required to support the social work required (foundation) coursework. These include:

PSY1100 General Psychology (or suitable transfer course)

SOC1100 Introduction to Society (or suitable transfer course)

PSC1300 Introduction to U.S. Government (or suitable transfer course)

### **Addictions Specialization**

BSW students in the Addictions specialization take four courses in the Addictions sequence as well as complete their BSW field placement in an addictions-approved agency. Students must clock an additional 50 hours of field work towards the addictions specialization. This will qualify them to sit for the Illinois Professional Credential in Addictions: the Certified Alcohol and other Drug Abuse Counselor certification (CADC). The courses can be taken as part of the elective requirements for the BSW. The School of Social Work is accredited by the Illinois Certification Board (ICB) at the advanced accreditation level. This means students successfully completing our program will sit for the exam at the CADC level.

Coursework to assist with completion of Board registered Mental Illness and Substance Abuse professional (MISA I) certificate is also available. A meeting with the Addictions

Specialization Coordinator is required to enroll in the SWK 5600 Mental Illness and Substance Abuse (MISA I) course.

### **Child Welfare Specialization**

The Child Welfare specialization is available to BSW students. The specialization of child welfare addresses the educational needs of the students interested in child welfare by ensuring an understanding of the needed skills and in order to work toward improving the lives of children and their families. The courses can be taken as part of the elective requirements for the BSW. Students in the specialization must complete their BSW field placement in an agency that focuses on child welfare services. The three courses in the specialization are designed to provide comprehensive child welfare education and experiences.

### **Admission to the BSW Program**

Students must be admitted to the School of Social Work before beginning the social work coursework in the junior year. Students declare their intention to pursue social work as their major in their freshman and sophomore years and can begin taking 1000- and 2000-level social work classes prior to formal admission to the BSW program. Formal admission to the School of Social Work occurs during the fall or spring semester of the sophomore year. Applicants to the BSW program are expected to have completed approximately 60 semester hours of General Education coursework and have an overall grade point average of 2.50 on a 4.0 scale. Students must submit the required program application materials (obtained from the School of Social Work or online from the school's web page). The formal admission process may include an interview with a BSW faculty member once application materials are submitted. Students may apply for fall or spring admission. A criminal background check is required at the time of admission to the program.

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

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

### **Statement of Criminal Background Notification**

Aurora University, and the School of Social Work, reserves the right to deny admission to the BSW program based on application materials, previous academic record, and records of past conduct including but not limited to the results of a national

background check or registration of a sex offense. Full regulations are contained in the BSW Handbook.

### **Full-Time/Part-Time Study**

Students can complete the BSW program either as full- or part-time students. Required coursework must be completed within five years. Many required courses beyond the introductory course (s) are sequenced and begin in the fall semester of each year. However, students may be admitted to begin the BSW program in either the fall or spring semester.

### **BSW Social Work Curriculum Foundation**

The program emphasizes generalist practice. Students are taught to examine problems from an ecological perspective and to effectively intervene in ways that are preventive, build on strengths and promote healing. The social work curriculum integrates knowledge, values and skills related to the eight basic components necessary for preparation for social work practice: values and ethics, diversity, populations-at-risk and social and economic justice, human behavior and the social environment, social welfare, social work practice, research and field education.

**Total Social Work Major Requirements:** 44 semester hours

**Required Foundation Knowledge, Values, and Skills Courses:** 44 semester hours

SWK2500 Survey of Social Work (4)

SWK3140 Social Work with Groups (4)

SWK3150 Social Welfare: Institutions and Policies (4)

SWK3210 Human Behavior in the Social Environment: Infancy Adolescence (HBSE I) (4)

SWK3400 Human Behavior in the Social Environment: Adult Lifespan (HBSE II) (4)

SWK4010 Social Work with Communities and Organizations (4)

SWK4110 Individuals and Families (4)

SWK4120 Integrative Seminar in Social Work (4)

SWK4200 Research Methods in Social Work (4)

**Required Field Instruction (concurrent with SWK4110 and 4120):** 8 semester hours

SWK4210 Field Instruction I (4)

SWK4220 Field Instruction II (4)

*Optional Social Work Electives (not required for degree completion)*

SWK2050 *Drugs and Human Behavior: Substance Abuse Evaluation and Treatment* (4) SWK2150 *Violence in America* (4)

SWK3760 *Effects of Trauma on Children* (4)

SWK3810/4810 *Selected Topics* (4)

SWK4710 *Expressive Therapy for Children* (4)

SWK4720 *Social Work with Vulnerable Children and Families* (4)

*SWK4725 Child Welfare Services (4)*

**Addictions Specialization:**

SWK2050 Drugs and Human Behavior: Substance Abuse Evaluation and Treatment (4)

SWK3750 Addictions Counseling I (4)

SWK4700 Addictions Counseling II (4)

**Child Welfare Specialization:**

SWK3760 Effects of Trauma on Children (4)

SWK4720 Social Work with Vulnerable Children and Families (4)

SWK4725 Child Welfare Services (4)

**Field Instruction**

Field instruction is an integral part of the BSW curriculum. Each BSW student secures field work in one agency where they receive instruction from a qualified, approved field instructor holding an advanced degree. Students are required to complete a minimum of 15 hours per week in their field placement during fall and spring semesters for a total of 450 clock hours while enrolled concurrently in classes on campus. Students completing the Addictions specialization must complete a minimum of 500 hours. In order to begin an addiction placement, students **MUST** have the first two specialization courses completed and meet with either the Addictions Training Director or his/her designee. A weekly, one hour class session is held to engage students in discussion about their field learning with peers and with the field liaison/course instructor.

A wide variety of field practice settings are available, reflecting the fields of service and social service agencies available for beginning careers in social work. A series of theory and practice-related courses help the student to prepare for and make productive use of the field learning experience.

**Advanced Standing for Graduate Work**

Students who have earned a BSW degree at Aurora University, or through other BSW programs accredited by the Council on Social Work Education, and who have demonstrated excellence in scholarship in coursework and in the field are eligible to apply for advanced standing in the MSW program at Aurora University. If granted, advanced standing allows the student to apply BSW courses toward a maximum of 30 semester hours of the MSW degree. The MSW degree at Aurora University consists of 60 semester hours.

**Transfer Credit**

1. Experiential Credit

Academic credit for life experience and previous work experience may not be applied in lieu of any portion of the field practicum requirements nor may

it be substituted for any of the social work courses.

2. From a Community College

Students transferring with an associate of arts or science degree may be ready to start the social work curriculum provided they have completed sufficient General Education coursework that also serves as social work prerequisites/co-requisites. Students transferring with an applied degree in human services or a specific area of the human services may apply their coursework toward general elective credit. Specific questions about transfer procedures should be directed to the Director of Transfer Admission in the Office of Admission.

3. From an accredited BSW Program

Social work courses completed no more than five years before the date of the student's first enrollment in the BSW program and satisfying the social work foundation requirements may be substituted with the approval of the BSW Program Director.

### **Criteria for Academic Performance**

The BSW degree program requires all students enrolled in the program to earn a minimum cumulative grade point average of 2.5 in the three prerequisite liberal arts General Education supportive courses. In addition, students are expected to maintain a cumulative grade point average of 2.80 in all social work coursework. Full regulations are contained in the BSW Handbook.

### **Criteria for Personal/Professional Performance**

Students in the BSW program are evaluated, and may be dismissed from the program, on the basis of standards of personal and professional behavior, lack of adherence to ethical standards, and on the basis of certain civil and criminal records. Full regulations are contained in the BSW Handbook.

### **Leave of Absence**

If a student wishes to take a leave of absence of more than one term excluding Summer Session, a request for leave of absence must be made by filing the appropriate form in the Registrar's Office. BSW students are expected to meet with the BSW Program Director prior to filing the leave of absence form in the Office of the Registrar. The limit on terms for leave of absence is four terms or two years. A student who does not fulfill these conditions is considered to have terminated the program, and must reapply for admission to continue in the program.

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## **Sociology**

### **Bachelor of Arts**

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups,

organizations, and societies, and how people interact within these contexts. Because all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender, social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.

Sociology provides many distinct perspectives on the world in which we live by generating new ideas and critiquing the old. The field also offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate downsizing, how people express emotions, welfare or education reform, how families differ and flourish, or problems of peace and war. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft policies and create programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work. Sociology is an exciting discipline with expanding opportunities for a wide range of career paths.

Individual attention is the hallmark of the sociology program at Aurora University. The flexibility of the program also provides students with the opportunity to develop and pursue individual interests and either double major or acquire additional minors. Sociology blends very well with business administration, criminal justice, psychology, political science, communication or education, as well as with ethnic studies, gender studies, international studies or religion.

Upon completion of our program students either choose to continue their education in graduate school or find employment in the following areas: social services—in rehabilitation, case management, group work with youth or the elderly, recreation, or administration; community planning and development—in fund-raising for social service organizations, nonprofits, or environmental groups; criminal justice—in law enforcement, probation, parole or other criminal justice work; private business—in advertising, marketing and consumer research, insurance, real estate, human resources, training, or sales; applied research—in social media, law firms, community organizations, and government; academic settings—in admissions, alumni relations, or advancement offices; health services—in family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions, and insurance companies; publishing, journalism, and public relations—in writing, research, and editing; public services at the federal, state, and local levels—in such areas as transportation, housing, agriculture, and labor; teaching—in elementary and secondary schools, in conjunction with appropriate certificate.

**Total Sociology Major Requirements:** 40 semester hours

**Required Courses:** 20 semester hours

SOC1100 Introduction to Society (4)

SOC/PSY3500 Research and Statistical Methods (4)

OR

SOC3600 /CRJ3610 Methods of Social Scientific Research (4)

SOC3480 Globalization and Social Change (4)

SOC4310 Seminar in Sociological Theory and Practice I (4)

SOC4320 Seminar in Sociological Theory and Practice II (4)

**Selected Courses:** Choose 20 semester hours, with at least 4 hours from courses numbered at the 3000-level or higher:

SOC/LTS1200 Intro to Latino Cultural Studies (4)

SOC/LTS1300 Latinos and Latinas in the U.S. (4)

SOC2150 Cultural Anthropology (4)

SOC2250 Social Inequalities (4)

SOC/CRJ2300 Criminology (4)

SOC3200 Social Problems and Social Action (4)

SOC3350 Race, Ethnicity, and Culture (4)

SOC/PSY3430 Issues in the Study of Gender and Sexuality (4)

SOC/PSY3450 Social and Applied Psychology (4)

SOC/CRJ3510 Human Rights and Responsibilities (4)

SOC3550 Politics of Intimate Relations (4)

SOC/BIO3700 Politics of Global Health and Medicine (4)

SOC2810, 3810, 4810 Special Topics (4)

SOC4980 Independent Study (2–4)

**Highly Recommended Courses:**

MTH2320 General Statistics (4)

SOC2940, 3940, or 4940 Community Internship (4)

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## Software Engineering

### Bachelor of Science

Our modern world is supported by creative and useful technologies, including the software that supports various operating systems, browsers, and phone-based applications. Software engineers apply the principles of engineering and design to existing and new hardware, software and systems. The coding and robust validation skills that software engineers use provide the continual development of new, digital technologies.

Students enrolled in Software Engineering will experience core classes that include the concepts of engineering, design and computer programming supported by appropriate mathematics coursework. Coursework concentrates on preparing graduates in system components, advanced data structures, operating system design, and software testing and validation. After completion of the degree, graduates can find employment working



in the computing industry with software or systems in addition to computer research and development.

**Required Courses (Computer Science and Engineering):** 44 semester hours

EGR1500 Introduction to Engineering Design I (2)  
EGR2500 Introduction to Engineering Design II (2)  
CSC1700 Introduction to Computer Programming (4)  
CSC2300 Computer Architecture (4)  
CSC2650 Data Structures and Algorithms (4)  
CSC3100 Operating Systems (4)  
CSC3610 Advanced Programming (4)  
CSC3510 Software Testing Verification, Validation and Quality Assurance (4)  
CSC4100 Systems Analysis and Design (4)  
CSC4350 Software Engineering (4)  
CSC4500 Database Design and Implementation (4)  
CSC4990 Computer Science and Engineering Capstone (4)

**Required Courses (Mathematics):** 24 semester hours

MTH2210 Calculus I (4)  
MTH2220 Calculus II (4)  
MTH2230 Calculus III (4)  
MTH3250 Linear Algebra (4)  
MTH3300 Differential Equations (4)  
MTH3270 Discrete Mathematics (4)

**Required Courses (outside Computer Science and Engineering):** 16 semester hours

COM1550 Professional Communication (4)  
PHY2240 Physics 1: Mechanics & Waves with Lab (3/1)  
PHY2250 Physics 2: Electromagnetism & Optics with Lab (3/1)  
CHM1310 General Chemistry (3)  
CHM1310Z General Chemistry Lab (1)

**Selected Courses:** Minimum of two courses (8 semester hours)

CSC2200 Web Application Development (4)  
CSC2400 C++ for Java Developers (4)  
CSC2550 Network Communications (4)  
CSC3200 UNIX/LINUX Administration (4)  
CSC3400 Computer Security (4)  
CSC3700 Advanced Web Application Development (4)  
CSC3800 Artificial Intelligence (4)  
CSC3850 Introduction to Robotics (4)  
CSC3810 Selected Topic in Computer Science (1-4)  
CSC4210 Introduction to Mobile Application Development (4)  
CSC4810 Selected Topic in Computer Science (1-4)  
CSC4940 Computer Science and Engineering Internship (1-4)

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# Spanish

## Bachelor of Arts

The Spanish program offers students the opportunity to master the four language skills of reading, writing, speaking and listening. Each course is designed to encourage active participation of each language skill and an understanding of and appreciation for the various countries that use Spanish as their first language.

Those who know and use the Spanish language will have an advantage in almost any field that they may choose. Mastery of the Spanish language will prepare students for a variety of professions in fields such as education, social work, business, law, criminal justice, psychology, sociology, communication, health care and nursing.

Those students with sufficient experience or background in Spanish are encouraged to begin coursework at the 2000-level. The Elementary Spanish I course (SPN1120) and Elementary Spanish II course (SPN1220) do not count as part of the credits earned toward a major, but can be used for the Spanish minor.

**Required Courses:** 20 semester hours

SPN2200 Intermediate Spanish I (4)

SPN2300 Intermediate Spanish II (4)

SPN3200 Advanced Spanish: Conversation and Phonetics (4)

SPN3300 Spanish Translation (4)

SPN4990 Spanish Capstone Seminar (4)

**Select Courses:**

**Choose 4 semester hours:**

SPN3650 Language and Community Immersion (4)

SPN3880 Spanish Travel/Immersion Experience (4)

**Choose 12 semester hours:**

SPN3450 Conversation and Culture through Spanish Language Films (4)

SPN3500 Advanced Spanish Literature (4)

SPN3600 Latin American Civilization and Culture (4)

SPN3800 Advanced Grammar and Composition in Spanish (4)

**Choose 4 semester hours:**

LTS1200 Introduction to Latino Cultural Studies (4)

LTS1300 Latinos in the United States (4)

LTS2100 Latina Writers (4)

HIS3450 Latin American History (4)

## Spanish K-12 Educator Licensure

### Bachelor of Arts

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

The Spanish K-12 Educator Licensure major leads to a Professional Educator License (PEL).

An Spanish K-12 Educator Licensure major must satisfy requirements for both the state and the university in both Spanish K-12 Educator Licensure and General Education. It is therefore essential that the entering freshman work closely with an academic advisor from the Crouse Center in order to ensure that all course requirements will be met, and for all candidates to understand that some courses will only be offered in fall and some courses offered only in spring semester. It is advisable for students to work toward fulfillment of state requirements early in their academic careers, in particular, passing the Illinois Test of Academic Proficiency (TAP), OR having an ACTPlus Writing score of:

If ACTPlus Writing completed on / after 9/10/16:

- Composite Score of 22 or higher and a score of 6 on the writing portion

If ACTPlus Writing completed 9/1/15 09/9/16

- Composite score of 22 or higher and a combined English/Writing score of 16,

OR have an SAT score of:

If SAT taken before March 5, 2016:

- Composite score of 1030 (Critical Reading + Mathematics = 1030 or higher)
- Minimum score of 450 on Writing

If SAT taken on or after March 5, 2016:

- Composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher)
- Minimum score of 26 on Writing and Language Test

### Admission to the School of Education

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

### **Admission Criteria**

There are two levels of admission to the School of Education: 1) to be conditionally admitted, the candidate must have a cumulative GPA between 2.50 and 3.0. Once an individual has declared pre-Spanish education as a major, an advisor is able to advise each candidate to help ensure completion of the program in a timely fashion. As soon as a candidate's GPA reaches a minimum of 3.0 and all the other requirements are met, the candidate is fully admitted. 2) To be fully admitted to the Spanish education program, a candidate must have completed an application form to the School of Education; passed a Criminal Background Check and Sex Offender Check through the Kane County Regional Office of Education and passed the TB Test; earned a cumulative GPA of 2.75 or higher; and passed TAP OR ACTPlus Writing OR SAT with Essay (see above).

### **Retention Criteria**

Candidates must maintain an overall GPA of 3.0 to remain in the Spanish education major. Students must earn a grade of "C" or better in all General Education, Spanish, and School of Education (EDU) courses. In order to enroll in methods courses, a candidate must be fully admitted to the School of Education. Candidates must have passed the Illinois State Board of Education Content Area Test. and have no outstanding Disposition Alerts in order to student teach.

### **Exit Criteria**

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

### **Illinois State Board of Education Program Changes**

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

### **Required Courses: 83 semester hours**

SPN 2200: Intermediate Spanish I (4)

SPN 2300: Intermediate Spanish II(4)

SPN 3200: Advanced Spanish: Conversation and Phonetics (4)

SPN 3450 Conversation and Culture through Spanish Language Films (4)

SPN3500 Advanced Spanish Literature (4)

SPN3620 Elementary Methods & K-12 Reading in World Languages (4)

SPN3800 Advanced Grammar and Composition in Spanish (4)

SPN3820 Methods of Teaching Spanish in Middle and High School (4)

SPN3880 Travel/Study Experience (4)

OR

SPN3650 Language and Community Immersion (4)  
SPN3600 Latin American Civilization and Culture (4)  
OR  
LTS1200 Introduction to Latino Cultural Studies (4)  
OR  
LTS1300 Latinos in the United States (4)  
EDU2100 Foundations of Teaching and Learning (4)  
EDU2260 Learning Theories and Application K-12 (4)  
EDU3120 Methods and Materials for Teaching ESL (4)  
EDU3620 Teaching and Assessing Diverse Learners in the Secondary Classroom (4)  
EDU3720 Reading Across the Curriculum (4)  
SPED2120 Characteristics and Identification of Disabilities and the Law (4)  
SPED4620 Collaboration Models for Inclusion (4)  
EDU4750 Student Teaching (13)  
EDU4760 Student Teaching Seminar (2)

Note: Students are encouraged to pursue a minor in Bilingual/ESL Education and/or French to prepare for additional endorsements to their teaching license.

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## Spanish Minor

### 20 semester hours

SPN1120 Elementary Spanish I (4)\*  
SPN1220 Elementary Spanish II (4)\*  
SPN2200 Intermediate Spanish I (4)  
SPN2300 Intermediate Spanish II (4)  
Any other 3000-level Spanish course (4)

\*Those students with sufficient experience or background in Spanish are encouraged to begin coursework at the 2000-level. These students will complete the 20 semester hours required for the minor through additional courses at the 3000-level or higher. Please see academic advisor for details.

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## Special Education

### Bachelor of Arts

The special education major seeks to prepare candidates to utilize a variety of theoretical and research based practices to enable students with disabilities to reach

their full potential. Moreover, candidates will gain experience in the varied settings and roles of the special educator, including expanding consulting and collaborative roles in the inclusive classroom. The major will allow candidates to complete all coursework for Illinois State Board of Education Professional Educator Licensure as a Learning Behavior Specialist I (LBS I) Pre K–Age 21.

Licensure requires teachers to build a knowledge base to identify and intervene with students who exhibit a wide range of disabilities, including learning disabilities, cognitive impairments (intellectual disabilities and traumatic brain injury), autism, social/emotional disabilities, and physical disabilities/other health impaired. Moreover, although the certificate will cover grades K–12 (or age 21 for some students), candidates will have a working knowledge of issues and strategies appropriate for the grades P–12. Furthermore, varied clinical practice and field experiences are considered an integral part of all courses so that the candidate can apply theory to practice and practice to theoretical conceptualizations. The field experiences culminate in a semester-long student-teaching experience in special education. In addition to the coursework, students will need to complete the following state tests to receive licensure as an LBS I PreK to Age 22: Test of Academic Proficiency (TAP, formally Basic Skills - candidates may also take the ACT Plus Writing or SAT, following ISBE guidelines); Learning Behavior Specialist I (#155 content area); and Special Education General Curriculum Test (#163 content area). Please note that the state now requires two content area tests due to the K–12 span of curriculum covered by the licensure. A more recently added ISBE requirement is passage of the ed-TPA during the student teaching experience; passage of this assessment is now required for licensure in the state of Illinois (Note: This assessment requires all students to pay a significant fee to take the assessment, so students should plan for it).

Due to state requirements, this is a particularly challenging major, requiring significant coursework to cover all disability types and levels. While it is possible to complete the coursework in the four-year experience at Aurora University, timely completion will necessitate careful planning. During the freshman and sophomore years, candidates generally focus on completing their General Education requirements and begin their major by taking the introductory education course, Learning Theories and Applications 2, and two introductory special education courses. The junior and senior years are largely devoted to special education courses that demonstrate the breadth of the K to 22 years teaching experience and to allow the special educator to collaborate with the regular education teacher. While there is some flexibility in when university-wide General Education courses are taken, the order in which the special education courses must be taken is less flexible due to the fact that discipline knowledge builds over the span of the special education coursework. Additionally, some special education courses are offered only once per year. Again, candidates should keep in close contact with their advisor in the Crouse Center and the chair of special education in order to complete this major on schedule.

## **Admission to the Major**

Admission to Aurora University does not guarantee admission to a major in the School of Education. Admission to the major requires that the student first be accepted into the School of Education and Human Performance.

### **Admission Criteria**

To be fully admitted to the School of Education and Human Performance, the teacher candidate must have completed an application form to the School of Education; passed a Criminal Background Check and Sex Offender Check through the Kane County Regional Office of Education and passed the TB Test; earned a cumulative GPA of 3.00 or higher; and passed the Test of Academic Proficiency (TAP), OR have the ISBE approved equivalents for the ACTPlus Writing or the SAT. Current ISBE accepted scores (all students should verify these figures as ISBE has the right to change them):

If ACTPlus Writing completed on / after 9/10/16 -

- Composite Score of 22 or higher and a score of 6 on the writing portion

If ACTPlus Writing completed 9/1/15-09/9/16

- Composite score of 22 or higher and a combined English/Writing score of 16,

OR having an SAT score of:

If SAT taken before March 5, 2016 -

- Composite score of 1030 (Critical Reading + Mathematics = 1030 or higher)
- Minimum score of 450 on Writing

If SAT taken on or after March 5, 2016:

- Composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher)
- Minimum score of 26 on Writing and Language Test

If the applicant's grade point average is below that of 3.00, the applicant may be accepted on a probationary basis.

Acceptance into the special education program requires a 3.0 average; the same guidelines for probationary status apply. If probationary status is granted, a formal review will be conducted by the program chair after completion of the first three courses, where progress toward a 3.0 average must be noted or the applicant will not be able to continue the program. This may necessitate retaking courses where the

grade was less than a “B.”

### **Retention Criteria**

Teacher candidates should be aware that continuation in the special education major requires that candidates maintain a 3.0 grade point average in the major. Candidates will not be able to proceed to upper-level special education courses (those with prerequisites) if this grade point average is not sustained. Again, a probationary period may be extended, based on the recommendation of the candidate’s advisor and the program chair.

### **Illinois State Board of Education Program Changes**

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

### **Required Special Education Courses**

- EDU2260 Learning, Theories and Application K–12 (4)
- SPED2120 Characteristics and Identification of Disabilities and the Law (4)
- SPED3355 Educational Research in Special Education through a Cognitive Development Lens (4)
- SPED/EDU3510 Diversity Studies for Teaching ELLs and Students with Disabilities/Cross Cultural Studies for Teaching ELLs (4)
- SPED3560 Reading Methods: Differentiated and Direct Instruction (4)
- SPED/EDU3610 Development for Special Education and English Language Learners (4)
- SPED3750 Prosocial Skills and Challenging Behaviors (4)
- SPED3815 Strategies and Assistive Technology for Students with Low Incidence Disabilities (4)
- SPED3820 Psychological/Educational Assessment of Students with Disabilities (4)  
Note: Qualifying senior may take SPED5610
- SPED4500 Mathematics and Sciences Methods for Students with Disabilities (4)  
Note: Qualifying seniors may take SPED5640
- SPED4550 Reading Disabilities Theory and Interventions (4)
- SPED4610 Written Language Development and Disorders (4)
- SPED4620 Collaboration Models for Inclusion (4)
- SPED4760 Special Education Student Teaching Seminar (2)
- OR
- SPED4780 Special and Elementary Education Student Teaching Seminar (2)
- SPED4750 Student Teaching in Special Education (13)
- OR
- SPED4770 Student Teaching in Special and Elementary Education (13)



### **Additional General Education Courses**

There are general education requirements (beyond university requirements), based on licensure requirements, which include:

#### **A two-course sequence in mathematics:**

MTH1210 and MTH1220 Mathematics for Elementary Teachers I and II (4 each) or their equivalent in upper-level mathematics coursework or passage of a proficiency test. Students who matriculate to Aurora University with advanced background in mathematics should talk with their Crouse Center advisor to ascertain if both or either of the above mathematics classes are required.

**Three additional science courses covering biology, physical sciences and earth science, with four-year Aurora University candidates taking the following courses (transfers may petition for other equivalencies; again, students are encouraged to talk with their Crouse Center advisor about science equivalencies):**

BIO1150 Life Science for Educators

NSM1400 Earth and Space Science

NSM2500 Integrated Mathematics and Science for Teachers (4) or a physical science, such as chemistry or physics from another institution

HIS1210 American History II (since 1877) (4)

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## **Special Education Minor**

### **20 semester hours**

The minor in special education is designed to meet two broad goals:

1. To prepare regular education teachers to meet the needs of children with special needs in their classrooms, and
2. To begin the process of candidates becoming certified in LBS I at the master's level by offering undergraduates the opportunity to take classes that would result in advanced standing in the Aurora University Master of Arts in Special Education (MASE) program.

Therefore, this minor will enable regular education teachers to enter the workforce with additional knowledge for the inclusive classroom. The minor will also allow undergraduates the potential to achieve advanced standing for a graduate degree (MASE), which would carry an LBS I licensure, complementary to their elementary or secondary classroom licensure achieved with the BA/BS. To receive licensure as an LBS I at the undergraduate level, a candidate must major in special education; however, licensure for a restricted range of grades is possible, but it may

not be possible if the candidate wishes to graduate in four years.

### **Academic Standards**

Candidates should be aware that graduate school standards maintain that a grade of “C” or lower is unacceptable academic performance. Graduate school expectations will apply to any undergraduate who elects to pursue this minor and who then plans to apply for advanced standing for an MASE degree at a later date. Coursework completed in the undergraduate courses that does not meet the standards of the graduate school may need to be repeated at the master’s level at the discretion of the graduate school admission committee for special education.

### **Minor Requirements**

**Required Course:** 4 semester hours

SPED2120 Characteristics and Identification of Disabilities and the Law (4)

**Selected Courses:** 16 semester hours\*

Candidates may take any of the remaining SPED courses totaling a minimum of 16 hours. Candidates should note that other initial licensure programs have special education requirements that are stipulated.

\*The following coursework may be advantageous as they, with SPED2120, comprise the ISBE endorsement for education majors (if completed, this would endorse a candidate for the same grades as their primary licensure major at Aurora University):

SPED3355 Educational Research in Special Education through a Cognitive Development Lens (4)

SPED3750 Prosocial Skills and Challenging Behaviors (4)

SPED3815 Strategies and Assistive Technology for Students with Low Incidence Disabilities (4)

SPED3820 Psychological/Educational Assessment of Students with Disabilities (4)

SPED4620 Collaboration Models for Inclusion (4)

*Note: Some courses require acceptance into the School of Education and Human Performance and/or passage of the TAP (or equivalent ACT/SAT scores as defined by ISBE).*

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## **Sport Management**

### **Bachelor of Arts**

The Sport Management major is designed to provide professional preparation that develops competitive sport management leaders to meet the demands of a booming sport and recreation industry. The program prepares students through a

comprehensive program of both theory and application. Students will study sport business concepts in the areas of management and organization, marketing and promotion, communication, legal issues, facilities, and media relations.

**Professional Core:** 28 semester hours

PED1600 Career Exploration in Sport Management (2)

PED2210 Sports in Society (4)

PED2260 Technology in Sport Promotion and Programming (2)

PED3040 Sport Management (4)

PED3045 Sport Law (4)

PED4110 Administration of Health and Human Performance (4)

PED4370 Facilities and Special Events (4)

PED4945 Sport Management Internship (4)

**Professional Support Courses:** 12 semester hours

MKT2300 Principles of Marketing (4)

COM1550 Professional Communication (4)

BUS1020 Foundations of Management (4)

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## **STEM (Science, Technology, Engineering & Math) Minor**

**20 semester hours**

**Required Courses:**

BIO1150 Life Science for Educators (4)

OR

BIO 1210/Z Biology of Cells (4)

OR

BIO 1220/Z Biology of Organisms (4)

CHM 1200/Z Principles of Chemistry (4)

OR

CHM 1310/Z General Chemistry I (4)

CSC 1010 Introduction to Computer Science (4)

PHY 2210/Z Physics I (4)

NSM 3200 Real World STEM Applications (4)

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## **Theatre**

## Bachelor of Arts

It is the belief of AU theatre faculty that the best theatre artists develop through intensive training in a specialty combined with knowledge in all areas of theatre. In the core theatre classes, students will explore theatre history, performance elements and literature. In professional quality productions and in concentration-specific classes, students will learn and develop the skills needed for a career in theatre or nearly any field. As students progress through the program, faculty will work collaboratively with them to prepare for graduate study, entrance into the world of theatre, and/or toward any career goals that could be enhanced with theatre training.

On stage, students are provided the opportunity to be actively involved in high caliber productions and work directly with professional directors, designers and other theatre artists. The theatre department explores a variety of themes and styles in these productions while maintaining a very high standard for everyone involved. Each year students and faculty also participate in many other activities, such as student productions, collaborations with other programs and special events on campus. A student's activity level is only limited by his or her desire to be involved.

Many theatre graduates pursue careers in theatre, television and film. Others find that with the combination of theatre studies and a solid liberal arts education, they are prepared to pursue careers in a variety of fields, including law, teaching, business, performance coaching, sales and marketing. The theatre major and minor, are also designed to be easily combined with many other majors to meet the needs of many different career goals. Commonly, theatre is combined with business, communication, English, history and music.

Theatre students must be actively involved in productions presented by the department. **Each theatre major must substantially participate in at least four main stage productions (and at least one of those must include backstage work).** Quality of student participation will be gauged by theatre faculty and will be assessed as part of annual reviews.

Students are also required to complete an annual review. For transfer students, the first review must be completed upon entry into the program. In these reviews, the students present audition monologues or portfolios. Faculty members work with the students to improve their presentation skills and discuss their progress in the program and their future goals. Students are also given the opportunity to provide feedback about the program. In their final semester, all majors complete an exit review as a final step toward future employment.

**Required Core Courses:** 28 semester hours

THE1300 Introduction to Acting (4)

THE1500 Stagecraft I (4)

THE2210 Play Analysis (4)

THE3600 History of Theatre: Antiquity to Renaissance (4)

THE3610 History of Theatre: Restoration to Present (4)  
THE3310 Directing (4)  
THE4900 Senior Capstone Preparation (1)  
THE4990 Senior Capstone (3)

**Selected Courses:** Choose 12 semester hours

ART2100 Introduction to Drawing (4)  
THE2300 Scene Study for the Actor (4)  
THE2310 Voice and Movement for the Actor (4)  
THE2500 Stagecraft II (4)  
THE2510 Design for the Stage (4)  
THE3300 Classical Acting (4)  
THE3500 Scenic Design (4)  
THE3520 Costume Design (4)  
THE3525 Lighting Design (4)  
THE3550 Stage Management (4)  
THE4500 Advanced Study in Design or Technical Theatre (4)

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## Therapeutic Recreation

### Bachelor of Science

**Therapeutic Recreation Core Courses:** 36 semester hours

REC2400 Recreation as a Therapeutic Intervention (4)  
REC2250 Therapeutic Recreation for Selected Populations (4)  
REC2220 Recreation Leadership (4)  
REC3335 Therapeutic Recreation Programming (4)  
REC3340 Assessment and Documentation in Therapeutic Recreation (4)  
REC4360 Administration of Therapeutic Recreation (4)  
REC4800 Therapeutic Recreation Internship (12)

**Required Support Courses:** 16 semester hours

BIO2650 Essentials of Anatomy and Physiology (4)  
PSY1100 General Psychology (4)  
PSY3660 Psychological Disorders (4)  
PSY3250 Lifespan Development (4)

**Suggested Elective Courses:**

CSD1000 Introduction to Sign Language (4)  
BIO1100 Medical Terminology (2)  
SWK3600 Animal Assisted Therapy (4)

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# Course Descriptions

## **ABA2100 Principles of Everyday Behavior**

This course is designed to provide an introduction to the field of behavior analysis. Everyday behavior will be examined as a part of the natural world, with primary focus on how basic principles of behavior influence everyday behavior of both animals and humans.

**Semester hours:** 4

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## **ABA3200 Applied Behavior Analysis**

This course is an introduction to applied behavior analysis (ABA), which is a field dedicated to the application of behavioral principles and procedures. We will cover basic principles such as reinforcement, punishment, stimulus control, extinction, etc. and we will address how these principles relate to common behavioral procedures. In addition, we will cover particular topics such as behavioral medicine, behavioral gerontology, drug and alcohol abuse, classroom management, developmental disabilities, and applications in business and industry.

*Note – This course serves as an admission requirement for the MS in Applied Behavior Analysis 4+1 program; see the graduate catalog for details.*

**Semester hours:** 4

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## **ABA4500 Behavioral Treatment for Children with Autism Spectrum Disorder**

This is an advanced undergraduate-level course in applied behavior analysis (ABA). Specifically, this course will address the application of the principles of behavior to common behavioral deficits and excesses of social significance related to autism spectrum disorder (ASD). The course satisfies the 40-hour training requirement for the Behavior Analysts Certification Board's (BACB) Registered Behavior Technician (RBT) credential. The primary goal of this course is to prepare students to serve as behavior technicians in clinics that provide early intensive behavioral intervention (EIBI) services to children diagnosed with autism. Behavior technicians are responsible for teaching language, social skills, self-help skills, and academic skills to young children with autism.

*Note – This course serves as an admission requirement for the MS in Applied Behavior*

*Analysis 4+1 program; see the graduate catalog for details.*

**Semester hours:** 4

**Prerequisite:** ABA 3200

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### **ACC2010 Principles of Financial Accounting**

This course addresses the study of the fundamental principles of financial accounting theory and practice, including the analysis of assets, liabilities and owners' equity accounts; allocation, estimation and accrual procedures for financial statement preparation.

**Semester hours:** 4

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### **ACC2020 Principles of Managerial Accounting**

This course will help students understand and utilize financial statement information for decision making. Topics will include determining product costs, cost behavior, how volume effects cost, different approaches to profit reporting and operational efficiency. Methods of budgeting, standard costing and variance analysis will be discussed as it relates to product costing and measuring operational performance. Activity-based costing and the "just-in-time" philosophy will also be addressed.

**Semester hours:** 4

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### **ACC3110 Intermediate Accounting I**

This course addresses the study of accounting theory and practice as it relates to current assets, including monetary assets, receivables and inventories. The standard setting process, the accrual process, present value applications, accounting for discontinued operations and extraordinary items, and the preparation of financial statements will also be examined. Additional topics include plant assets, intangible assets, current liabilities, bonds and contingencies. Class work builds on previous coursework, facilitating self-discovery of knowledge and the development of professional skills and attitudes. This course focuses on working through and resolving complex accounting problems in a professional manner.

**Semester hours:** 4

**Prerequisite(s):** ACC2010.

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## **ACC3120 Intermediate Accounting II**

This course provides a study of accounting theory and practice as it relates to stockholder's equity, investments, revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes, cash flow, and full disclosure in the financial statements. Earnings per share for both simple and complex capital structures will also be examined. This course focuses on working through and resolving complex accounting problems in a professional manner.

**Semester hours:** 4

**Prerequisite(s):** ACC3110.

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## **ACC3210 Cost Accounting**

This course applies general accounting principles to the recording, analysis, and interpretation of material, labor, and overhead costs for divisions, functions, departments, and operations; product cost systems, job cost systems, and factory overhead cost.

**Semester hours:** 4

**Prerequisite(s):** ACC2020.

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## **ACC3310 Federal and State Taxation of Individuals**

This course addresses the study of individual income tax principles underlying filing status, personal exemptions, dependency, gross income, deductions for adjusted gross income, standard and itemized deductions, and income tax calculation. This is a hands-on course consisting of the preparation of various individual income tax returns using Form 1040EZ, Form 1040A, Form 1040, and IL-1040. This course also includes voluntary income tax preparation for low income and elderly taxpayers.

**Semester hours:** 4

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## **ACC3320 Federal Taxation of Business Entities**

This course provides a study of federal taxation of business entities of sole proprietorships, C corporations, partnerships and S corporations. Federal gift and estate taxes and income taxation of trusts and estates will also be studied.

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**Semester hours:** 4

**Prerequisite(s):** ACC2010.

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### **ACC3810 Special Topics in Accounting**

This course will address a specific area of study in Accounting not already covered by other Accounting course offerings. The focus will be on a contemporary content area in Accounting.

**Semester hours:** 4

**Prerequisite(s):** Topic specific.

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### **ACC3940 Accounting Internship**

Students will have the opportunity to embark on new related experiential learning opportunities through the use of general elective accounting internships. Students will work with a faculty coordinator to identify an organization where they can gain pragmatic accounting skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator and faculty member.

**Semester hours:** 4

**Prerequisite(s):** Determined by faculty sponsor.

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### **ACC4140 Advanced Accounting**

This course provides a study of accounting principles as it relates to business combinations, segment and interim reporting, legal reorganizations, liquidations and partnerships.

**Semester hours:** 4

**Prerequisite(s):** ACC3120.

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### **ACC4410 Auditing**

This course studies generally accepted auditing standards and procedures used in examining financial statements and supporting records, including the auditor's responsibilities to third parties, the evaluation of the client's internal control and the ethics of the profession. Particular emphasis is placed upon the auditing of

cash, accounts and notes receivable, prepaid expenses, inventory, property, plant and equipment, current liabilities, long-term liabilities and stockholder's equity. Electronic auditing will also be reviewed.

**Semester hours:** 4

**Prerequisite(s):** MTH2320; ACC3120.

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## **ART1000 Art Appreciation**

This course is designed to encourage an understanding and appreciation of the visual arts through a study of their theory, history and mechanics. The course includes a survey of the major developments in the visual arts and their respective aesthetic criteria, from Classical Greece to the present.

**Semester hours:** 4

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## **ART1210 Two-Dimensional Design**

Introductory course that examines, manipulates, and critically evaluates the visual and conceptual properties of two-dimensional art. Designed to heighten aesthetic appreciation and serve as an introduction for those who wish further study of painting, drawing, or graphic design.

**Semester hours:** 4

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## **ART1310 Three-Dimensional Design**

This introductory course examines, manipulates and critically evaluates the visual and conceptual properties of three-dimensional art. The course is designed to heighten aesthetic appreciation and serve as an introduction for those who wish to further study three-dimensional design or sculpture.

**Semester hours:** 4

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## **ART2100 Introduction to Drawing**

This course is an introduction to the techniques of drawing with emphasis on representation and pictorial composition.

**Semester hours:** 4

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## **ART2120 Figure Drawing**

Figure Drawing is a multi-level course in observational drawing that focuses on drawing the human figure and the space surrounding the figure. A nude or dressed model is scheduled to be present in each class designated for studio drawing. Students will develop familiarity with drawing materials and methods. Simultaneously, students will be challenged to develop and engage their own subject matter within the language of drawing and in the context of historical and contemporary artists. Figure Drawing will also introduce students to skeletal and muscular landmarks on the human body. A museum visit, slide lectures, and group discussions will supplement the class.

**Semester hours: 4**

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## **ART2200 Color**

Color introduces students of all disciplines to ways of perceiving, understanding, and applying color. Students will investigate (1) the interaction of color and color phenomena, (2) how color signals specific ideas in historical and cultural contexts, and (3) color's subjective timbre.

**Semester hours: 4**

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## **ART2300 Art and the Environment**

In this class, students will explore and create ecologically motivated art. In order to expand their understanding of the relationship between art and major environmental issues and to investigate how art can raise awareness about environmental concerns, students will experience the history of this art movement and current eco artists, critically analyze relevant readings, and create their own artistic works. Art areas will include: painting, illustration, sculpture, earthworks, photography, mixed media, found objects, and installation art.

**Semester hours: 4**

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## **ART2500 Art History: Prehistoric to Medieval**

This course is a survey of visual art from Prehistory to 1400. It is a course designed to develop an understanding of major developments in the visual arts and the relationship of those developments to the cultures that produced them.

**Semester hours: 4**

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### **ART2510 Introduction to Painting**

This course brings together the disciplines of drawing, design, color theory and painting technique to help students learn to manipulate the tools and materials of painting media.

**Semester hours: 4**

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### **ART2530 Introduction to Native American Art**

This course is designed to give a broad understanding of the art of the indigenous people of North America from prehistoric petroglyphs to contemporary artists such as Jeaune-Quick-to-See-Smith. An attempt is made to examine these arts in a cultural context, focusing upon the religious, socio-economic and political environments in which they were produced, particularly westward expansion. Art representing many tribes from all culture areas will be the subject of study. Many artifacts from the Aurora University Schingoethe Museum will be the subject of research. Field trips to local museums will be incorporated into the course.

**Semester hours: 4**

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### **ART2600 Art History: Renaissance to Contemporary**

This course is a survey of visual art from the Renaissance to the present. It is a course designed to develop an understanding of major developments in the visual arts and the relationship of those developments to the cultures that produced them.

**Semester  
hours: 4**

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### **ART2610 Introduction to Sculpture**

This course is an introduction to some of the basic sculptural techniques and media as applied to the visual and conceptual properties of three dimensional art.

**Semester hours:** 4

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### **ART2670 Introduction to Digital Photography**

This course is an introduction to the aesthetics and practice of photography, the history of photography and its place in contemporary culture. Students learn the mechanics of digital black and white photography, explore the written and visual history of photographic movements and major artists, and create a portfolio of original work and an accompanying paper integrating a personal photographic style and vision with historical and contemporary photographic art. Access to a digital camera with manual exposure adjustments is required (see the instructor for details) and students must purchase some materials, such as digital printing paper and a flash memory drive.

**Semester hours:** 4

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### **ART/PHL2700 Art and Philosophy**

This course studies the varied relationships between philosophy and the production and reception of art. Topics covered include aesthetics, the cross-influences between art and philosophy, and questions about the similarities and differences between the two practices.

**Semester hours:** 4

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### **ART3110 Intermediate Drawing**

This course provides a further study of representation and pictorial composition in conjunction with experimentation with the various drawing media.

**Semester hours:** 4

**Prerequisite(s):** ART2100 or portfolio review.

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### **ART3200 Intermediate Sculpture**

This course provides a further study of sculptural techniques and media as applied to the visual and conceptual properties of three dimensional art.

**Semester hours:** 4

**Prerequisite(s):** ART2610 or portfolio review.

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### **ART/HIS3360 Renaissance, Renovation and Revival**

History is punctuated by periods of rebirth and renewal. The energy characterized by such periods is illustrated in material culture and in particular in the visual arts. This course explores the idea of renaissance in art and history and its visual manifestations. Topics covered include the Carolingian Renovation, the Italian Renaissance, Neoclassicism and the revivals of the 19th century, and the Harlem Renaissance of the 20th century.

**Semester hours:** 4

**Prerequisite(s):** One prior college-level history or art history course.

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### **ART3400 Intermediate Digital Photography**

Building on technical skills and aesthetic sensibilities developed in the introductory course, students continue to explore digital photography through color. This course explores creative use of color theory and digital workflow. Skill sets acquired in ART2670 are expanded with emphasis on personal, creative and thematic projects. Access to a digital camera with manual exposure adjustments is required (see instructor for details) and students must purchase some materials such as digital printing paper and portfolio products.

**Semester hours:** 4

**Prerequisite(s):** ART2670 or equivalent knowledge and skills as determined by the instructor.

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### **ART/REL3450 Icons and Idols: Religion and Art**

What is the difference between an icon and an idol? How does religious imagery function in the unique traditions of Christianity, Islam, Buddhism, Hinduism and other world religions? Icons and Idols takes a critical approach to visual representation, treating image-objects across cultures, times and systems of belief to promote a greater understanding of both visual culture and its informing religions. Readings range from Plato and the Old Testament to contemporary criticism. Prior study of art history and/or religion is recommended, but not required.

**Semester hours:** 4

**Prerequisite(s):** One prior college-level art history or religion course.

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## **ART3510 Intermediate Painting**

This course provides a further study of painting media in a wider range of uses and forms of expression.

**Semester hours:** 4

**Prerequisite(s):** ART2510 or portfolio review.

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## **ART3540 Photography and Society**

This course traces the technical and aesthetic development of photography as both cultural phenomenon and art form and explores the ways in which it has reshaped human civilization since its invention in 1839. Emphasis will be placed on viewing and discussion photography as a social medium, examining how contemporary photography-based journalists, documentarians and artists visually address critical global issues in the 21<sup>st</sup> century.

**Semester hours:** 4

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## **ART4100 Advanced Drawing**

This course offers further intensive experimentation with selected drawing media.

**Semester hours:** 4

**Prerequisite(s):** ART3110 or portfolio review.

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## **ART4200 Advanced Sculpture**

This course offers further intensive experimentation with selected sculpture media.

**Semester hours:** 4

**Prerequisite(s):** ART3200 or portfolio review.

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## **ART4400 Advanced Digital Photography**

This course covers advanced digital photography and imaging with an emphasis on developing and enhancing individual student skills. Students will create portfolios of

original work demonstrating mastery of the technical and aesthetic approaches of the course, developing themes and approaches through an extended series of large-format images suitable for exhibition.

**Semester hours:** 4

**Prerequisite(s):** ART2670; ART3400 or equivalent coursework.

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## **ART4510 Advanced Painting**

This course offers further intensive experimentation with selected painting media.

**Semester hours:** 4

**Prerequisite(s):** ART3510 or portfolio review.

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## **ART4910 Senior Seminar Preparation**

This course is designed to help the graduating art student prepare and organize a capstone project/exhibition.

**Semester hours:** 2

**Prerequisite(s):** Completion of all other art requirements and consent of art faculty.

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## **ART4920 Senior Seminar**

This is a capstone course that allows a student to demonstrate comprehensive knowledge and skills expected of an art major at the conclusion of his or her program of study. Written and oral critique will verify the student's ability to verbalize aesthetic concepts. The student will present a public exhibit of his or her creative work which will include responsibility for all aspects of hanging and presenting their work.

**Semester hours:** 2

**Prerequisite(s):** ART4910.

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## **ATR1800 Responding to Emergencies**

This course is designed to provide students with the knowledge and skills necessary to recognize and respond appropriately to cardiac, breathing and first aid emergencies. The course content and activities will prepare students to provide care to a suddenly injured or ill person until more advanced medical personnel arrive and



take over. Upon completion of this course, students who qualify will be certified by the American Red Cross in Responding to Emergencies First Aid, CPR for the Professional Rescuer and Health Care Provider, Blood borne Pathogens, Asthma Inhaler, and Epinephrine Administration. This course requires a lab fee.

**Semester hours:** 2

**Prerequisite(s):** Only open to declared pre-athletic training majors.

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## **ATR2500 Prevention and Care of Acute Athletic Injuries and Illnesses**

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

**Semester hours:** 4

**Prerequisite(s):** ATR2050 with a grade of "C" or higher and admission into the athletic training major.

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## **ATR2750 Athletic Training Practicum II**

Under the direct supervision of a preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a pre-determined clinical affiliate site. Students will also be required to attend a variety of allied health profession presentations conducted outside of scheduled class time. This practicum includes a one-hour lab/seminar class. 150 hours of clinical experiences required. This course requires a lab fee.

**Semester hours:** 2

**Prerequisite(s):** ATR1760 with a grade of "C" or higher and admission into the athletic training major. Must pass a TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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## **ATR2760 Athletic Training Practicum III**

Under the direct supervision of a preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. 150 hours of clinical experiences required.

**Semester hours:** 2

**Prerequisite(s):** ATR2750 with a grade of "C" or higher. . Must pass a TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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## **ATR3200 Emergency Medical Response**

This course is designed to provide athletic training students with the knowledge and skills necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical personnel take over. The course content and activities will prepare the student to make appropriate decisions about the care to provide in a medical emergency. This course teaches the skills that athletic trainers need to act as a crucial link in the emergency medical services (EMS) system. Upon completion of this course, students who qualify will be certified by the American Red Cross as an Emergency Medical Responder with additional certifications in CPR for the Professional Rescuer and Health Care Provider, Blood Borne Pathogens, and Oxygen Administration. Additional skills instructed in this course include emergency airway management, body core temperature management, blood glucose level management, pulse oximetry use, nebulizer treatment therapy, metered dose inhaler, and epinephrine administration. This course requires a lab fee.

**Semester hours:** 4

**Prerequisite(s):** ATR1800 and ATR3750 with a grade of "C" or higher.

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## **ATR3500 Medical Aspects of Athletic Training**

This course addresses general medical conditions encountered in the athletic training setting while caring for athletes. Each major body system will be addressed, including common conditions and disease states in relationship to their effect on sports participation. Students will learn about the etiology, clinical presentation, and diagnosis through physical evaluation and treatment options for these conditions. Strategies in prevention and athlete education will occur in each section. Competencies required in the areas of anatomical relationships, mechanism of injury, illness/injury management, pharmacology, and current research will be investigated.

**Semester hours:** 4

**Prerequisite(s):** ATR3530, ATR3760, and BIO2670 with a grade of "C" or higher.

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## **ATR3510 Assessment of Lower Extremity/Viscera**

This course emphasizes the theory and practical applications of evidence-based practice in orthopedic assessment. Standard assessment techniques will be learned and applied to injuries and illnesses of the lower extremity and viscera. Guidelines for appropriate physician referral, documentation and standard treatment protocols will be discussed. Lab section: Clinical proficiencies addressing the study of the lower extremity and viscera will be practiced and mastered. Orthopedic evaluation, standard documentation, and critical thinking skills will be emphasized.

**Semester hours:** 4

**Prerequisite(s):** ATR2500 and BIO2660 with a grade of "C" or higher.

**Co-requisite(s):** Registration in ATR3510z laboratory section.

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### **ATR3530 Assessment of Upper Extremity/Axial Skeleton**

This course emphasizes the theory and practical applications of evidence-based practice in orthopedic assessment. Standard assessment techniques will be instructed and applied to injuries and illnesses of the upper extremity and axial skeleton. Guidelines for physician referral, proper documentation and standard treatment protocols will be discussed. Lab section: Clinical proficiencies addressing the study of the upper extremity and axial skeleton will be practiced and mastered. Orthopedic evaluation, standard documentation and critical thinking skills will be emphasized.

**Semester hours:** 4

**Prerequisite(s):** ATR3510 with a grade of "C" or higher.

**Co-requisite(s):** Registration in ATR3530z laboratory section.

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### **ATR3550 Therapeutic Exercise**

This course offers a study of clinical sports therapy techniques used in the rehabilitation of athletic-related injuries. The student will gain an understanding of scientific principles and procedures of therapeutic exercise, indications and contraindications in the uses of various therapeutic exercises, manual therapy techniques, surgical techniques, and decision-making skills. Lab section: Clinical proficiencies associated with the rehabilitation of injuries to the musculoskeletal system will be practiced and mastered. Rehabilitation exercises, manual therapy techniques, practical applications and decision-making skills will be emphasized.

**Semester hours:** 4

**Prerequisite(s):** ATR3530 with a grade of "C" or higher.

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**Co-requisite(s):** Registration in ATR3550z laboratory section.

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### **ATR3600 Therapeutic Modalities**

This course offers a study of current theories and applications in the use of evidence-based practice in therapeutic modalities. The student will gain an understanding of the underlying physics, physiological effects, indications, and contraindications of the use of therapeutic physical agents. Emphasis will be placed on the proper procedures for application of thermal, electrotherapeutic and hydrotherapeutic modalities. Lab section: Clinical proficiencies associated with the scientific foundations and proper use of therapeutic modalities in the clinic will be mastered. Practical application procedures and standard therapeutic modality protocols will be emphasized.

**Semester hours:** 4

**Prerequisite(s):** ATR3510 with grade of "C" or higher.

**Co-requisite(s):** Registration in ATR3600z laboratory section.

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### **ATR3750 Athletic Training Practicum IV**

Under the direct supervision of a preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. 225 hours of clinical experiences required.

**Semester hours:** 3

**Prerequisite(s):** ATR2760 with a grade of "C" or higher. Must pass a TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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### **ATR3760 Athletic Training Practicum V**

Under the direct supervision of a preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. 225 hours of clinical experiences required.

**Semester hours:** 3

**Prerequisite(s):** ATR3750 with a grade of "C" or higher. Must pass a TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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## **ATR4150 Administration of Athletic Training**

This course will focus on the management strategies in athletic training, including facilities, programs, employees, finances and information. Emphasis will be placed upon planning, developing, organizing and directing an athletic training program in a variety of settings. Students will study the standards, policies and practices, supervision and administration of athletic training programs. Health care administration and reimbursement for services, professional development, ethics and legal concepts will also be investigated.

**Semester hours:** 4

**Prerequisite(s):** Registration in ATR4750.

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## **ATR4750 Athletic Training Practicum VI**

Under the direct supervision of a preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. 225 hours of clinical experiences required.

**Semester hours:** 3

**Prerequisite(s):** ATR3760 with a grade of "C" or higher. Must pass a TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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## **ATR4760 Athletic Training Practicum VII**

Under the direct supervision of a preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. 225 hours of clinical experiences required.

**Semester hours:** 3

**Prerequisite(s):** ATR4750 with a grade of "C" or higher. Must pass a drug screen and TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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## **ATR4990 Athletic Training Senior Seminar/Board of Certification Preparation**

This capstone course is an exam preparation course for the athletic training Board of Certification (BOC) exam. This course also includes a student-oriented research project and an investigation into the best standard of care in athletic training by examining evidence-based research and athletic training position statements.

**Semester hours:** 2

**Prerequisite(s):** ATR4150 with a grade of "C" or higher.

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## **BIO1060 Human Biology**

The course examines the human organism and the impact of modern biology and medical discoveries on humans. Topics covered include anatomy/physiology, immunity, reproduction, development, genetics, and the relationship between humans and their environment. Laboratory experiences are incorporated into the course where appropriate.

**Semester hours:** 4

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## **BIO1100 Medical Terminology**

This course is designed to teach word roots, combining forms, suffixes, and prefixes to develop an understanding of health care terms. Definitions, spelling and the use of correct abbreviations are emphasized. The course content is organized around body systems and emphasizes terminology and applications related to the health and fitness career fields.

**Semester hours:** 2

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## **BIO1150 Life Science for Educators**

This course surveys the major principles of life science for those majoring in elementary, middle school or special education. Topics include evolution, the diversity of life, ecology, cell biology and inheritance. Laboratory experiences will include exercises that enhance content understanding, and will focus on the pedagogy of life science.

**Semester hours:** 4

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## **BIO1210 Biology of Cells**

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This course studies the cell as the basic unit of biology. Topics include structure and roles of biologically important molecules, prokaryote and eukaryote cell structure, concepts of metabolism and energy flow, enzymes, photosynthesis, ATP production, cell reproduction, molecular genetics, and the principles of Mendelian genetics.

**Semester hours:** 3

**Pre/Co-requisite:** MTH1100 and BIO1210Z.

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### **BIO1210Z Biology of Cells Laboratory**

The laboratory for Biology of Cells will explore the biological methods, techniques, and practices that support the lecture topics of cell and molecular biology. This course is designed for Biology and Health Science majors, or those interested in taking upper level biology courses in the future. It is strongly recommended that this course is taken along with BIO 1210, Biology of Cells lecture.

**Semester hours:** 1

**Pre/Co-requisite:** MTH1100 and BIO1210.

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### **BIO1220 Biology of Organisms**

This course studies the levels of the biological hierarchy above the level of the individual organism. Topics include microevolution and natural selection, macroevolution, the history and diversity of life, and ecological principles.

**Semester hours:** 3

**Pre/Co-requisite:** MTH1100 and BIO1220Z.

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### **BIO1220Z Biology of Organisms Laboratory**

The laboratory for Biology of Organisms will explore the biological methods, techniques, and practices that support the lecture topics of evolution, diversity, and ecology. This course is designed for Biology, Health Science, and Pre-medical professions majors, or those interested in taking upper level biology courses in the future. It is strongly recommended that this course is taken along with BIO 1220, Biology of Organisms lecture.

**Semester hours:** 1

**Pre/Co-requisite:** MTH1100 and BIO1220.

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## **BIO2080 Nutrition and Health Promotion**

This course is intended to provide an understanding of basic nutritional science and dietetics to students with a limited nutrition background. This will be accomplished through exploration of fundamental concepts of nutrition, health, and wellness, with special focus on contemporary issues and personal application. Topics covered include the principles of diet planning, government standards, and food labeling; the biological functions and food sources of each nutrient; energy balance, weight management, and physical activity; the role of nutrition in health, disease, and lifespan development; food safety issues; and nutrition pseudoscience, misinformation, and current controversies.

**Semester hours:** 4

**Prerequisite(s):** BIO1060, or BIO1210/1210Z or BIO1310.

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## **BIO2200 Humans and the Environment**

This course provides students with an overview of the relationship between humans and their environment, and to the environmental problems that we face. Topics include human population growth, pollution, climate change, energy use, and loss of biodiversity, along with emerging contemporary issues. Implications and potential solutions will be discussed.

**Semester hours:** 4

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## **BIO2250 Local Ecosystems**

This course introduces students to the variety of ecosystems in our local region, and to the ways that these systems impact and are impacted by humans. Students will learn about characteristics of these ecosystems, as well as gain introductory experience in identifying local flora and fauna. Exploration of local prairies, woodlands, and aquatic systems will be an important component of this course, as well as a field trip to the Aurora University George Williams College Campus on Geneva Lake in Wisconsin. A lab fee to cover the costs of field trips is included.

**Semester hours:** 4

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**Prerequisite(s):** BIO2200 or NSM1400

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## **BIO2280 Microbiology**

This course covers principles and techniques of microbiology. Topics include the structure and life cycles of bacteria, viruses, protists, fungi, parasitic worms, characteristics of the major groups of bacteria, bacterial growth and metabolism, microbial genetics and pathogenesis, epidemiology, and selected infectious diseases. Laboratory experiences for Microbiology include microscopy and staining techniques, bacterial culture, control of microbes, and identification of microbes using metabolic and morphologic characteristics plus selected topics.

**Semester hours:** 4

**Prerequisite(s):** BIO1210/1210Z or BIO1310 with a grade of “C” or higher.

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## **BIO2300 Introduction to Zoology**

This course will examine the diversity and organ systems of animals, using a comparative approach. Topics include the classification and phylogeny of the major animal groups, the structure and function of animal organ systems, and the ways in which animals are adapted to their environments.

**Semester hours:** 3

**Prerequisite(s):** BIO1210/1210Z or BIO1310; BIO1220/1220Z.

**Pre/Co-requisite:** BIO2300Z

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## **BIO2300Z Introduction to Zoology Laboratory**

Laboratory experiences for Introduction to Zoology are designed to support the content presented in lecture and provide hands-on experience with representative body systems, animals, and biological techniques. It is strongly recommended that this course is taken along with BIO 2300, Introduction to Zoology lecture.

**Semester hours:** 1

**Prerequisite(s):** BIO1210/1210Z or BIO1310; BIO1220/1220Z.

**Pre/Co-requisite:** BIO2300

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## **BIO2350 Introduction to Botany**

This course will examine the diversity and organ systems of “plants,” using a comparative approach. Topics include the classification and phylogeny of the major photosynthetic groups (cyanobacteria, algae, and plants) as well as the heterotrophic fungi, characteristics of selected angiosperm families, the structure and function of plant and fungal organ systems, and the ways in which plants and fungi are adapted to their environments.

**Semester hours:** 3

**Prerequisite(s):** BIO1210/1210Z or BIO1310; BIO1220/1220Z.

**Pre/Co-requisite:** BIO2350Z

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## **BIO2350Z Introduction to Botany Laboratory**

Laboratory experiences for Introduction to Botany are designed to support the content presented in lecture and provide hands-on experience with representative botanical specimens, body systems, and biological techniques. It is strongly recommended that this course is taken along with BIO 2350, Introduction to Botany lecture.

**Semester hours:** 1

**Prerequisite(s):** BIO1210/1210Z or BIO1310; BIO1220/1220Z.

**Pre/Co-requisite:** BIO2350

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## **BIO2650 Essentials of Anatomy and Physiology**

This course explores the interrelationship between structure and function in the human body at the macro, micro and cellular levels, with an emphasis on how physiological mechanisms operate to maintain homeostasis. Topics include tissues, thermoregulation, and the major body systems (i.e., integumentary, skeletal, muscular, nervous, endocrine, cardiac, respiratory, digestive, renal and reproductive). Laboratory experiences will reinforce lecture material through the use of models, dissection and various modes of technology.

**Semester hours:** 4

**Prerequisite(s):** None. Credit WILL NOT be given for this course and BIO2660 and/or BIO2670.

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## **BIO2660 Anatomy and Physiology I**

This course is the first of a two-course sequence that provides a detailed study of the relationship between structure and function of the human organism. Topics include physical and chemical principles related to the major organ systems, including integumentary, muscular, skeletal, nervous and the sensory systems. Laboratory experiences for Anatomy and Physiology I will reinforce lecture material through the use of models, dissection and various modes of technology.

**Semester hours:** 4

**Prerequisite(s):** BIO1210 or BIO1310 with a grade of “C” or higher. Credit WILL NOT be given for this course and BIO2650

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## **BIO2670 Anatomy and Physiology II**

This course is the second of a two-course sequence that provides a detailed study of the relationship between structure and function of the human organism. Topics include the endocrine, digestive, respiratory, cardiovascular, immune, reproductive and urinary systems, with discussion of acid-base and electrolyte balance. Laboratory experiences for Anatomy and Physiology II will reinforce lecture material through the use of models, dissection and various modes of technology.

**Semester hours:** 4

**Prerequisite(s):** BIO2660 with a grade of “C” or higher. Credit WILL NOT be given for this course and BIO2650

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## **BIO3040 Immunology**

This course explores the principles and applications of immunology. Topics include the anatomy, physiology and genetics of the immune system, the cellular and antibody response to various infectious organisms (i.e., bacteria, viruses, fungi, protozoa and parasitic worms), and the immune response to tumors. In addition, immune disorders, including hypersensitivity, allergy, autoimmunity, and immune deficiency, will be discussed. Immunologic techniques will be discussed, studied in the laboratory, and applications to research, testing, and diagnosis will be covered.

**Semester hours:** 4

**Prerequisite(s):** BIO2300/2300Z or BIO2670

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## **BIO3050 Pathophysiology**

This course surveys the principles and mechanisms of disease on the cellular and

organismal levels. Topics include the immunologic, inflammatory, genetic, nutritional and neoplastic mechanisms of disease, and reviews the major diseases of each organ system.

**Semester hours:** 4

**Prerequisite(s):** BIO2670 with a grade of “C” or higher.

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## **BIO3100 Human Physiology**

This course covers the fundamentals of human physiology from a homeostatic perspective, emphasizing the intrinsic and extrinsic control of body systems. Topics include membrane and neuronal physiology, fluid and acid-base balance, energy balance, and temperature control, as well as the physiology of the nervous, musculoskeletal, cardiac, immune, respiratory, urinary, digestive, endocrine and reproductive systems.

**Semester hours:** 4

**Prerequisite(s):** BIO2300/2300Z or BIO2670.

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## **BIO3150 Invertebrate Zoology**

This course provides an in-depth survey of the protozoa and invertebrate animals. Topics include taxonomic classification, key characteristics, body systems, and evolutionary innovations of each invertebrate group studied, using a comparative approach. Laboratory will involve detailed observations of select invertebrates (with emphasis on identification and classification) through behavioral, microscopy, dissection, and field techniques.

**Semester hours:** 4

**Prerequisite(s):** BIO2300/2300Z.

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## **BIO/PED3240 Biomechanics**

This course gives students greater insight into the biomechanical design of human skeletal muscles and their interactions with the skeletal system. Biomechanics emphasizes the investigation and application of mechanical principles to the study of human motion and the motion of sport objects. Students will learn systematic approaches for the qualitative and quantitative analysis of the human body as it engages in motor activities. This course begins by developing the students' knowledge in several topics related to physics of motion

as it relates to sports movement.

**Semester hours:** 4

**Prerequisite(s):** PED3210

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## **BIO3250 Vertebrate Zoology**

This course provides an in-depth survey of the vertebrate animals beginning with fishes and ending with mammals. Emphasis will be placed on identification and evolution of vertebrates, comparative physiology, and descriptions of key characteristics and evolutionary innovations of the vertebrate classes, using a comparative approach. Laboratory will involve detailed observations of select vertebrates through behavioral observation, microscopy, dissection and field techniques.

**Semester hours:** 4

**Prerequisite(s):** BIO2300/2300Z.

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## **BIO3260 Systematic Botany**

This course will examine the morphology and anatomy of the vascular plants, with an emphasis on the characteristics of major families to aid in the diagnostic identification of plant taxa. Topics include a comprehensive overview of vascular plant phylogeny through various lines of taxonomic evidence (e.g., morphology, anatomy, embryology, chromosomes, palynology, secondary plant compounds, proteins and DNA), the history of plant classification and botanical nomenclature, and the interactions between humans and plants. Laboratory will involve detailed observations of plant morphology and anatomy, as well as field and herbarium methods.

**Semester hours:** 4

**Prerequisite(s):** BIO2350/2350Z.

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## **BIO3270 Plant Physiology**

This course will examine the functional and related structural aspects of vascular plants. Topics include transport and translocation of water and solutes; mineral nutrient requirements (including deficiency symptoms and availability from soil); biochemistry and metabolism of photosynthesis and respiration, plant regulators; and

growth and development (with plant movements and responses to light and temperature). Laboratory will involve short- and long-term experiments in controlled conditions that explore physiological concepts.

**Semester hours:** 4

**Prerequisite(s):** BIO2350/2350Z.

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## **BIO3360 Biogerontology**

This course provides an in-depth exploration of the biology of aging in humans and distinguishes pathophysiological conditions from “normal aging.” Topics include theories of aging and how nutrition, exercise, stress, and social interaction affect aging. Students will have the opportunity to conduct service learning projects with older adults at long- term care facilities.

**Semester hours:** 4

**Prerequisite(s):** BIO1060or BIO2650 or BIO2670.

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## **BIO3370 Conservation Biology**

This course provides an introduction to conservation biology and conservation practice. Topics include the earth’s biological diversity, threats to its biological diversity, how threats influence populations and species, and solutions to dealing with those threats. Laboratory experiences will provide opportunities to apply lecture material, and include both conservation management methods and fieldwork at local nature reserves to give students the opportunity for real-world application of conservation techniques.

**Semester hours:** 4

**Prerequisite(s):** BIO2300/2300Z; BIO2350/2350Z.

**Highly Recommended:** BIO3510.

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## **BIO3400 Genetics**

This course provides an in-depth analysis of both transmission and molecular genetics. Topics include the sources of genetic variation, Mendelian inheritance, chromosomal transmission, DNA structure and function, gene expression, gene mapping, bioinformatics and the interaction between genetics and society.

**Semester hours:** 4

**Prerequisite(s):** MTH1100 or equivalent; BIO1210/1210Z or BIO1310 with “C” or better.

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### **BIO3450 Advanced Cell Biology**

This course examines the integration of structure and function of living things on the cellular level. Topics include cell physiology and energetics, molecular biology, and contemporary problems in cell biology, immunology, and developmental biology. Research methods and primary literature will be discussed.

**Semester hours:** 4

**Prerequisite(s):** BIO3400; CHM1320/1320Z.

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### **BIO/PED3460 Sports Nutrition**

This course will examine the different physiological relationships between nutrition and exercise. Emphasis is placed on the body’s metabolic response to a wide range of stresses that occur in different sports. This course will examine the different physiological relationships between nutrition and exercise. Emphasis is placed on the body’s metabolic response to a wide range of stresses that occur in different sports and activities, at different intensities, and within different environments. Macro and micronutrients and their respective roles in energy production and the development of improved athletic performance are discussed in detail. In addition, this course will study those methods of assessing an athlete’s nutritional needs and status.

**Semester hours:** 4

**Prerequisite(s):** BIO1060, BIO2650, or BIO2660

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### **BIO3510 Ecology**

This course provides an introduction to ecological principles and the interactions of organisms with their environment (living and non-living). Topics include climate, soils, aquatic and marine environments, an organism’s relationship to its environment, population ecology, species interactions, community ecology, and ecosystem ecology. Laboratory exercises will reinforce lecture material and enhance ecological research methods and data analysis through conducting small-scale experiments and exploring the biodiversity in our region.

**Semester hours:** 4

**Prerequisite(s):** BIO2300/2300Z or BIO2350/2350Z.

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## **BIO3520 Animal Behavior**

This course provides an introduction to the study of ethology, or animal behavior, with an emphasis on both the proximate and ultimate causes of behavior. Topics include genetic and hormonal influences on behavior, types of learning and cultural transmission, predation, foraging, habitat selection, mating systems and social interactions. Laboratory exercises will reinforce lecture materials and expose students to research methods and data analysis in the animal behavior field.

**Prerequisite(s):** BIO2300/2300Z and BIO3400.

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## **BIO3530 Evolution**

This course provides an introduction to evolutionary biology. Topics include the evidence for evolution, inferring evolutionary relationships, mechanisms of evolutionary change, population genetics, speciation and the history of life. Research methods and primary literature will be discussed, and students will use online molecular databases to make evolutionary inferences.

**Semester hours:** 4

**Prerequisite(s):** BIO3400.

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## **BIO3540 Biological Anthropology**

This course provides an overview of the human species in the context of its evolutionary relationships with other primates, with emphasis on the interrelated realms of knowledge that shed light on leading hypotheses for human evolution, biology and behavior. Topics include evidence from the fossil record, molecular evolutionary trees, primatology, evolutionary biology, history of science, human biology, forensics and psychology. Scientific findings from these fields will be explored to understand our origins and contemporary issues in human biology, science and society.

**Semester hours:** 4

**Prerequisite(s):** Junior standing.

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## **BIO/CHM3550 Biochemistry**

This course explores the properties of the four classes of macromolecules and chemical processes important to living organisms. Topics include the structure, properties, function and metabolism of proteins, carbohydrates, lipids and nucleic acids, emphasizing enzymology, bioenergetics and metabolic regulation. Research methods and primary literature will be discussed.

**Semester hours:** 4

**Prerequisite(s):** CHM2410/2410Z with a grade of “C” or higher.

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## **BIO3600 Molecular Biology**

This course will provide a detailed study and analysis of molecular biological processes. Topics include DNA replication, transcription, and translation as well as the regulation of these processes. Laboratory experiences will enable in-depth examination of these topics, and provide opportunities to learn modern molecular biological techniques that play an important role in biological research (including DNA extraction, polymerase chain reaction, gel electrophoresis, molecular cloning, and DNA sequencing).

**Semester hours:** 4

**Prerequisite(s):** BIO3400 with a grade of “C” or higher.

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## **BIO3610 Selected Topics in Biotechnology**

This course will cover topics related to emergent biotechnologies, ethical issues related to biotechnology, the impact of biotechnology in society, current and historical events, and the biotechnology industry. Students will learn to make connections between science and society through the exploration and evaluation of current topics and readings related to biotechnology.

**Semester hours:** 2

**Prerequisite(s):** BIO3400 with a grade of “C” or higher.

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## **BIO3620 Techniques in Biotechnology**

The practice and application of diverse biotechnologies are broad and challenging, and the implementation of techniques and data interpretation requires critical thinking and problem solving skills. This course exposes students to the scientific method as it is applicable to biotechnological investigations. Students will gain hands-on experiences as they design and execute experiments, collect and analyze data, and interpret and communicate results.

**Semester hours:** 2

**Prerequisite(s):** BIO3400.

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## **BIO/CHM3650 Instrumental Methods of Analysis**

This course will provide the fundamentals of instrumental and classical methods of analysis. It will be an introduction to biological and chemical sample preparation, separation techniques, volumetric, electrochemical and spectroscopic methods. Laboratory work combines classical and instrumental methods of analysis.

**Semester hours:** 3

**Prerequisite(s):** BIO1210/1210Z or BIO1310; MTH1100; CHM1320/1320Z.

**Co-requisite(s):** CHM/BIO3650Z

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## **BIO/CHM3650Z Instrumental Methods of Analysis Laboratory**

This course addresses the basic principles of instrumental analysis, including infrared spectroscopy, elemental analysis, potentiometry, and X-ray diffraction.

**Semester hours:** 1

**Co-requisite(s):** BIO/CHM3650

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## **BIO/SOC3700 Politics of Global Health and Medicine**

The course addresses the question of how social and political factors, such as race, nationality or social class, as well as governmental laws, regulations and politics shape and are shaped by individual and population health and well-being around the world. Among other questions, students discuss the impact of structural violence of social inequalities on human suffering and on the access to health care and medical

care, including access to medications. The ethicality of medical research is also included in that discussion. Assigned readings and discussions address (1) the determinants of disease and health inequalities between populations and over time; (2) how social and political factors influence medical knowledge, health care and medical care; and 3) what must be done to combat and prevent health inequalities in local, national and global contexts.

**Semester hours:** 4

**Prerequisite(s):** SOC1100 or PSC1500 or SOC2150

**Highly Recommended:** SOC3480 or BIO3540

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## **BIO3790 ACCA Affiliated Course**

Aurora University in collaboration with the other Associated Colleges of the Chicago Area (ACCA), the Shedd Aquarium, and Morton Arboretum offers a range of courses, including lecture series, laboratory courses and field experiences which enrich our core curriculum. These will be offered as student interests and needs indicate.

**Semester hours:** 2-4

**Prerequisite(s):** Consent of program chair.

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## **BIO3820 Secondary Methods in Biology**

This course presents techniques that are effective for teaching in the biology content area at the secondary level. Topics include lesson planning, science education standards, assessment, curriculum design, inquiry-based lessons and alternative-teaching strategies. This is usually the last course the student takes prior to student teaching, and includes a simultaneous practicum in addition to regular classroom hours.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the TAP or ACT Plus Writing with a score of 22 and combined English/Writing score of 19; maintaining a content GPA of 3.00; passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2200, EDU2260; and EDU3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

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## **BIO3970 Research in Biology**

This course is designed to provide students with the opportunity to do biological research that has the potential to be published in a peer-reviewed scientific journal and/ or presented at a scientific meeting. Students will accomplish these goals by performing a supervised research project, and attending weekly seminars with their supervising instructor on how to conduct scientific research. A maximum of four semester hours can be used toward graduation.

**Semester hours:** 1-4

**Prerequisite(s):** Consent of instructor and program chair.

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## **BST2010 Introduction to Black Studies**

The course serves as an examination of the events, movements, theories, and texts that have shaped the development of the African diaspora. Students will develop a conceptual framework – involving “claims,” “grounds,” “warrants,” “backing,” “qualifiers,” and “rebuttals” – for making and analyzing arguments within a racial context. In addition, students will learn the critical and methodological tools to investigate topics including slavery; abolitionism; Pan-Africanism; the culture/race/politics nexus; structural and institutional racism; linkages among race, culture, and identity. The course complements students’ work in their major fields of study by fostering greater understanding of the historical and social contexts that shape the multifarious experiences of traditionally marginalized peoples.

**Semester hours:** 4

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## **BST2001 Survey of African-American Literature**

This course is an introductory survey to the rich depth and breadth of African-American literature. We will be reading the novels of Charles Chestnutt, Nella Larson, James Baldwin, Toni Morrison, and Colson Whitehead, among others. The purpose of this course is to examine black life from multiple perspectives including socioeconomics, family history, the impact of race and racism, gender, and sexual identity. This course will also investigate how historical events such as slavery, the Great Migration, Jim Crow, and the civil rights movement have shaped the black aesthetic in literature.

**Semester hours:** 4

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## **BST3001 The Harlem Renaissance**

This course will be a survey of the major artistic and intellectual traditions that emerged from one of the greatest outpourings of African-American culture – the Harlem Renaissance. Literature, theater, music, graphic arts, fine arts, and motion pictures will all be examined. Students will understand the importance of this movement upon contemporary African-American life.

**Semester hours: 4**

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### **BST3002 Literature of the Diaspora**

This course will examine literature from across the African global community — known as the "diaspora." Some of the founding questions of this course shall be, Is there such a thing as "diaspora literature", particularly in the case of black writers of various nationalities and cultures? Moreover, is there an identifiable tradition of black literature, distinctively different from “European” or “American” literature? Novels and shorts stories from black writers from Africa, the Caribbean, the United States, and Britain will be read and discussed in this course.

**Semester hours: 4**

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### **BST3003 The Black Intellectual Tradition**

This course will examine the rich intellectual tradition of the Black Diaspora. Philosophy and critical writing from black intellectuals from Africa, France, Britain, the Caribbean, and the United States will be read and discussed. Students will write on the readings assigned and be able to critically discuss the impact of such traditions upon the contemporary world. Specific authors discussed will include Paul Gilroy, bell hooks, Frantz Fanon, W. E. B. Dubois, Martin Delaney, Frederick Douglass, among others.

**Semester hours: 4**

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### **BST3810 African Americans in Film**

Film has been one of the dominant artistic forms of the twentieth and twenty-first centuries. Motion pictures have the power to entertain us, enlighten us, politicize us and expose us to racial, ethnic and gender stereotypes. This course will explore the role of African-American imagery on film and the role of African-American artistic talent behind the camera. This class will involve screening films both within and outside of class, evaluating the imagery we have observed and connecting them to larger historical and political patterns in American history.

**Semester hours: 4**

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## **BUS1020 Foundations of Management**

This course is intended to be a comprehensive and up-to-date introduction to the fundamentals of management. The course introduces the student to the fundamental management issues of planning, organizing, leading, directing and controlling. The text and lectures will address the history of management, what organizations look for in managers, managerial roles, ethics, innovation and leadership. The course also explores decision making, organizational strategy, human resource management, communication, and business control methods and processes. The student will understand and evaluate quality control processes and customer service requirements that are so critical in today's competitive environment.

**Semester hours:** 4

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## **BUS3250 Human Resource Management**

This course is a detailed study of the theories, principles, and practices of employing, organizing and leading people. Emphasis is placed on recent research in communication, leadership and supervision, motivation, organizational behavior, appraisal, development, compensation, and other traditional functions of staff personnel and development departments.

**Semester hours:** 4

**Prerequisite(s):** BUS1020.

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## **BUS3280 Organizational Behavior**

This course provides a study of the social and psychological factors that influence the management of groups and individuals in work settings. Topics include communication, leadership, decision-making, power, politics and job design.

**Semester hours:** 4

**Prerequisite(s):** BUS1020.

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## **BUS3500 Global Business**

This course is intended to be a comprehensive and up-to-date review of international business and its impact on world economies. The course is structured to provide the student with an overview of key global issues, the four international strategies and their global implications when dealing with international business, multinational

organizations, multinational enterprise, and global operations.

**Semester hours:** 4

**Prerequisite(s):** BUS1020; ECN2030.

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## **BUS3560 Business Innovation & Design Thinking**

Design thinking is a creative process that combines thoughtful user research with rapid iteration. In this course, students will learn why it has become an industry standard all over the world. This course aims to provide students with an understanding of the nature of innovation, entrepreneurship, and design thinking methodology. The course introduces the role of the design thinking and technology in the innovation process. This course examines collaborative innovation processes that are transforming business and driving industrial life cycles.

**Semester hours:** 4

**Prerequisite(s):** BUS1020; BUS1070

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## **BUS3530 Operations and Logistics**

Recent developments in both manufacturing and service industries have emphasized the importance of operations excellence in achieving and maintaining competitive advantage. This course strikes a balance between the qualitative (behavioral) aspects of operations management and the increasingly important quantitative or technological aspects. The course considers important advances in project management, designing lean manufacturing operating systems, managing the supply chain, and ensuring quality.

**Semester hours:** 4

**Prerequisite:** BUS1020.

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## **BUS3550 Operational Metrics**

This course seeks to introduce students to the science of operations management with a particular emphasis on making quantitatively supported decisions that increase the firm's value to stakeholders. It is intended that students learn how to combine quantitative methods with management theory to make decisions that improve an organization's financial, production and product/service quality performance. Particular areas of focus in this course include project management, quantitative performance analysis, forecasting of sales cost and profit, linear

programming to best define product mix, measurement of the effectiveness of the organization's quality initiatives, and means of planning and scheduling in the short and intermediate term. It is intended that students also be exposed to production factors that impact the efficiency of the organization such as the supply chain, reliability and maintenance, and the learning curve.

**Semester hours:** 4

**Prerequisite(s):** BUS 1020 and MTH2320.

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### **BUS3610 Business Law & Regulation**

An examination of the business law rules and principles of particular relevance to entrepreneurship, finance, management, and marketing. Subjects include contracts, negligence, products liability and warranty, sales of goods, intellectual property, employment law, as well as general notions of legal reasoning and legal process and alternative dispute resolution.

**Semester hours:** 4

**Prerequisite(s):** BUS1020.

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### **BUS3810 Special Topics in Business Administration**

This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours.

**Semester hours:** 4

**Prerequisite(s):** Topic specific.

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### **BUS3880 Travel Study**

This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours. This course may fulfill the Business Administration capstone experience requirement with prior approval.

**Semester hours:** 4

**Prerequisite(s):** Determined by faculty sponsor.

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### **BUS3940 Business Internship**

The purpose of the Business Internship is to enable Aurora University students to acquire work experiences in the world of business or related-contexts. This experience is designed to expand on the learning experience and to integrate and reinforce skills



and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours.

**Semester hours:** 4

**Prerequisite(s):** Junior or Senior-level standing

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### **BUS4200 Not-for-Profit Strategic Management**

This course examines the theory and practice of strategic planning and management for organizations, including education, government, healthcare, public agencies, social services, volunteer and other not-for profit organizations. The overall objective of the course is to increase students' abilities as individuals and in groups to think, act and learn strategically. Students taking this course will learn specific knowledge and skills related to setting goals and creating plans in not-for-profit organizations and understand how that differs from for-profit organizations. The knowledge and skills will be applied to case studies, exercises and team projects integrating other business, political science, sociology and other discipline insight and skills in order to develop and implement strategies and action plans that meet a diverse group of stakeholder needs. The linkage between plans and measurable performance, financial and operational, will be studied. They will also have the ability to analyze and evaluate the performance of people responsible for strategic decisions.

**Semester hours:** 4

**Prerequisite(s):** BUS1020 or LED2320

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### **BUS4440 Entrepreneurship and Small Business Management**

This course is designed to instruct students on how to formulate, plan and implement a new venture or manage a small family business. The course is divided into three sections. First, the course studies the critical role and attributes of entrepreneurs. Second, the entrepreneurial process of creating new ventures is addressed. Topics include evaluating opportunities, writing business plans and alternative sources of financing. Third, attention is paid to managing the new venture or small family business during growth, early operations and expansion. Specific topics include entrepreneurial financing, negotiation, time management and succession planning.

**Semester hours:** 4

**Prerequisite(s):** BUS1020.

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### **BUS4990 Strategy and Business Planning**

The Business Administration capstone course serves as the culminating and integrative

experience of the Business Administration program. Students are required to demonstrate mastery of the Business Administration major through a capstone experience in business strategy and planning that connects theory and practice. The capstone experience emphasizes the functional areas of business including strategy and management, accounting and finance, operations, and marketing.

**Semester hours:** 4

**Prerequisite(s):** BUS1020; FIN3400.

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## **CHM1200 Principles of Chemistry**

This one-term course for non-majors covers the basics of general, inorganic and organic chemistry as they relate to health sciences. Topics covered include atomic structure, chemical bonding, radioactivity, behavior of gases and solutions, acid and bases, hydrocarbons, functional groups and important biological molecules.

**Semester hours:** 3

**Co/Prerequisite(s):** MTH1100.

**Co-requisite(s):** CHM1200Z.

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## **CHM1200Z Principles of Chemistry Lab**

Laboratory activities provide integration of experimental techniques and applications of concepts learned in CHM1200. Lab reports are required.

**Semester hours:** 1

**Co-requisite(s):** CHM1200.

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## **CHM1310 General Chemistry I**

Fundamental principles of chemistry are covered in this course. Topics include atoms and molecules, nomenclature, stoichiometry, atomic structure and the periodic table, chemical bonding and geometry, and an introduction to equilibrium.

**Semester hours:** 3

**Co/Prerequisite(s):** MTH1100.

**Co-requisite(s):** CHM1310Z.

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## **CHM1310Z General Chemistry I Laboratory**

This course introduces students to basic principles of experimental general chemistry: aqueous reaction chemistry, mass composition, solid state chemistry, ionic and covalent compounds and their reactions, stoichiometric reactions, and molecular structure. Compounds will be analyzed and characterized. Lab reports are required.

**Semester hours:** 1

**Co-requisite(s):** CHM1310.

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## **CHM1320 General Chemistry II**

This course is a continuation of General Chemistry I. Topics include chemical equilibria, acid-base equilibria, solubility, reaction rates, electrochemistry, thermochemistry, and spontaneity of reactions.

**Semester hours:** 3

**Prerequisite(s):** CHM1310 and CHM1310Z with a grade of "C" or higher.

**Co-requisite(s):** CHM1320Z.

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## **CHM1320Z General Chemistry II Laboratory**

The course introduces students to fundamental concepts, such as acid-base chemistry (pH and titrations), thermodynamics, electrochemistry, and crystallography. Includes characterization of compounds. Lab reports are required.

**Semester hours:** 1

**Co-requisite(s):** CHM1320.

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## **CHM2410 Organic Chemistry I**

This course addresses the fundamental principles of organic chemistry, including nomenclature, molecular structure, stereochemistry, and substitution reactions. Emphasis on chemical bonding and mechanistic studies.

**Semester hours:** 3

**Prerequisite(s):** CHM1320 and CHM1320Z with a grade of "C" or higher.

**Co-requisite(s):** CHM2410Z.

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## **CHM2410Z Organic Chemistry I Lab**

Laboratory activities will provide integration of experimental techniques, such as extraction, chromatography, isolation of natural compounds, and applications of concepts learned in CHM2410. Lab reports will be required.

**Semester hours:** 1

**Co-requisite(s):** CHM2410.

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## **CHM2420 Organic Chemistry II**

This course is a continuation of Organic Chemistry I. Topics include properties and reactions of aromatics, amines, and carbonyl compounds with emphasis on product synthesis and strategies. Introduction to spectroscopy.

**Semester hours:** 3

**Prerequisite(s):** CHM2410 and CHM2410Z with a grade of "C" or higher.

**Co-requisite(s):** CHM2420Z.

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## **CHM2420Z Organic Chemistry II Lab**

Laboratory activities will provide integration of experimental techniques and applications of concepts learned in CHM2420. Introduction to spectroscopy and characterization of compounds. Lab reports will be required.

**Semester hours:** 1

**Co-requisite(s):** CHM2420.

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## **CHM2450 Analytical Chemistry**

This course is a review of chemical equilibria, gravimetric analysis, acids, bases, and volumetric analysis, statistics in chemical analysis, molecular and atomic spectroscopy, and electroanalytical methods of analysis.

**Semester hours:** 2

**Prerequisite(s):** CHM1320 and CHM1320Z with a grade of "C" or higher.

**Co-requisite(s):** CHM2450Z.

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## **CHM2450Z Analytical Chemistry Laboratory**

Laboratory emphasizes the experimental techniques (e.g., elemental analyses, spectroscopy) discussed in lecture. Lab reports will be required.

**Semester hours:** 1

**Co-requisite(s):** CHM2450

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## CHM 3510 Physical Chemistry I

This course will focus on the study of chemical systems using physics principles. The first part of this course will cover the fundamentals of thermodynamics. Modern techniques in physical chemistry will be applied to different chemical systems experimentally and through computer simulations. The course covers the following topics: properties of gases, the laws of thermodynamics, work and heat, internal energy, enthalpy changes, heat capacity, entropy and entropy changes, phase stability and their phase transition, phase diagrams, simple mixtures, chemical equilibrium and a brief introduction to statistical thermodynamics.

**Semester hours:** 3

**Prerequisite:** CHM 2420, CHM 2420Z, PHY 2220, PHY 2220Z, MTH 2220 with a grade of "C" or higher

**Co-requisite:** CHM 3510Z

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## CHM 3510Z Physical Chemistry Lab I

This course emphasizes the experimental techniques and theories discussed in physical chemistry I. Students will apply the concepts taught on lecture through lab exercises, simulations and experiments. Subjects covered in addition to those in the lecture are electronics and the use of computers in lab instrumentation, software manipulation for data simulation and data analysis.

**Semester hours:** 1

**Co-requisite:** CHM 3510

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## CHM 3520 Physical Chemistry II

This course is a continuation on the study of chemical systems with the application of physics principles. The focus on this course is on the structural and quantum mechanical properties of atomic and molecular systems. The course covers the following topics: introduction to quantum mechanics, motion at the atomic level, approximation techniques, atomic structure and atomic spectra, molecular structure, molecular symmetry and electronic transitions.

**Semester hours:** 3

**Prerequisite(s):** CHM 3510 & CHM 3510Z with a grade of “C” or higher

**Co-requisite:** CHM 3520Z

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## **CHM 3520Z Physical Chemistry II Lab**

This course emphasizes the experimental techniques and theories discussed in physical chemistry II. Students will apply the concepts taught on lecture through lab exercises, simulations and experiments. Subjects covered in addition to those in the lecture are electronics and the use of computers in lab instrumentation, software manipulation for data simulation and data analysis.

**Semester hours:** 1

**Co-requisite:** CHM 3520

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## **CHM/BIO3550 Biochemistry**

This course explores the properties of the four classes of macromolecules and chemical processes important to living organisms. Topics include the structure, properties, function and metabolism of proteins, carbohydrates, lipids and nucleic acids, emphasizing enzymology, bioenergetics and metabolic regulation. Research methods and primary literature will be discussed.

**Semester hours:** 4

**Prerequisite(s):** CHM2410/2410Z with a grade of “C” or higher.

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## **CHM3570 The Inorganic Chemistry of Materials**

This course addresses the basic principles of inorganic chemistry. Topics include descriptive inorganic chemistry, structure and bonding, transition metal coordination chemistry, reaction mechanisms, solid state chemistry, electron transfer processes and aqueous reaction chemistry.

**Semester hours:** 3

**Prerequisite(s):** CHM1320 and CHM1320Z with a grade of “C” or higher.

**Co-requisite(s):** Concurrent registration in CHM3570Z.

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## **CHM3570Z Inorganic Chemistry of Materials Laboratory**

Experimental Inorganic and Solid State Chemistry are explored. Existing inorganic compounds are targeted via traditional synthetic means (e.g., high temperature and aqueous reaction chemistry) and less common means (e.g., solvothermal reaction chemistry). In addition, students explore electrochemistry, coordination chemistry, organometallic chemistry, and the chemistry of microporous materials. Synthetic products are characterized primarily with powder X-ray diffraction. Laboratory reports are required.

**Semester hours:** 1

**Co-requisite(s):** Concurrent registration in CHM3570.

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## **CHM/BIO3650 Instrumental Methods of Analysis**

This course addresses the fundamentals of instrumental and classical methods of analysis. Introduction to biological and chemical sample preparation, separation techniques, volumetric, electrochemical and spectroscopic methods.

**Semester hours:** 3

**Prerequisite(s):** BIO1210/Z or BIO1310; MTH1100; CHM1320; CHM1320Z.

**Co-requisite(s):** CHM/BIO3650Z

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## **CHM/BIO3650Z Instrumental Methods of Analysis Laboratory**

Basic principles of instrumental analysis, including infrared spectroscopy, elemental analysis, potentiometry, and X-ray diffraction.

**Semester hours:** 1

**Co-requisite(s):** CHM/BIO3650

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## **CHM3790 ACCA Affiliated Course**

In-depth lecture series offered by the Associated Colleges of the Chicago Area (ACCA) in areas of contemporary applications to chemistry.

**Semester hours:** 2

**Prerequisite(s):** Consent of program chair.

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## **CHM4500 Chemical Research Methods**

This course will reinforce skills needed to conduct research in the field of chemistry. A focus will be placed on the development and implementation of a research project, scientific writing, presentation methods in the chemical sciences, and the review of chemical literature.

**Semester hours:** 1

**Prerequisite:** CHM2420 and CHM3570 with a grade of “C” or higher

**Co-requisite(s):** Concurrent registration in CHM2450

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## **COM1550 Professional Communication**

Students learn principles for effective written and oral communication in professional settings, with significant in-class presentation and out-of-class topical research. Students analyze the needs of divergent audiences and craft messages using technology tools and media appropriate for effective professional communication. The course focuses on the structure and effective delivery of ideas, use of language, supporting evidence, reasoning and emotional appeals, diction, pronunciation and nonverbal communication, and listening. Topics include making effective informative and persuasive presentations, communication ethics, organizational and workplace diversity, interviewing, and conflict management.

**Semester hours:** 4

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## **COM2150 Interpersonal Communication**

Students will explore the nature of human relationships and interactions in interpersonal and group contexts. Special emphasis will be placed on the impact of communication in the personal, social and organizational relationships of individuals and on society at large. This course will provide an overview of the communication, psychological, and sociological literatures and theories that have been important in understanding how humans communicate with one another.

**Semester hours:** 4

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## **COM2260 Global Issues in Documentary Film**

This course is an introduction to the genre of documentary film with an emphasis on



films that address social and environmental issues. Students will view and analyze a series of documentary films that cover a range of relevant global and local issues. After completing a series of individual and collaborative writing and filmmaking projects and presentations, students will participate in the planning and production of a short documentary film on an area of interest.

**Semester hours: 4**

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## **COM2200 Writing for Media and Public Relations**

In this course students will learn the basics of writing for communication contexts (as opposed to academic), including journalism, public relations, broadcast, and online and social media environments. Interviewing techniques, writing leads, Associated Press style, and basic editing will be covered. This course will prepare students for more advanced courses in public relations, journalistic and broadcast writing.

**Semester hours: 4**

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## **COM2210 Digital Media and Society**

The last 50 years have brought an astonishing array of digital technologies and new media forms that have influenced nearly all societal institutions, from the economy to politics to journalism. Students will critically examine the central role digital media technologies play in culture and society. Not a “how to” course on creating new media, the course instead steps back to analyze it through the readings, documentaries and academic research about its social effects.

**Semester hours: 4**

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## **COM2240 Public Relations**

This course will detail the ideas, skills and principles that underlie the public relations craft. Students will study the role and contributions of public relations practitioners in contemporary society; learn about potential legal and ethical aspects of the practice of public relations; study the communications process and how persuasion is used to shape public attitudes, beliefs and behaviors; and learn how to develop a strategic communication plan to achieve specific goals and objectives. The class will also introduce students to specialized practice areas within the public relations field, such as business and industry, government, non-profits and associations, and health care.

**Semester hours: 4**

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## **COM2300 Critical Analysis of Film and Television**

This is survey course outlining some of the principle theories and aesthetic techniques associated with American feature films from their inception at the end of the 19th century to present-day blockbusters. Evaluation of the “art” of film will be combined with a focus on the historical, social, industrial and legislative contexts of the times in which the films appeared.

**Semester hours: 4**

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## **COM2650 Graphic Design and Typography**

This course will introduce students to graphic design and typographic structures. Students will use hands-on activities to reinforce their development in the use of design principles and the language of type. Topics include the elements and principles of graphic design, the tools and vocabulary of typography and the methods required to use them effectively.

**Semester hours: 4**

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## **COM2850 Visual Communication**

This course is an introduction to the methods of analyzing and creating visual imagery. Students will also explore the role that visual imagery plays in constructing individual identity and societal ideologies. Special attention is given to modern visual media forms, such as contemporary art, advertising and comic books. Students will also gain skills in digital imaging, web development, and audio and video production through several media design projects. The class includes thorough practice with several widely used software applications. This is a useful course for students in all disciplines, many of whom will be expected to be competent with the basics of digital multimedia production in their careers.

**Semester hours: 4**

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## **COM3140 Multimedia Journalism**

This course emphasizes newsgathering, writing and media production skills for print, broadcast and online media. Students will learn by writing and producing news and

feature stories, podcasts and video news pieces, which may be selected for publication on the campus digital media outlet. How journalism functions in a democratic society as well as ethical and legal issues in journalism will also be covered.

**Semester hours:** 4

**Prerequisite(s):** COM2200.

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## **COM3200 Persuasion**

This course explores theoretical and applied approaches to the ways attitudes are formed and changed, the relationship between attitudes and behavior, and how messages transmitted personally and through the mass media are shaped to influence attitudes and behavior. Students will critically examine media theories and practices from diverse ethical, economic and political perspectives to further appreciate the relationship between media messages and society. Students will also study the rhetoric of persuasion established by Aristotle, which is foundational to our modern persuasive practices and applications in areas, such as public address, politics, propaganda, advertising and public relations.

**Semester hours:** 4

**Prerequisite(s):** COM1550.

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## **COM3245 Public Relations Strategy and Production**

This course emphasizes the importance of writing in public relations, advertising and media relations. Informative and persuasive methods include news releases, backgrounders, speech writing, employee publications, annual reports, news conferences, multimedia, public service announcements, and oral presentations to a variety of audiences.

**Semester hours:** 4

**Prerequisite(s):** COM2240; COM2250; MKT2300 or instructor approval.

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## **COM3250 Digital Layout and Design**

This course is an introduction to the practice and principles of graphic design for print and electronic media. This lab-based course covers the basics of typography and layout, as well as the technologies and techniques of interactive media production. Students will use modern digital imaging and publication software to create effective

informational and promotional materials.

**Semester hours:** 4

**Prerequisite(s):** COM2850 or instructor approval.

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### **COM3310 Media Criticism**

An introduction to theoretical approaches and practices used to analyze the content, structure and context of media in society. Students will explore factors shaping modern media texts, including politics, economics, technology and cultural traditions. The course will examine a wide spectrum of traditions, theories, and debates central to the field (including Marxism, political economy, semiotics, psychoanalysis, reception, feminism, critical race theory and postmodernism) in relation to a range of media texts (radio, film, television, popular music, print, advertising, music videos, sports and the Internet).

**Semester hours:** 4

**Prerequisite(s):** COM1550 or instructor approval.

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### **COM3350 Interactive Media**

This course is an introduction to the design and use of interactive media. Students will explore the creation of narrative using digital programs and will analyze the communication process used in online digital formats. Additionally, students will discover effective use of message design. Activities in this course will focus on the creation of narratives, websites and virtual environments. Students will also gain skills in advanced digital design.

**Semester hours:** 4

**Prerequisite(s):** COM2850 or instructor approval.

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### **COM3500 Intercultural Communication**

The course focuses on effective communication of ideas, theories, and practices in a diverse, multicultural world. Differences in perception, worldviews and values will be explored, and both verbal and nonverbal messages will be examined. The course will encourage the discovery and analyses of experiences that occur when people from different cultures communicate different ideas, feelings and information.

**Semester hours:** 4

**Prerequisite(s):** COM1550 or ENG1000.

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## **COM3700 Digital Multimedia Production**

Students will learn the fundamentals of broadcast journalism and live multimedia production. A primary topic of the course is non-fiction storytelling, and students will engage in hosting and interviewing, as well as producing and directing news-style radio and video content. After completing a series of individual and collaborative writing and reporting projects, students will participate in the planning and production of an episodic news program. The course also features an introduction to the genre of documentary film as a primer to the techniques of multimedia news writing and editing.

**Semester hours:** 4

**Prerequisite(s):** COM2200 or instructor approval.

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## **COM3810 Special Topics in Communication and Media**

This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours.

**Semester hours:** 4

**Prerequisite(s):** Will vary with special topic. May require instructor approval.

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## **COM4750 Communication and Media Practicum**

This course offers the student supervised communication- or media-related practical or competitive experiences. Each practicum is designed to be tailored to student's specific goals after graduation or to support student leadership in co-curricular activities. Students may take no more than 2 semester hours per academic term. The course may be repeated, but no more than four hours may be taken for academic credit.

**Semester hours:** 1-2

**Prerequisite(s):** Permission of instructor.

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## **COM4940 Communication Internship**

The purpose of the Communication Studies Internship is to enable Aurora University students to acquire work experiences in the communication professional's business world. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship

provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours.

**Semester hours:** 4

**Prerequisite(s):** At least junior-level standing; faculty approval.

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## **COM4993 Communication Project Management**

The Communication Project Management courses combine a practical experience as a member of the university's student media organization with a guided mentorship of an individual capstone project. The courses also prepare students for life after college with a series of career preparation activities. This course focuses more heavily on the processes of communication project planning, strategy, and implementation.

**Semester hours:** 4

**Prerequisite(s):** Senior-level standing and student must have completed at least one of the selected courses listed in the "Message Creation" section.

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## **COM4995 Media Project Management**

The Media Project Management courses combine a practical experience as a member of the university's student media organization with a guided mentorship of an individual capstone project. The courses also prepare students for life after college with a series of career preparation activities. This course focuses more heavily on collaboration and leadership in media production teams.

**Semester hours:** 4

**Prerequisite(s):** Senior-level standing and student must have completed at least one of the selected courses listed in the "Message Creation" section.

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## **CRJ1010 Introduction to Criminal Justice System**

This course explores the administration of criminal justice in the U.S. with a general overview of the total system. Students will explore the role of the police, criminal courts and corrections while learning about the increasing number of careers available within criminal justice. Students also will be expected to conduct "field

experiences” of their choice in order to better explore the broad field and multidisciplinary nature of criminal justice.

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### **CRJ2150 Correctional Services**

This course examines the role of corrections (i.e., jails, probation, intermediate sanctions, prisons and parole) in the criminal justice system. Topics include operations and management issues of correctional institutions: custody and discipline; recidivism; alternatives to incarceration; treatment; rehabilitation and reentry of offenders; capital punishment; and current and future trends in corrections. The completion of “field experiences” outside the classroom will be expected as a means to enhance and apply course material.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010.

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### **CRJ2210 Courts and Justice**

Structures and legal concepts underlying the American criminal court process are the focus of this course, including theoretical framework and functional and dysfunctional aspects of courts of limited and general jurisdiction. Students will be expected to observe at least four hours of a trial at a local criminal court. (Every other year)

**Semester hours:** 4

**Prerequisite(s):** CRJ1010.

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### **CRJ/SOC2300 Criminology**

This course provides an introduction to theories of criminal causation/control and a general overview of the history and development of both criminology and criminality. Additional areas of study include the criminological enterprise, with attention to crime, criminals, victims and punishment, and special emphasis on understanding the social meaning of crime.

**Semester hours:** 4

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### **CRJ2310 Juvenile Justice**

This course examines ideas and practices unique to the juvenile justice system,

including differences based on established values and laws. Basic development concepts of delinquency are related to methods of delinquency control and roles of peace officers, court personnel and correctional staff in the juvenile justice system. Aspects of cultural values that exist in American society and their relationship to school delinquency and disorder are emphasized.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010.

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## **CRJ2400 Principles of Emergency Management**

This course examines the historical context of emergency management to the present day evolution into the world of homeland security. Focus is on the disciplines of the emergency management process: mitigation, preparedness, communications, response and recovery. Students will be provided with a background in international emergency management policies and challenged to develop their own ideas about the future of emergency management in America.

**Semester hours:** 4

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## **CRJ2420 Criminal Law**

The course provides students with an understanding in the substantive criminal law. Topics include the general principles of criminal liability, such as the elements of actus reus and mens rea; justifications and excuses; vicarious liability and inchoate crimes; and specific analysis of crimes against persons, property and public order. As part of a "field experience," students will be expected to observe a criminal court proceeding or similar experience.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010.

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## **CRJ2500 Policing America**

This course examines the policing occupation as it has evolved in the U.S. Traditional law enforcement practices will be compared with contemporary policing and the uses of modern technology. Contemporary topics include spatial crime analysis, directed patrol, profiling, terrorism, misuse of force, problem solving, intelligence-led policing and community building. Students will be expected to conduct "field experiences" outside of the classroom that may be completed individually or within groups.

**Semester hours:** 4

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**Prerequisite(s):** CRJ1010.

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### **CRJ3010 International Crime and Justice**

This course examines the conception of law and justice in Western and Eastern societies, including the cultural foundations of legal systems and how these legal systems are sometimes used as instruments of cultural and social change. Interpretations of ideological and developmental differences and similarities are utilized to identify differences and similarities among legal systems. Patterns in laws, crimes, corrections and law enforcement practices of selected Western and Eastern societies are also identified.

**Semester hours:** 4

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### **CRJ3100 Security Leadership**

This course is about effective leadership in the workplace, specifically as it relates to private security. We will discuss and contrast the relationships between private protection services and public law enforcement. A crime prevention model will

be developed and used to shape our analysis of the justice system as it relates to both public and private policing. Students will become acquainted with basic principles of security, loss prevention and situational crime prevention that are common and fundamental to all areas of business and assets protection. In addition, concepts underlining situational crime prevention will be discussed with references to contemporary theory and research findings.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010.

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### **CRJ3150 Probation and Parole**

This course centers on the organization and operation of probation and parole systems in the U.S., including history, law, ideologies, varieties of practice, evaluation, contemporary issues, and future trends in probation and parole. The response of these agencies to public pressures and court regulation is also examined, along with implications for rehabilitation.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010.

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## **CRJ/PSC3180 Constitutional Law and the Judicial System**

The case method is utilized to analyze the principles of the American Constitution. Topics include presidential, congressional and Supreme Court power, equal protection of the law and race, gender, sexual orientation, implied fundamental rights to abortion choice and education, free speech and religion, and modern constitutional theories.

**Semester hours:** 4

**Prerequisite(s):** PSC1300, or instructor approval.

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## **CRJ3200 Homeland Security**

The focus of this course is the complex and ever-changing nature of homeland security in America. The development of the present system of the protection of our homeland is explored by examining the history of security threats to our nation. Students will learn about how the beginning of the Cold War period shaped America's policies in the Korean War, the Cuban Missile Crisis and in Vietnam. The progressive nature of domestic and international terrorism that culminated in the single largest attack by a foreign enemy on American soil will be explained. In addition, the effect of natural disasters that impact our homeland security priorities will be identified.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010.

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## **CRJ3300 Criminal Investigation**

This course focuses on proper ways to examine crime scenes and collect a wide variety of physical evidence that may be encountered at crime scenes. In addition to the collection and preservation of evidence, this course will emphasize increased use of science and technology to solve crimes. Additional topics include the pragmatic aspects of using evidence to achieve the single goal of delivering justice in a fair and impartial manner.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010.

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## **CRJ3310 Forensic Science**

Forensic science, simply defined, is the application of science to the law. It involves the collection, examination, evaluation, and interpretation of evidence. This course is intended to introduce students to the fundamental principles of forensic science and its application to the American justice system. Students are taught to evaluate the

use of biological, chemical and behavioral sciences by our justice system while gaining a basic understanding of the capabilities and limitations of the application of forensic science to the law.

**Semester hours:** 4

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### **CRJ3320 Forensic Investigations Involving Animals**

Laws are constantly changing on both the state and local levels pertaining to animal cruelty. Actions that were previously considered non-offenses are now being prosecuted on misdemeanor and felony levels. Because of this evolution to convictions and heavier sentencing, there is a significantly higher expectation that those working in animal specific fields have knowledge and training in animal forensic science. This course is designed as an introduction to the fundamentals of forensics in relation to animals in preparation for these elevated expectations.

**Semester hours:** 4

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### **CRJ3350 Terrorism and Counterterrorism**

This course attempts to explain why terrorists “do what they do” by exploring the history of terrorism and shedding light on likely future scenarios. By design, the emphasis is on key historical themes rather than abstract theory. Related topics include international terrorism, religiously motivated terrorism, suicidal terrorism and how the media is used to shape public opinions about terrorist acts.

**Semester hours:** 4

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### **CRJ3400 Criminal Evidence and Procedure**

This course analyzes the concept of evidence and rules governing its admissibility. New technologies impacting constitutional rights will be explored. Additional topics include theoretical and pragmatic considerations of substantive and procedural laws affecting arrest, search and seizure.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010; CRJ2420.

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### **CRJ3500 Organized Crime**

This course examines the different organized criminal elements in American society, including crimes committed by corporations, governments, political groups, white-collar workers and syndicates. The economic effect of these violations on society is explored,

as well as law enforcement efforts to minimize that effect.

**Semester hours:** 4

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## **CRJ/SOC3510 Human Rights and Responsibilities**

Why is our world continuously on fire? What factors contribute to the intra- and intergroup conflicts? To address these questions, this course takes a historical and cross cultural approach to the study of the socio-political and economic factors that shape violence, aggression and trauma. The first part of the course introduces students to the emergence of human rights in the 20th century. Next, selected examples of economic, social and cultural victimization, wars, genocidal and terrorist actions are explored to understand how violence varies across contexts. The resulting health challenges, such as malnutrition, HIV/AIDS, trafficking of humans and human organs are also addressed. Finally, issues of nonviolent social change, peaceful conflict resolution, and possibilities for a “new world order” are also explored.

**Semester hours:** 4

**Prerequisite(s):** SOC1100.

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## **CRJ3550 Cyber Crime Investigations**

This course explores how a “networked” world has bred new crimes and new responses. It investigates how information and communication technology (ICT) has become a tool, a target, and a place of criminal activity and national security threats, as well as a mechanism of response. This course addresses such questions as how emerging technologies challenge existing laws and criminal procedures; what reasonable expectations of privacy are in cyberspace; and how control is shifting from traditional mechanisms of law enforcement to new regulatory regimes, including technology. The focus of this course is how the emergence of advanced information societies challenges certain prevailing social and philosophical constructs of criminal justice, social control and individual freedom.

**Semester hours:** 4

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## **CRJ3610/SOC3600 Research Methods**

This course provides students with knowledge of basic principles and understandings fundamental to research used in criminal justice. Topics include the theory and application of social science research: the selection of appropriate research methods, ethical and practical issues, and data collection and preparation. Students will utilize SPSS in computer lab exercises to enter and analyze data to produce statistical information for interpretation and presentation of findings.

Ultimately, the course aims to assist students in becoming more informed consumers and producers of criminal justice information. Students who double major in Psychology and Criminal Justice must complete both PSY3500 and PSY3520. CRJ3610 may be waived if both PSY3500 and PSY3520 have been completed.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010 OR SOC1100.

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## **CRJ3700 Forensic Investigation of Child Abuse and Neglect**

This course explains the causes, symptoms, and signs of child physical abuse and sexual abuse. Sexual abuse myths and realities are explored along with delayed disclosures and recantations. The lessons learned in this class will be practical and applicable for students in a wide variety of fields to include criminal justice, education, nursing, social work and psychology.

**Semester hours:** 4

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## **CRJ3710 Serial and Mass Murder**

This course is an advanced-level special topics elective in the criminal justice major curriculum. Given the cross-disciplinary nature of the topic, non-criminal justice majors are also welcome. This course is a broad-based overview of the phenomena of serial and mass homicide, and will involve learning about the various definitions and theories constructed to explain these types of killings. The course focuses specifically on distinguishing serial homicide from other forms of multiple homicide, on “serial killers” themselves, basic techniques of social-psychological profiling, the demographics of the crime of serial homicide and mass murder, methods of killing, general and serial homicide trends over time, the impact of multiple murder on society as a whole, and the difficulties in apprehension of serial killers and mass murderers from the perspective of law enforcement officials.

**Semester hours:** 4

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## **CRJ3720 Criminal Profiling**

This course explores the use of typologies and profiles in criminological theory and criminal justice practice with focus on profiling of violent crimes. Central topics in the course include the purpose of typologies in criminal justice, criminal profiling and serial murder. This course is intended to provide students with a general understanding of the theory and purpose of criminal typologies and focused review of the literature on criminal profiling. Teaching students how to become “profilers” is

beyond the scope of this course. Instead, students will be introduced to the theory and practice of profiling, and the scientific literature on criminal profiling and serial murder. Students will be engaged in critical discussion of the use of typologies and profiles in the criminal justice system. Throughout the course, students will be exposed to the existing profiles of a variety of offenders, offenses and victims through the analysis of case studies. Finally, students will connect course material to reality crime television (“First 48,” “Cold Case Files,” “Forensic Files,” etc.) to determine how behavioral crime myths are often perpetuated by the media.

**Semester hours:** 4

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### **CRJ3810 Issues in Criminal Justice**

This course entails intensive discussion and research in contemporary and permanent problems affecting the criminal justice system and hence the American regime. Specific content is determined by the needs and interests of the student. Students may take two different issues courses.

**Semester hours:** 4

**Prerequisite(s):** Consent of instructor.

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### **CRJ4200 Administration of Criminal Justice Agencies**

This course is about how leadership drives change in criminal justice agencies. The impact of politics, unions, conflicting service demands and limited resources will be explored. This course provides a critical examination of the organization and administration of municipal police agencies and their functions. Concepts of organizational theory are used to integrate proven concepts into the police service.

**Semester hours:** 4

**Prerequisite(s):** CRJ2500 or consent of instructor.

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### **CRJ4400 Introduction to Intelligence Policy**

This course is designed to give students an understanding of the role intelligence plays in making national security policy and insight into its strengths and weaknesses. The history and an overview of the U.S. intelligence community will be explored. Focus will be on the intelligence processes: requirements, collection, analysis, dissemination and policy. Additional topics will include covert action and counter intelligence. Students will be required to debate and form their own conclusions about how the U.S. intelligence community operates.

**Semester hours:** 4

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## **CRJ4800 Strategic Planning and Ethics**

This course discusses effective management practices that are central to criminal justice professionals and academic researchers who evaluate and question managerial methodology. This course is designed to analyze these organizational changes to prepare students to effectively lead within these changes. Students will learn how to comprehend and direct strategic planning, missions, goals, objectives, and action plans through an ethical lens that will test personal values and beliefs. Students will be expected to develop a professional résumé and create a working leadership career path.

**Semester hours:** 4

**Prerequisite(s):** CRJ1010; junior status (prerequisite for internship); consent of instructor.

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## **CRJ4940 Criminal Justice Internship**

This course is designed for criminal justice students who are undertaking an internship with a public agency or private firm. Research, observation, study and/or work in selected criminal justice agencies supplement classroom study with constructive participation in the criminal justice system. The internship experience must be planned through student-instructor interviews before registration as provided under internship regulations. The objective of the course is to assist the intern and the participating agencies in getting the most out of the student-learning experience. Students electing this option will need to complete a contract with the participating internship agency and a member of the criminal justice faculty. They will contract 48 clock hours for every one (1) semester hour. Therefore, a student must contract for at least 192 hours and a maximum of 576 hours to complete this elective. A maximum of four semester hours of internship count toward the criminal justice major electives, with any remaining semester hours counting toward the 120 total semester hours required for graduation.

**Semester hours:** 4-12

**Prerequisite(s):** CRJ4800 or consent of instructor.

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## **CSC1010 Introduction to Computer Science**

This course is an introduction to computer science and the fundamentals of human computer interaction. Technological topics include hardware components and their function, software, databases, the Internet and Intranets. Current sociological computing issues will be discussed, along with emerging technologies and their

current and future impact on society. Programming in Visual Basic or VBA will be introduced.

**Semester hours:** 4

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## **CSC1700 Introduction to Computer Programming**

This course provides an introduction to computer programming, with a focus on object-oriented program design and development. Topics include basic logic structures, looping, one and two-dimensional arrays, basic I/O, and an introduction to object-oriented design. Extensive programming is required.

**Semester hours:** 4

**Prerequisite(s):** Completion or concurrent enrollment in MTH1100 or higher.

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## **CSC/NSM/MTH 1810 Selected Topics**

Various topics chosen to supplement the curriculum.

**Semester hours:** 1-4

**Prerequisite(s):** Topic specific.

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## **CSC2200 Web Application Development**

This course is an introduction to web-based software development focusing on client-side web technologies to build dynamic and robust websites. Topics include HTTP protocols, PHP, HTML, CSS, JavaScript and AJAX. Programming is required.

**Semester hours:** 4

**Prerequisite(s):** CSC 1700

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## **CSC2300 Computer Architecture**

This course covers the mechanics of information transfer and representation between system components. Topics include addressing modes, CPU organization, ALU, bus structures, data organization, interrupts, input/output and instruction sets.

**Semester hours:** 4

**Prerequisite(s):** CSC 1700

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## **CSC2400 C++ for Java Developers**

This course is an introduction to the C++ programming language for Java developers. Emphasis will be on basic syntactical differences between C++ and Java, along with the challenges of implementing C++ in an object-oriented paradigm. Additionally, major language differences, such as the use of pointers, copy constructors, virtual functions, and the application of destructors to avoid memory leaks, will be discussed and practiced through various programming exercises.

**Semester hours:** 4

**Prerequisite(s):** CSC1700.

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## **CSC2550 Network Communications**

This course is an introduction to computer networking and data communications. Topics include various network types, TCP/IP protocols, data transmission techniques, network security, wireless and mobile networks, and network topologies.

**Semester hours:** 4

**Prerequisite(s):** CSC2300.

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## **CSC2650 Data Structures and Algorithms**

This course is a continuation of CSC1700, with a focus on advanced data structures: stacks, queues, priority queues, lists, binary trees, and hash maps. Advanced coding practices, algorithm design, recursive functions, and sorting and searching techniques are studied and utilized in various programming projects. Program design is introduced utilizing modeling tools, such as UML. Extensive programming is required.

**Semester hours:** 4

**Prerequisite(s):** CSC1700.

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## **CSC3100 Operating Systems**

This is an advanced course on operating system design and implementation. Utilizing Java, the concepts of process and memory management are explored in connection with multithreading. Additional topics include kernels, semaphores, mutual exclusion, deadlocks, access control, scheduling and message passing. Programming is required.

**Semester hours:** 4

**Prerequisite(s):** CSC2300; CSC2650.

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## **CSC3200 Unix/Linux Administration**

This is an advanced course on administering Unix and Linux systems. Students will be required to configure and use a Linux computer throughout the course. Topics include command line manipulation, shell programming, process scheduling, user administration and package management. Lab and programming required.

**Semester hours:** 4

**Prerequisite(s):** CSC1700

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## **CSC3400 Computer Security**

This course is an introduction to the core principles of computer security. Topics include network security, database security, security auditing, data encryption, operating system security, vulnerabilities, user authentication, access control, malicious software, secure software development techniques, firewalls and intrusion detection, site security, legal and ethical security issues, and risk management.

**Semester hours:** 4

**Prerequisite(s):** CSC2650.

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## **CSC3410: Network Security**

This course teaches skills that identify, lockdown, and secure vulnerabilities in a small to medium enterprise branch network. This course will also help enhance specific skills in developing security infrastructure, recognizing threats, and mitigating security threats.

**Semester hours:** 4

**Prerequisite:** CSC2550

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## **CSC3420: Information Security and Risk Mitigation**

This course identifies vulnerabilities and inherent risks of computer systems. It also introduces cost-effective risk analysis techniques for identifying and quantifying accidental and malicious threats to computer systems, and developing contingency and recovery plans.

**Semester hours:** 4

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**Prerequisite:** CSC3410

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## **CSC3510 Software Testing Verification, Validation and Quality Assurance**

This course will cover both the theory and application of software testing. Types of testing include: functional, syntax, white-box based tools, code inspections including debugging, verification of program correctness, and software safety. Students will work on projects that integrate learned testing frameworks and methods of code development to develop and test existing or new code.

**Semester hours:** 4

**Prerequisite(s):** CSC2650

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## **CSC3610 Advanced Programming**

This course is a continuation of CSC2650, with a focus on advanced object-oriented programming techniques, including event-driven programming and advanced graphical user interfaces. Topics include encapsulation, polymorphism, persistence, layers of abstraction, inheritance, and intensive discussion on overall program design and efficiency.

**Semester hours:** 4

**Prerequisite(s):** CSC2650.

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## **CSC3700 Advanced Web Application Development**

This course is a continuation of CSC2200, with a focus on server-side web technologies on the Java EE platform. Web-based applications will be built in a team-based environment utilizing current standards and source control (SVN). Topics include JSP, JDBC, JSTL, XML, Apache Web Server, ANT, JUnit, system load testing, data persistence, server configuration, and application deployment on multiple OS types. Extensive programming is required.

**Semester hours:** 4

**Prerequisite(s):** CSC2200.

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## **CSC3800 Artificial Intelligence**

This course is an introduction to basic neural nets, expert systems and intelligent agent algorithms. Additional topics include logic programming, heuristic search strategies, pattern recognition, and natural language processing. Programming required.

**Semester hours:** 4

**Prerequisite(s):** CSC2650.

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### **CSC3810, CSC4810 Selected Topic**

Various topics chosen to supplement the curriculum.

**Semester hours:** 1-4

**Prerequisite(s):** Topic specific.

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### **CSC3830, CSC4830 Directed Study**

This course involves independent work on a project supervised by a faculty member in the program.

**Semester hours:** 1-4

**Prerequisite(s):** Consent of instructor.

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### **CSC3850 Introduction to Robotics**

This course introduces students to fundamental concepts in autonomous, mobile robotics. Robot behaviors are programmed. Lab and programming required.

**Semester hours:** 4

**Prerequisite(s):** CSC2300.

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### **CSC4100 Systems Analysis and Design**

This course is an introduction to information analysis and logical design and specification of various system types. Methods, techniques, and tools to design large-scale software applications are utilized to analyze, critique, and build systems.

Discussion will include hardware constraints and specifications required to support various software applications and methods to determine and maintain system integrity.

**Semester hours:** 4

**Prerequisite(s):** CSC2300; CSC2650

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## **CSC4210 Introduction to Mobile Application Development**

This course provides the student with the foundation necessary to build mobile applications. This course is intended for students that have experience with object-oriented programming. Lab and programming required.

**Semester hours:** 4

**Prerequisite(s):** CSC3610.

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## **CSC4350 Software Engineering**

This course is an introduction to software engineering concepts and the role of project management, in conjunction with advanced object-oriented programming techniques. The course will provide an in-depth look at architectural design, application modeling, time and risk management, unit and user testing, proper use of inheritance and encapsulation, and discussions on aspects of code quality, design, and efficiency.

**Semester hours:** 4

**Prerequisite(s):** CSC3610.

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## **CSC4500 Database Design and Implementation**

This course will address the design and implementation of relational databases in conjunction with Java-based applications. Emphasis will be on data-modeling

techniques, such as ER modeling, database normalization and optimization, relational algebra, SQL, functional dependency, security, stored procedures, and transaction management. Projects will include the design of a complete database with basic application interaction.

**Semester hours:** 4

**Prerequisite(s):** CSC2650.

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## **CSC4610: Ethical Hacking**

This course aims to provide knowledge and skills required to understand the mechanics behind hacking attacks, and develop appropriate safeguards. The course focuses on the code of conduct and ethics of attacking systems. The course also teaches the mindset of the criminal hacker and evolution of the hacker.

**Semester hours:** 4

**Prerequisite:** CSC3410

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### **CSC4620: Computer Forensics**

An introduction to the fundamental concepts behind the collection and analysis of the digital evidence left behind in a digital crime scene. Topics include the identification, preservation, collection, examination, analysis, and presentation of evidence for prosecution purposes. Discussion also covers the laws and ethics related to computer forensics and challenges in computer forensics.

**Semester hours:** 4

**Prerequisite:** CSC2550

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### **CSC4650: Cybersecurity Capstone**

The intent of this course is to provide a capstone experience that integrates the material contained in courses required of the Cybersecurity major. Focus is on establishing programs that combine technological, policy, training, auditing, personnel, and physical elements. It also provides an opportunity for students to recognize and evaluate the interrelationship of their general education courses with the courses taken for their Cybersecurity major.

**Semester hours:** 4

**Prerequisite:** CSC3420 and Senior Status

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### **CSC4940 Computer Science and Engineering Internship**

Internship.

**Semester hours:** 1-4

**Prerequisite(s):** Consent of Instructor. Course repeatable up to four total hours.

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### **CSC4990 Computer Science and Engineering Capstone**

This course involves a team-based design and development of a large-scale application from conception to deployment. The team will function as a complete software development group; beginning with requirements gathering from external users, to modeling and architecting the application, to implementation, and concluding with user acceptance testing. The course is based on the culmination of knowledge and skills of the students, in an effort to simulate a real-world application development scenario.

**Semester hours:** 4

**Prerequisite(s):** CSC4350; CSC4500; senior standing.

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## **CSD1010 Introduction to American Sign Language**

This course provides an introduction to American Sign Language (ASL), including ASL sign vocabulary and grammatical structures. Deaf culture is also explored, including an introduction to the deaf community, history of deaf education programs, and legislation impacting the deaf community.

**Semester hours:** 4

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## **CSD1100 Introduction to Communication Sciences and Disorders**

This course provides an orientation and investigation of how the fields related to communication, speech, and auditory processes are studied scientifically as well as how they interrelate to other areas in the health sciences. Issues related to the definition of disorders and differences in these fields for both children and adults are discussed.

**Semester hours:** 4

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## **CSD2010 Intermediate American Sign Language**

Continues building receptive and expressive abilities. Puts emphasis on the use of signing space, facial grammar, body postures, fluent finger spelling, and continued vocabulary development. More complex grammatical structures are introduced. Deaf culture component included.

**Semester hours:** 4

**Prerequisite(s):** CSD1010.

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## **CSD3010 Advanced American Sign Language**

This course provides a continuation to the introductory course of American Sign Language (ASL) including ASL sign vocabulary and grammatical structures. Deaf culture is also explored, including topics within the Deaf community.

**Semester hours:** 4

**Prerequisite(s):** CSD2010

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## **CSD3050 Deaf Culture**

This course introduces students to American Deaf Culture. The course includes a description of the specific cultural values, norms and traditions, in addition to criteria for membership. It explores the experiences of deaf individuals throughout the life span.

**Semester hours:** 4

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## **ECN2030 Principles of Economics**

This course covers introductory microeconomics and macroeconomics with particular attention given to the U.S. economy and global issues. The microeconomic portion introduces the discipline and fundamental tools of economics. It proceeds to study the workings of a price system and theories of consumer and firm decision-making. It further analyzes particular market structures characterized by perfect and imperfect competition, reviews the strengths and weaknesses of a market economy, and considers the government's role in correcting market failures and promoting competition. The macroeconomic portion studies the domestic and international forces that govern the determination of the aggregate level of economic activity and stabilization policies used to manage business cycles. The course will further explore the causes and effects of inflation and unemployment, the importance of international trade, trade policy and economic integration.

**Semester hours:** 4

**Prerequisite(s):** Fulfillment of AU math general education requirement.

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## **ECS2050 Introduction to Early Childhood Education**

This survey course provides an overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming,



and evidence-based practices. Professional and evidence-based practices of highly qualified early childhood educators are outlined with an emphasis on their ability to enhance development and learning of each and every child between the ages of birth and eight. Considerations for diversity of culture, language, race, socio-economic status, gender, ethnicity, and ability will be included. Students will spend a minimum of 15 hours of observation in diverse early childhood settings. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 2

**Prerequisite(s):** Passing CBC (FBI Criminal Background Check includes fingerprinting/ screening/sex offender check); passing TB Test.

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### **ECS2100 Child Growth and Development and the Social and Emotional Characteristics of the Young Child – Birth to age 8**

This course will provide focus on typical and atypical orders of human development, emotional and social development and theories of learning in early childhood settings, birth to age eight. Course content includes the various areas of exceptionality in terms of causes, characteristics and general intervention, strategies for adapting the learning environment and modifying instruction to make the classroom and curriculum accessible to all children, through inclusion of those with special needs. Teacher candidates will engage in the analysis of what constitutes developmentally appropriate adaptive and academic growth. Additionally, contrasts will be drawn between impact on various types of processing strengths and weaknesses, such as auditory or other sensory processing and memory (both working memory and long term memory), and how they might impact learning and behavior, as well as remedial efforts for differing disabilities, such as learning disabilities, intellectual disabilities, ADHD, Autism, or acquired disorders (traumatic brain injury). An overview of developmentally appropriate practices, normal individual variations in learning styles and effect of stress, trauma, disabilities, social and emotional development, language acquisition and cultural diversity for children birth to age eight will be explored and evaluated. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 4

**Prerequisite(s):** Passing CBC (FBI Criminal Background Check includes fingerprinting/ screening/sex offender check); passing TB Test.

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### **ECS2200 Legal Aspects of Early Childhood/Special Education – Birth to age 8**

This course presents historical, philosophical, legislative developments and legal

precedence in the education for young children, birth to age eight, both with and without disabilities. Teacher candidates will explore various school, community and home settings available to children and various community agencies and professional organizations which support and collaborate with young children and their families. IDEA, the recent reauthorization, the Illinois Professional Teaching Standards, Early Childhood Standards and rules and regulations about IEPs and IFSPs will be analyzed.

**Semester hours:** 2

**Prerequisite(s):** Passing CBC (FBI Criminal Background Check includes fingerprinting/ screening/sex offender check); passing TB Test.

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### **ECS2300 Speech and Language Development of the Young Child – Birth to age 8**

This course covers typical and atypical speech and language development of the young children, birth to age eight. The course presents a broad range of techniques that parents, caregivers and teachers can use to foster speech and language development. Specific language disorders and remedial strategies are covered. Adaptive and assistive technology for facilitating and ameliorating delays in language are observed and practiced, as well as using technology to access and manage information. In addition, second language acquisition, as well as culturally unbiased assessments and procedures are analyzed. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 4

**Prerequisite(s):** Passing CBC (FBI Criminal Background Check includes fingerprinting/ screening/sex offender check); passing TB Test;.

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### **ECS2400 Infants and Children with Special Needs – Birth to age 8**

This course covers the characteristics and etiologies of various disabilities and the educational implications of these disabilities. Teacher candidates learn how infants and children are identified, how health and educational issues are addressed and how the disability affects the family system. Strategies and techniques for ameliorating the delays and for facilitating the functional integration of children with disabilities in a variety of settings will be addressed. In addition, the characteristics of children with individual differences related to cultural and language diversity are emphasized. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 2

**Prerequisite(s):** Passing CBC (FBI Criminal Background Check includes fingerprinting/ screening/sex offender check); passing TB Test;.

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## **ECS2500 Health, Safety and Nutrition for the Young Child, Birth to Gr. 2**

This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy life style practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals that are appropriate for each child. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 2

**Prerequisite(s):** Passing CBC (FBI Criminal Background Check includes fingerprinting/ screening/sex offender check); passing TB Test;.

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## **ECS3100 Curriculum and Classroom Environment – Birth to age 8**

Teacher candidates will learn how to design language, literacy, and stimulus-rich indoor and outdoor environments that foster learning and problem solving; encourage appropriate social interactions and self-regulation; use technology to access information, maintain records, and enhance classroom learning; and become familiar with materials and strategies to accommodate children with disabilities. The importance of play for young children, of providing learning opportunities which are embedded in daily routines and of establishing a physically and psychologically safe environment will be emphasized. Teacher candidates will have the opportunity to study, develop and implement developmental, functional/adaptive, and academic curricula which meet the Illinois Early Learning Standards through the development of short and long term lesson plans. Specific strategies for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted children are analyzed. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 4

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test;.

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## **ECS3200 Observation and Assessment of the Young Child – Birth to age 8**

In this course teacher candidates will learn to assess children’s cognitive, social-emotional, motor and sensory-motor, communication, adaptive and academic skills through a variety of techniques, including observation, informal and formal instruments, and family member interviews. Culture and bias-free instruments and procedures are presented along with adaptation assessments for children with disabilities and those children who may be identified as gifted. Teacher candidates will have the opportunity to test, interpret results, present the results in a team setting and collaborative develop a learning plan. The different purposes of assessment (screening, pre-referral, referral, classification, instructional planning and progress evaluation) as well as the due process rights and procedures will be analyzed. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test;.

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## **ECS3300 Collaborating with Families, Professionals and the Community**

This course emphasizes the importance of the family and the community in the development of the young child, birth to age eight. Culturally appropriate strategies and techniques for respecting, supporting and involving the family in the assessment process and the development of the learning plan are presented. Candidates become aware of the typical concerns of families of children both with special needs and from diverse cultures. Team and family dynamics, conflict resolution, interagency collaboration, community resources, and ethical procedures are explored. Candidates will have the opportunity to interact with professionals and family members and to create newsletters and other means of communication which are sensitive to the family’s culture and home language. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC

(FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test;.

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## **ECS3400 Methods and Practices for Infants and Toddlers**

This course teaches methods and techniques for working with typical and atypical infants and toddlers. Natural environments and home settings are stressed. Medical issues, health, nutrition and safety issues will be covered as well as fostering motor, self help, language, social/emotional and cognitive skills. Teacher candidates will have the opportunity to observe screenings and the development of the IFSP. In addition, teacher candidates will learn strategies for implementing learning activities embedded in the child's daily routine. Transition issues and procedures are also presented. This course includes a clinical/lab experience designed to provide candidates with an understanding of the development of infants and toddlers through participation in hands- on learning experiences in infant and toddler settings. Teacher candidates will facilitate small group lessons and experience, first-hand, the construction of knowledge. Teacher candidates will develop an awareness of appropriate adult/child interaction while developing professionalism and overall competence as future teachers. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test;.

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## **ECS3410 Methods and Practices for Preschoolers**

Teacher candidates develop an understanding of the methods and techniques for working with typical and atypical preschoolers. Developmentally appropriate methods and materials for teaching the integration of content including reading, social studies, science, mathematics and the arts are stressed along with interventions and adaptive technology available for all children with disabilities, children from diverse cultures, and second language learners. Teacher candidates will learn strategies for integrating children with exceptional needs within various settings and for using varying levels of complexity to engage all children. This course includes a clinical/lab experience designed to provide candidates with an understanding of the development of preschoolers through participation in hands-on learning experiences in a preschool setting. Teacher candidates will facilitate small

group lessons and experience, first-hand, the construction of knowledge. Teacher candidates will develop an awareness of appropriate adult/child interaction while developing professionalism and overall competence as future teachers. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test;.

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### **ECS3420 Methods of Teaching Early Reading and Writing**

Early literacy development and its relationship to a child's oral language are explored. The role of developmentally appropriate children's literature, vocabulary development and prior experience, and the use of print in the classroom are covered. Teacher candidates will learn the importance of early phonemic awareness, phonics, reading comprehension, and spelling development and acquire strategies to assess and teach reading literacy skills. Research based methods for teaching reading and writing in the early grades are taught and practiced in an early childhood classroom setting. Candidates will learn reading assessments and apply the knowledge when students have difficulty with reading and/or writing and utilize strategies for remediation. Specific techniques for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted will be emphasized. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours:** 4

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test;.

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### **ECS3430 Methods of Teaching Early Mathematical Thinking**

The development of mathematical thinking in young children is included in this course. Integrating developmentally appropriate mathematical experiences include number development, the relationship of more, less, and the same, estimation, counting, numeral recognition, pattern recognition, manipulative modeling, algebra, geometry and probability. Methods and activities for teaching number systems, measurement, spatial relationships, data collection and computation are presented. Teacher

candidates will have the opportunity to develop and implement lessons which increase students' ability to apply mathematical skills in a variety of contexts. Specific techniques for children with disabilities, children from diverse cultures and children considered gifted are explored. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours: 2**

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test;.

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### **ECS3440 Methods of Teaching Early Science, Social Studies and the Arts**

This course will cover methods and strategies for promoting scientific knowledge and inquiry in young children. Developmentally appropriate activities for exploring social sciences and the fine arts (visual arts, music, drama and dance) are also investigated. Approaches and activities for integrating these learning experiences with experiences in other content areas are emphasized. This course will present adaptive strategies and techniques for children with disabilities, children from diverse cultures and children considered gifted. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours: 2**

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test;.

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### **ECS4100 Early Childhood Practicum Field Experience – Birth to age 3**

This course is a supervised practicum to provide teacher candidates more extensive clinical experience working with early childhood children and their families (birth to age 3). Candidates observe, plan and implement activities for birth to age 3 typical and atypical infants and toddlers over the course of a semester or summer. Settings may include hospitals, homes, daycare settings, early intervention or community centers and more. Teacher candidates have the opportunity to observe occupational, physical and speech therapists working with young children and their families, including those from diverse cultures. This course requires the clinical component to be a minimum of

50 hours. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours: 2**

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test; ECS2100; ECS2200; ECS3420.

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### **ECS4200 Early Childhood Practicum Field Experience – Preschool**

This course is a supervised practicum to provide teacher candidates more extensive clinical experience working with early childhood children 3-5 years of age.

Candidates plan and implement lesson plan units for individual children and small groups which allow for individual differences and special needs, language and cultural diversity, and which incorporate varying levels of complexity to include all students. Settings may include Early Childhood Special Education classrooms, blended ECS classrooms, and daycare or nursery school settings which include children with special needs. Continued interaction and support for families is stressed. This course requires the clinical component to be a minimum of 50 hours. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours: 2**

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test; ECS2100; ECS2200; ECS3420.

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### **ECS4300 Early Childhood Field Experience – K-2**

This course is a supervised practicum to provide teacher candidates more extensive clinical experience working with early childhood children 5-8 years of age.

Candidates will be assigned a kindergarten, first or second grade classroom, or a self-contained primary special education classroom. Candidates will plan and implement lesson plan units in math and reading. They will utilize formal and informal assessments to inform their planning and teaching. This course requires the clinical component to be a minimum of 50 hours. A complete schedule of clinic/lab experiences will be distributed in class.

**Semester hours: 2**

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22



AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test; ECS2100; ECS2200; ECS3420.

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## **ECS4750 Student Teaching Internship in Early Childhood Education**

Student teaching is the capstone experience of Aurora University's School of Education. It is the culminating experience for teacher candidates. Teacher candidates will be responsible for directing the learning of a group of students under the competent supervision of a licensed teacher. The student is guided through experiences designed to apply the knowledge and skill gained in the classroom. In essence, the student performs major instructional responsibilities of a classroom teacher with appropriate assignments and supervision. The early childhood student teaching experience will encompass two distinct placements: birth to 4 years of age and K-3. Students will be expected to successfully complete the ISBE (Illinois State Board of Education) requirement of an edTPA to fulfill the requirements of the course. (Fall and Spring)

**Semester hours:** 13

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test and successful completion of ALL coursework and passing scores on the Content Test and APT and completion of all School of Education paperwork.

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## **ECS4760 Student Teaching Seminar**

This seminar meets in conjunction with student teaching and is required for all early childhood education majors. (Fall and Spring)

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing of 19); maintaining a 3.0 GPA; passing CBC (FBI Criminal Background Check includes fingerprinting/screening/sex offender check); passing TB Test and successful completion of ALL coursework and passing scores on the Content Test and APT and completion of all School of Education paperwork.

**Co-requisite(s):** ECS4750.

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## **EDU2100 Foundations of Teaching and Learning**

This course is an introduction to schools and classrooms in the U.S. Learning strands will include classroom management, classroom discipline, diversity, No Child Left Behind, cooperative learning, and lesson planning. A major focus will be on learning to observe objectively. Structured observations of classrooms and children will be conducted and analyzed. These observations will be placed into the context of schooling in the U.S. through a series of readings and discussions on the organizational, legal and financial structure of schools, professional standards and ethics, and the history of American education. In addition, we will familiarize ourselves with current journals and research in education. We will reflect on our own educational experiences as we contemplate our readings and observations and begin the process of portfolio development.

Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course.

**Semester hours: 4**

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## **EDU2110 Foundations of ESL and Bilingual Education**

The purpose of this course is to introduce effective ways to engage, support, and provide learning opportunities for English learners (ELs) based upon the theories of English as a second language and bilingual education. Candidates will explore the historical, socio-political, and legal issues related to the education of ELs in U.S., and common assumptions about how policies, power, attitudes, and societal norms shape and affect education for ELs. . (Includes clinical experience)

**Semester hours: 2**

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## **EDU2140 Assessment of English Learners**

This course focuses on the tools and techniques used to assess the English language proficiency and academic development of English learners (ELs) in bilingual and English-only settings. Candidates will examine the assessment issues that affect ELs and types of assessments used to identify, place, and reclassify ELs. Candidates will also learn how to use content and language proficiency standards to create assessments for ELs. (Includes clinical experience)

**Semester hours: 4**

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## **EDU2260 Learning, Theories and Application K–12**

The focus of the course will be on theories of learning, development and motivation with an emphasis on applying theory to the classroom, both in content and pedagogy. Major developmental, learning and motivation theorists and theories will be discussed. Other strands covered will include individual and group diversity, accessing and analyzing educational research, the diverse learner, and use of technology as a teaching/learning tool. All content will be applied to the classroom in the guise of guided classroom observations, lesson planning, lesson implementation and classroom management.

Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course.

**Semester hours: 4**

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## **EDU2300 Technology for Teachers**

This course enables teacher education candidates to demonstrate mastery of the knowledge and skills required to demonstrate proficiency in the current Illinois Professional Teaching Standards addressing technology. Strands will include the role and responsible use of technology in education, effective use of instructional hardware and software to differentiate and facilitate student growth and achievement, teaching with multimedia and hypermedia, use of distance learning tools including the Internet, use of technology to communicate and collaborate with colleagues and parents, conduct assessments, conduct research, as well as use of instructional technology to facilitate student learning. The course focuses on both knowledge and performance indicators, and includes hands-on technology activities.

**Semester hours: 4**

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## **EDU2900 Secondary Education Pre-Teaching**

The student logs a minimum of 50 clock hours of clinical experience in a middle or senior high school. This assists the student in determining if teaching should be his or her career goal and provides an experiential background for assimilating future professional education courses.

**Semester hours: 1**

**Prerequisite(s):** Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a GPA of 3.00 in major courses as required in secondary education; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2200; and EDU2260. Placement applications for the practicum are due the January

before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

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### **EDU3120 Methods and Materials for Teaching ESL**

The purpose of this course is to prepare candidates in methodology to teach English as a second language. Candidates will learn to teach academic content in English to English learners (ELs) at different levels of English language proficiency and the strategies that support the development of listening, speaking, reading, and writing in English. Candidates will then use the knowledge of teaching methods to design and teach lessons in a sheltered-English or ESL classroom. (Includes clinical experience)

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including a) passing the TAP, ACT, or SAT; b) maintaining a minimum GPA of 2.75; c) passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; d) passing a TB test; e) successfully completing EDU2100; and EDU2260 or SPED2120.

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### **EDU3150 Linguistics for Teaching ELLs**

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

**Semester hours:** 4

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### **EDU3170 Methods and Materials for Teaching in Bilingual Programs**

The purpose of this course is to prepare candidates in methodology to teach students in bilingual programs. It incorporates a critical review of theories of language acquisition, bilingual education, and biliteracy. Candidates will learn to teach in students' native language and target language, and use instructional materials that are culturally responsive, rigorous, and developmentally appropriate. Candidates will then use the knowledge of teaching methods to design and teach lessons in a bilingual classroom. (Includes clinical experience)

**Semester hours:** 4

**Prerequisite(s):** EDU2110; EDU 3120; EDU/SPED3510 or EDU 3130; EDU2140; EDU3160 or EDU3150 or consent of BIL/ESL program chair; Acceptance into the School of Education including; a) passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) minimum GPA of 2.75; c) passing the TAP, ACT, or SAT; d) passing a TB test. Complete EDU2100 and EDU2260, or SPED2120..

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### **EDU/ENG3180 Multicultural Literature for Children**

Survey of children's literature and its authors and illustrators emphasizing developing children's appreciation for literature and reading on a wide range of multicultural topics. Students will be able to understand and teach a diverse body of works, authors, and movements of U.S. and world literature within the framework of various literary genres.

**Semester hours:** 2

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### **EDU/ENG3190 Multicultural Literature for Young Adults**

This course explores and considers the distinctive needs, interests and learning styles of young adults. Procedures for the evaluation, selection and integration of young adult literature into the curriculum are examined. Students learn that the young adult novel deserves a worthy and legitimate place in the classroom.

**Semester hours:** 2

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### **EDU3330 Science Inquiry Methods**

Students will develop an understanding of the methodologies and approaches to teaching science in the elementary school. The purpose of this course is to explore, create and utilize a variety of instructional strategies that are developmentally appropriate and motivating for the elementary school child. Mathematics and science are a systematic combination of quantitative and spatial thinking. Students will have the opportunity to participate in activities in science in order to facilitate the learning, the application and the implementation of concepts and procedures to real-world situations. In addition, this course involves pre-service teachers in a variety of problem-solving activities designed to develop meanings and properties of and scientific concepts.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the

Test of Academic Proficiency (TAP); maintaining a minimum GPA of 3.00; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260.

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## **EDU3350 Democracy, Diversity and Social Justice for Teachers**

This course will prepare teacher candidates to teach social studies in the classroom while grappling with issues of diversity, democracy, oppression and cultural awareness. Along with this, teacher candidates will be exposed to social justice perspectives in order to promote equity in the classroom. A variety of teaching strategies will be discussed and professional development plans will be created in order to provide reflective learning and teaching. Digital-age media and formats will be discussed and created. Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course.

**Semester hours:** 4

**Prerequisite(s):** Maintaining a GPA of 3.00; successfully completing at least 24 semester hours; EDU2100; and EDU2260.

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## **EDU3355 Assessment**

This course will enable teacher candidates to understand and use a variety of appropriate formative and summative assessments in order to determine student needs, monitor student progress, measure student growth and evaluate student outcomes. Course experiences will cause candidates to know how to make data-driven decisions about curricular and instructional effectiveness and to adjust practices to meet the needs of each student regardless of achievement level, disability, cultural background or primary language.

Note: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test will be required within the first two weeks of the course.

**Semester hours:** 4

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## **EDU3360 Mathematics Methods**

Students will develop an understanding of the methodologies and approaches to teaching and integrating mathematics in the elementary school. The purpose of

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this course is to explore, create and utilize a variety of instructional mathematics strategies that are developmentally appropriate and motivating for the elementary school child. Students will have the opportunity to participate in activities using mathematics in order to facilitate the learning, the application and the implementation of concepts and procedures to real-world situations. In addition, this course involves pre-service teachers in a variety of problem-solving activities designed to develop meanings and properties of mathematical concepts.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 3.00; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260. Holy Angels students will need to complete Protecting God's Children Program.

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## **EDU3365 Methods of Reading and Language Arts in Primary Grades**

This is a basic course in methods of teaching beginning reading. The course includes a study of methods for teaching early literacy skills to primary grade readers, including emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency and writing. Teacher candidates will learn classroom-based assessments to evaluate student learning in these areas, including such things as concepts of print interviews, running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics and rubrics to assess strategy use. Many approaches to teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. Through lecture, classroom practice and labs, the teacher candidates gain experience in planning reading lessons designed to meet the needs of young children from various cultural and experiential backgrounds. Teacher candidates will develop an understanding of the methods of teaching language arts, with an emphasis on principles, trends, methods and materials based on current research, practice and the integration of technology. Teacher candidates will learn how to develop a community of learners in a classroom where the teacher interacts with the children while applying learning theories and gaining an understanding of how children learn best.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 3.00; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260.

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## **EDU3380 Methods of Reading/Language Arts in Grades 3-6**

This course extends the theories and applications students learned about in Methods of Reading and Language Arts in Primary Grades. Teacher candidates will learn about the teaching and learning processes associated with research-based comprehensive literacy instruction in grades 3–6 elementary classrooms and will continue to emphasize the methodology around the Science of Reading instruction: phonemic awareness, phonics, vocabulary, comprehension and fluency. In this course, teacher candidates will learn appropriate and varied instructional approaches used before, during and after reading (BDA), including those that develop word knowledge, vocabulary, comprehension, fluency and strategy use in the content areas. Teacher candidates will also learn about how meaning is constructed through the interaction of the reader’s background knowledge and experiences, the information presented in the text and the purpose for reading. Teacher candidates will also study the communication theory, language development and role of language in learning. In this course, students will learn how to use expository text to teach critical thinking, comprehension strategies, study skills, content reading, text structures, guided reading, reading and writing workshop, literature circles and writing strategies to 3rd- through 6th-grade readers. Teacher candidates will learn classroom-based assessments to evaluate student learning in literacy. Teacher candidates will also gain experience with understanding the writing process and the importance of content learning while modeling standard conventions of written and oral communications. Teacher candidates will also understand the relationships across reading, writing and oral communication and how to integrate these components to increase content learning. Teacher candidates will learn how to use a variety of formal and informal assessments to recognize and address the reading, writing and oral communication needs of each student. Teacher candidates will also teach elementary students to develop written text appropriate to the content areas that utilize organizational text patterns, including, and not limited to, compare/ contrast, problem solution. Teacher candidates will also teach elementary students about focus, elaboration, word choice and the relationships among the four cueing systems including phonological, syntactic, semantic and pragmatic cueing systems.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 3.00; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/ sex offender check; passing a TB test; and successfully completing at least 24 semester hours; EDU2100; EDU2260; and EDU3365.



## **EDU3420 Fine Arts Methods**

This is a methods course in which the teacher candidates explore the educational, communicative and aesthetic value of drama, music, and visual art by promoting artistic development, appreciation, and performance through the use of various tools, including technology, for creating, analyzing and performing works of art.

**Semester hours:** 2

**Prerequisite(s):** Maintaining a minimum GPA of 3.00; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and successfully completing at least 24 semester hours; EDU2100; and EDU2260.

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## **EDU3500 Physical Education Methods**

Students will be introduced to theory, child development, lesson planning and technology as it applies to health and physical education.

**Semester hours:** 2

**Prerequisite(s):** Maintaining a minimum GPA of 3.00; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260.

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## **EDU3510 Cross Cultural Studies for Teaching ELLs/SPED3510 Diversity Studies for Teaching ELLs and Students with Disabilities**

(Encompasses course content of EDU3100 and SPED 3500) This course focuses on how language, culture/ethnicity, socioeconomic level, gender, perceived disability, and cultural awareness impact the teaching and learning of diverse children. An additional focus will be on how various social institutions, particularly the school and family, may define roles and issues of diversity and disability and how this may impact collaboration and communication in regular, ESL/Bilingual, and special education. Research related to over- and under-representation, including potential bias in assessment and identification, will be studied. Finally, the teaching of appropriate strategies to support a diverse population will be addressed. Includes clinical experience in the form of a laboratory attached to the course.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that

encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

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### **EDU3610 Linguistics for Teaching English Language Learners/ SPED3610 Oral Language Development for Special Education and English Language Learners**

(Encompasses course content of EDU3150) This course covers the nature and functions of language: phonology, morphology, syntax, semantics and pragmatics as well as the analysis and application of linguistic theory. It also contrasts theories and processes related to second language acquisition with typical monolingual oral and nonverbal development of the K–21 period. This, in turn, will be distinguished from atypical development. Informal assessment, teaching techniques and accommodations, will be an additional focus. Specific focus will be given to communication intervention for some children, such as those using ESL, sign language, or alternative and augmentative communication. Includes 20 hours of clinical experience laboratory for special education majors and those who use this course for an ESL/Bilingual Endorsement, including informal assessment and exposure to software technology in common use in the schools.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU1030; SPED2120; and passage of the ISBE TAP/Basic Skills Test.

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### **EDU3620 Teaching and Assessing Diverse Learners in the Secondary Classroom**

This course will focus on readings, discussions, articles and presentation materials to emphasize the results of research on teaching, learning, motivation and assessment in diverse secondary school settings. Methods and materials for teaching English learners will be embedded throughout coursework. Overarching themes include teacher and student expectations, the influence of culture and society on the high school student and moving from theory to practice. Candidates will learn how to develop learning environments to stimulate critical thinking and creativity to promote cooperative learning, motivation and fair assessment practices. This course will explore the issues and pragmatic approaches to teaching, learning, motivation and assessment for secondary education.

Researchers, instructors and students know teaching, learning, motivation and assessment are at the heart of effective teaching and learning. Clinical experiences will provide opportunities for teacher candidates to connect teaching theory with classroom practice.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the College of Education including passing the Basic Skills Test; maintaining an overall GPA of 2.75 and a GPA of 3.0 in the major content area; a); Passing a FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2200; EDU2260 and EDU3720.

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## **EDU3720 Reading Across the Curriculum**

Students will develop an understanding of teaching reading and writing in the content areas in the secondary classroom with an emphasis on principles, trends, methods, materials, approaches and strategies. Based on theories of interactive language and writing development, the course presents methodology designed to help teachers develop literacy and comprehension abilities in the content areas.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining an overall GPA of 2.75 and a GPA of 3.0 in the major content area; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2200; and EDU2260.

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## **EDU4360 Methods of Teaching Mathematics: Middle School**

This course will explore how mathematics is the study of several things. First, it is the science of numbers and their operations, interrelations, combinations and generalizations. Second, it is the study of abstractions and of space configurations and their structure, measurement and transformations. Finally, it is the study of analytical methods, logical thinking, equations and numbers. The nature of a good mathematics course provides the methods that enable students to develop good mathematical problem-solving skills, critical-thinking skills, and an in-depth analysis of mathematics. Note taking, mathematics anxiety, and real world applications of mathematics and its foundations should also be stressed continually throughout any mathematics course. This course is designed to prepare the student to teach mathematics at the middle school level. The teacher candidate will also study and explore different effective teaching strategies, current trends and best practices in mathematical education and assessment, as well as current research in the practice of mathematical education.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP), maintaining an overall GPA of 2.75; passing an

FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

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## **EDU4750 Student Teaching**

Student teaching is the capstone experience of Aurora University's School of Education. It is the segment of that program when a student is responsible for directing the learning of a group of students under the competent supervision of a certified teacher. The student is guided through experiences designed to apply the knowledge and skill gained in the classroom. In essence, the student performs the major functions of a teacher with appropriate responsibilities and supervision. For candidates who double major in elementary education and special education, student teaching is required to be 20 weeks in duration.

**Semester hours:** 13

**Prerequisite(s):** Admission to the School of Education, a 3.00 or better GPA, officially reported passing score on the Illinois Content Area Test and Assessment of Professional Teaching (APT), as well as having all education coursework completed. Placement applications are due the November or January preceding the academic year of student teaching.

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## **EDU4760 Student Teaching Seminar**

This seminar meets in conjunction with student teaching and is required for all elementary and secondary education majors.

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education, a 3.00 or better GPA, officially reported passing score on the Illinois Content Area Test and Assessment of Professional Teaching (APT), as well as having all education coursework completed.

**Co-requisite(s):** EDU4750.

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## **EGR1500: Introduction to Engineering and Design I**

This course introduces students to the interpersonal and professional skills that engineers use daily to design solutions to meet societal needs. The engineer's impact on society will be explored by studying design process understanding, implementing project management and team building, discussing decision making and ethics, and presenting information. Innovative design solutions will drive technical reports and oral presentations.

**Semester hours: 2**

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## **EGR2500: Introduction to Engineering and Design II (2)**

Students in this course develop an understanding of engineering design by developing ideas and solutions to relevant real-world opportunities. With team building, project management skills, and coursework fundamentals, students apply their knowledge of the design cycle and working within constraints using available tools.

**Semester hours: 2**

**Co-prerequisite(s):** MTH1100

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## **EGR2600 Statics**

Statics is the study of forces acting on physical systems where the systems do not experience an acceleration. This course will cover forces, moments, couples and resultants; construction of free body diagrams; equilibrium in 2- and 3- dimensions; structures; distributed forces; shear and bending moment diagrams and friction.

**Semester hours: 4**

**Prerequisite(s):** MTH2210 and PHY2240 concurrent

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## **EGR2700 Dynamics**

This course focuses on the motion of particles and particle systems, mass center and moments of inertia, planar kinematics and kinetics of rigid bodies, energy and momentum methods for rigid body systems. These topics are studied using vector algebra, matrix algebra, free body diagrams for 2- and 3-dimensional systems in rigid motion.

**Semester hours: 4**

**Prerequisite(s):** EGR2600

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## **EGR3100 Circuits**

Introduction to basic electrical circuits and electronics. Includes Kirchhoff's law, phasor analysis, circuit elements, operational amplifiers and transistor circuits.

**Semester hours: 4**

**Prerequisite(s):** MTH 2220; PHY 2250

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## **EGR 3200 Thermodynamics**

Thermodynamic is the study of energy transformations involving work and heat. This course includes the first and second laws, reversible and irreversible processes and application to engineering problems.

**Semester hours:** 4

**Prerequisite(s):** MTH 2230 and PHY 2250

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## **EGR 3300 Fluid Mechanics**

This course is an introduction to the basic properties of Fluid Mechanics including conservation of mass, momentum and energy. Topics include vorticity, viscous fluid flows, channel flow and boundary layers.

**Semester hours:** 4

**Prerequisite(s):** MTH 3300

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## **EGR 4990 Engineering Capstone I (4) & EGR 4995 Engineering Capstone II (4)**

Students work in teams for two semesters on a design project proposed by an industry/corporate partner. The design projects will be presented at the end of spring quarter to a panel of faculty and industry professionals. The projects will be an integration of the analytical and design skills mastered during the program. Design reports and presentations will occur throughout the year.

**Prerequisite:** Senior standing and permission of the department chair.

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## **ENG1000 Introduction to Academic Writing**

This course introduces students to the conventions and skills of college writing and reading. Through reading a variety of texts, students will develop their own skills in writing in response to written arguments. Students will compose several short papers and revise them extensively, in order to practice and internalize the process of thinking, writing, rethinking, and revision that is central to the practice of effective writing. Students will also develop an awareness of themselves as writers, become conscious of their strengths and weaknesses, and develop strategies to improve.

**Semester hours:** 4

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## **ENG1030 The Grammar of Poetry**

At the heart of education is the idea that understanding the structure of creative language, learning to think well about creative language and learning to communicate using creative language through the expression of poetry are high priorities for a well-educated student. This course is designed to ensure that students, especially those planning on careers in the classroom, leave the university with a solid understanding of the grammatical structure of the English sentence – and of why this structure is worth understanding and how the application of creative language is applied across content areas through the expression of poetry. Students who successfully complete the course will be able to identify and creatively use parts of speech, various types of grammatical phrases and clauses, descriptive language and will be able to construct that conforms to various structural descriptions.

**Semester hours:** 2

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## **ENG2060 Introduction to Creative Writing**

This course will be primarily concerned with the production and study of creative poetry and fiction. Students will study techniques and the imaginative uses of language in short stories and poems, in order to write their own original poetry and short fiction. Participants will read examples by diverse, contemporary writers as models for their own work. Students will read and critique the creative works produced by members of the class in a friendly, yet rigorous workshop environment.

**Semester hours:** 4

**Prerequisite(s):** ENG1000.

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## **ENG2100 Linguistics**

This course serves as an introduction to the scientific study of language. We will approach language descriptively rather than prescriptively; which is to say, we will test hypotheses through observation of the phenomenon of language rather than mandate what language “should” be. We will explore problems in the main areas of linguistics: phonology, morphology, syntax, semantics and pragmatics. In doing so, we will address a range of topics such as the neurological basis of language; the process and stages of language acquisition; methods of second language learning; linguistic change and variation; and sociolinguistic issues such as the social status of African-American Vernacular English and regional dialects.

**Semester hours:** 4

**Prerequisite(s):** ENG1000.

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## **ENG2200 The Novel**

This course studies the development of the novel from the 18th through the 21st centuries. The focus will be on the English novel, but some attention will be given to American and European instances of the form. The course will also explore a range of critical approaches to the form and to its relationship with the various contexts that shape the way we read novels.

**Semester hours:** 4

**Prerequisite(s):** ENG1000.

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## **ENG2240 Poetry**

Students will study poetry written in English during the last 400 years. Reading in the poetry is supplemented and focused by readings in criticism and poetics. The approach is topical rather than chronological and should develop a student's sense of what kind of thing a poem is and how poems can best be read.

**Semester hours:** 4

**Prerequisite(s):** ENG1000.

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## **ENG2260 Critical Approaches to Literature**

This course provides preparation in the methods and materials of literary study. While the course devotes some attention to introducing or reviewing basic analytic vocabulary, it emphasizes the application of different critical and theoretical approaches to the interpretation of primary literary texts. Along with the selected literary works, assigned readings will include a variety of scholarly secondary texts.

**Semester hours:** 4

**Prerequisite(s):** ENG1000.

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## **ENG2400 Grammar and Composition for Teachers**

This course is focused primarily upon how English sentences are structured grammatically and upon how an understanding of grammatical functioning of language can inform the teaching of the discipline of English. The course will also introduce fundamental concepts of composition theory to future teachers. Through an investigation of the relationship between an individual's grammatical knowledge and writing abilities, the course will prepare teachers to enter careers focused upon developing students' knowledge about the structures of the English language



in order to enhance their skills as readers and writers.

**Semester hours:** 4

**Prerequisite(s):** ENG1000.

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### **ENG3020 Advanced Academic Writing**

This course analyzes and prepares students to produce prose of the sort expected in upper-level undergraduate courses or graduate programs, primarily in the humanities and social sciences. The course emphasizes the development of a flexible and efficient style and of sophisticated expository and argumentative discourse strategies.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3060 Fiction Writing**

This workshop focuses on the writing of short fiction using modern and contemporary short stories as models and inspiration, which will expose students to a wide range of literary fiction.

**Semester hours:** 4

**Prerequisite(s):** ENG2060.

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### **ENG3100 Stylistics**

This course will employ the methods of linguistics to analyze literary texts and explore the linguistic choices that authors make in composing a work, and what effects those decisions have on the text and its reception. Topics that may be covered include: point of view, narration, dialogue and speech markers, implicature, speech acts, meter and prosody, figurative language, and qualitative and quantitative methods of stylistic analysis. To tie our linguistic analyses both to literary criticism and the production of literary texts, students will apply linguistic analysis to literary works of their own creation, as well as canonical works of literature.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG/EDU3180 Multicultural Literature for Children**

Survey of children's literature and its authors and illustrators emphasizing developing children's appreciation for literature and reading on a wide range of multicultural topics. Students will be able to understand and teach a diverse body of works, authors, and movements of U.S. and world literature within the framework of various literary genres.

**Semester hours:** 2

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### **ENG/EDU3190 Multicultural Literature for Young Adults**

This course explores and considers the distinctive needs, interests and learning styles of young adults. Procedures for the evaluation, selection and integration of young adult literature into the curriculum are examined. Students learn that the young adult novel deserves a worthy and legitimate place in the classroom.

**Semester hours:** 2

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### **ENG3240 Poetry Writing**

This workshop gives students the opportunity to sharpen their skills as poets and exposes them to a wide range of contemporary poetry.

**Semester hours:** 4

**Prerequisite(s):** ENG2060.

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### **ENG3320 American Literature: Puritanism–1865**

American Literature presents a study of Americans in their developing and changing environment from the Puritanism, to the Colonial and the Romantic periods, to the end of the Civil War. We will cover a broad range of texts: political essays, songs, captivity narratives, memoirs, myths and tales, poetry, and the emerging American novel. Writers studied may include Bradford, Bradstreet, Mather, Franklin, Jefferson, Wheatley, Douglass, Truth, Melville, Hawthorne, Emerson, Thoreau, Fuller and Whitman.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3350 American Literature: 1865–1945**

This course examines the development of American literature from the end of the

Civil War through the end of World War II. The course will pay particular attention to understanding literature within historical, social, political and psychological contexts. Fiction and poetry will be the central elements of the course, though drama, essays and memoir may be included. Students will also interact with literary criticism related to the primary texts studied. The significant literary movements, or modes, of realism, naturalism and modernism will provide a framework for the course.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3370 American Literature, 1945 to the Present**

Students will study modern and contemporary literature written since World War II. Reading is supplemented and focused by readings in criticism. The approach may be topical rather than chronological and should develop a student's sense of what literature has been produced more contemporarily. In poetry, this might include topics such as the Beat movement, the Black Mountain poetry movement, language poetry, confessional and dramatic monologue; and in fiction, this might include the novella or the short-short story or techniques, such as magical realism, meta-fiction and minimalism.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3400 British Literature: Anglo-Saxons to the Renaissance**

The course provides a survey of British Literature, beginning with works from its Anglo- Saxon period, progressing through the Medieval Age in the work of such writers as Chaucer and the Gawain poet, into the height of the Renaissance in England, as exemplified by the poetry of Spenser, Sidney, and Shakespeare. Also explores the changes in the English language during this span of time. The course will also explore critical approaches to literature, especially those that emphasize the reading of literary texts within historical and cultural contexts.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3420 British Literature: Renaissance to the Romantics**

This course continues the survey of British literature through the study of poetry, drama, and some of the nonfictional prose written in England between the height of the Renaissance through the 17th and 18th centuries to arrive at the beginnings of

the Romantic period. Authors studied may include Marlowe, Shakespeare, Milton, the Metaphysical poets, Dryden, Pope, Swift, Johnson and Blake. The course will also explore critical approaches to literature, particularly those that emphasize the reacting of literary texts within historical and cultural contexts.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3440 British Literature: The Romantics to the Modernists**

This course continues the survey of British literature by tracing the literary developments from Romanticism through the Victorian and Modernist periods. Readings will reflect the popularity of prose fiction during these eras. In addition to Wordsworth and the Romantic poets, readings may include works by Austen, Tennyson, Arnold, Browning, Dickens, Eliot, Hardy, Conrad, Lawrence, Woolf, Forster and Shaw. The course will also explore critical approaches to literature, particularly those that emphasize the reading of literary texts within historical and cultural contexts.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3460 British Literature: The Modernists to the Present**

This course concludes the survey of British literature by examining British and Anglophone writers from the modernist era until the present, a period marked by two world wars, the decline of the British empire, and the emergence of a multicultural Britain. Readings may include works by Eliot, Woolf, Auden, Larkin, Hughes, Rhys, Lessing, Achebe, Rushdie, Boland and Heaney. The course will also explore critical approaches to literature, particularly those that emphasize the reading of literary texts within historical and cultural contexts.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3500 Contemporary World Literature**

This course studies literature since WWII, with special emphasis on the postcolonial and postmodern strands in the imaginative writing of the last half-century. The course will also explore a range of critical approaches to this work and to its relationship with the various contexts that shape the way we read it.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3510 Gender and Literature**

This course examines the intersections among sex, gender, and culture, as represented in literature. A range of critical frameworks — LGBTQ studies, feminisms, and masculinity studies — will be used to engage with questions of how literature represents, constructs, reinforces, and interrogates understandings of sex, sexual orientation, and gender. Students will read literary works of underrepresented authors from a variety of world cultures and within specific national and historical contexts. This course is also required for the Gender Studies Minor.

**Semester hours:** 4

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### **ENG3520 Racial and Ethnic Themes in Literature**

This course addresses the development of racial or ethnic themes in different literary genres created in America and the diaspora by African American, Asian/Pacific American, Native American, Latino/American origin, or writers of other ethnic origin, from the 19th century to the present. We will focus on interpretations of texts, the world that these texts create as well as our everyday world. We will also examine the sociopolitical, historical and ethnic foundations underlying the contexts that shape these texts. Critical approaches to the interpretation of these works will include cultural criticism.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3550 Language, Literacy and Cognition**

This course studies the ways in which the mind acquires, produces and understands language; the origins, development, uses, and—especially the cognitive consequences —of literacy; the impact of various technologies on literacy and its uses; and the interaction between literacy and schooling.

**Semester hours:** 4

**Prerequisite(s):** ENG1000; IDS1610.

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### **ENG3820 Secondary Methods in English**

This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design,

alternative teaching strategies and evaluation. In addition to the classroom hours, there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the TAP or ACT Plus Writing with a score of 22 and combined English/Writing score of 19; maintaining a content GPA of 3.00; passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2200; EDU2260; and EDU3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

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## **ENG4990 Seminar in English**

This course will survey major theoretical positions on the structure and functions of written texts, literary and otherwise, and on the processes by which they are written and read. It will also examine significant contemporary interactions between English studies and other fields of scholarly inquiry.

**Semester hours:** 4

**Prerequisite(s):** A declared major or minor in English; a minimum of four courses in English, including ENG2260 or equivalent, and at least two of them at the 3000-level; senior standing recommended.

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## **ENV1000 Introduction to Environmental Studies**

Environmental studies is a subject that requires an understanding of issues transcending geographic and disciplinary boundaries to address national, regional, and local concerns. As such, students in this course will be introduced to the cultural, ethical, political, scientific, historical, and economic complexities of human activity-environment interactions. Students will analyze evidence, arguments, and concepts through multiple disciplinary lenses, examine important past and present environmental issues, and explore the efforts to understand and address those issues. This course will include an overnight field experience to the Aurora University George Williams Campus on Geneva Lake in Wisconsin.

**Semester hours:** 4

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## **ENV/SUS2150 Environmental Ethics**

This course is an introduction to environmental ethics in developed and developing countries. Lectures will emphasize current philosophical environmental ethics, understanding the values and responsibility of individuals toward the environment, and an understanding of how to balance the use of natural resources to development ethics and obligations to dealing with environmental issues. In addition, student's will explore society's movements and values toward these issues.

**Semester hours:** 4

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### **ENV3810 Environmental Studies: Special Topics**

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

**Semester hours:** 4

**Prerequisite(s):** Topic Specific.

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### **ENV/SUS4500 Environmental Solutions**

This course is designed to provide an overview of the environmental management of natural resources by addressing issues such as technical, political, administrative and social forces influencing the quality of the environment and the use of resources. It includes coverage of government and industrial programs to combat pollution of the air, soil and water, and the legislative and regulatory regimes.

**Semester hours:** 4

**Prerequisite(s):** ENV1000; BIO2250; PSC3100 or SOC3580

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### **EQS1200 Fundamentals of the Equine Studies**

This course is online and incorporates two complementary hands-on experiences over two weekends. In the online setting, this course will provide an overview of the horse

with emphasis on the history and development of the horse and the equine industry; basic equine terminology and equipment; equine anatomy and physiology; and equine health, care and maintenance. During the two experiential settings, students will have opportunities to observe, question, and assist equine professionals in the field under the guidance of an instructor.

**Semester hours:** 4

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### **EQS1300 Introduction to Horsemanship & Basic Equitation\***

In this course, students will learn about equine behavior and psychology, proper equipment usage, and basic horsemanship theories. Additionally, in this course, students will receive a strong foundation in the fundamental principles of riding, with a focus on riding aids, position, balance, control and learning methodologies as they relate to the horse and rider and the respective disciplines. \*Students would have the option to test out of this course through both a written and practical skills-based exams.

**Semester hours:** 2

**Prerequisite(s):** EQS1200.

**Co-requisite(s):** EQS1300Z.

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### **EQS1300Z Introduction to Horsemanship & Basic Equitation Laboratory\***

The lab time will allow students to apply the theories learned in lecture, as the student practices basic horse handling, which may include various basic training techniques used in groundwork with horses. In mounted lab time, students will apply the basic theories of riding to maintain balance, position and control through all three gaits. \*Students would have the option to test out of this course through both a written and practical skills-based exams.

**Semester hours:** 2

**Prerequisite(s):** EQS1200.

**Co-requisite(s):** EQS1300.

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### **EQS2200 Equine Business Management**

This course is a vital component in understanding professional practices in equestrian management, with the focus on effective management of clients, facilities, and regulatory bodies. Students learn about contracts and legal implications throughout the industry, financial management, professional associations, and equine properties



and facilities as they relate to the goals of business and the needs of the horse.

**Semester hours:** 4

**Prerequisite(s):** EQS1200.

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### **EQS3300 Teaching Methodology for Riding Instruction**

This course will prepare students to safely and effectively instruct others in horseback riding. In this class, students will explore theories of proper instruction and facilitation of mounts and dismounts; postural alignment; gaits; natural and artificial aids; control; and technique. This course is beneficial to anyone who desires to become a riding instructor in therapeutic or recreational settings.

**Semester hours:** 2

**Prerequisite(s):** EQS1300 and EQS1300Z; or demonstrated equivalency in knowledge and skills, or coursework.

**Co-requisite(s):** EQS3300Z.

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### **EQS3300Z Riding Instruction Lab**

Laboratory experiences for Riding Instruction are designed to complement the content presented in the Teaching Methodology for Riding Instruction and to give students hands on experience with riding instruction. Within the lab, students will observe lessons, assist in lessons, and by the conclusion of the course facilitate basic riding instruction under the observation of a mentor.

**Semester hours:** 2

**Prerequisite(s):** EQS1300 and EQS1300Z; or demonstrated equivalency in knowledge and skills, or coursework.

**Co-requisite(s):** EQS3300.

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### **EQS3400 Introduction to Equine-Assisted Activities and Therapies**

This course will provide an overview of equine-assisted activities and therapies (EAAT) for individuals with physical, cognitive, or emotional special needs. In lecture, students will discuss the various facets of an EAAT programs, including administrative aspects, facility design, therapy horses, and teaching techniques.

**Semester hours:** 3

**Prerequisite(s):** EQS1300 and EQS3300 or demonstrated equivalency in knowledge and skills or coursework.

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**Co-requisite(s):** EQS3400Z.

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## **EQS3400Z Introduction to Equine-Assisted Activities and Therapies Lab**

Laboratory and experiences for EAAT are designed to complement the content presented in the lecture and to give students hands on experience with EAAT. In the lab, students will observe different types of therapy sessions, attend training sessions to prepare them for working with special needs individuals, role-play scenarios, and work directly with special needs individuals in an equine setting.

**Semester hours:** 1

**Prerequisite(s):** EQS1300 and EQS3300 or demonstrated equivalency in knowledge and skills or coursework.

**Co-requisite(s):** EQS3400.

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## **EQS4200 Psychology, Health, and Therapeutic Riding Instruction**

This course will build on fundamental concepts of learning essential to effective horseback riding instruction, with a focus on instructing clients with special physical, cognitive, emotional and/or psychological needs. Additionally, this class will investigate human anatomy associated with postural alignment and body mechanics in horseback riding. The class will explore the psychological and health benefits of therapeutic riding and introduce the precautions and contraindications unique to therapeutic riding instruction.

**Semester hours:** 4

**Prerequisite(s):** EQS3400; EQS3300; EQS1300 or demonstrated equivalency in knowledge and skills or coursework.

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## **EQS4300 Intermediate Equitation and Horsemanship Activity**

This course will be predominantly hands on learning experiences. In small groups, students will practice more advanced horse handling, which may include various training techniques used in groundwork with horses, longing, long lining, and free-work. Additionally in this course, students will receive a strong foundation in the more advanced techniques of English style riding. Students will practice correct usage of aids, position, balance, and control and discuss related methodologies as they relate to the horse and rider and the respective disciplines. More advanced equitation may involve learning basic dressage patterns, lateral work, and jumping.

**Semester hours:** 2

**Prerequisite(s):** EQS1300 or demonstrated equivalency in knowledge and skills or coursework.

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### **EQS4940 Internship in Equine Studies\***

Through internship hours, students will have the opportunity to work within a particular industry of interest. Appropriate internships may involve assisting in therapeutic riding centers, professional equestrian boarding and training facilities, equine events programming, or a number of other professional equine establishments.

\*With permission from major and equine minor, students may apply appropriate (SWK, REC, PSY, etc.) internship hours in fulfillment of this requirement.

**Semester hours:** 2

**Prerequisite(s):** Faculty approval.

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### **FIN3400 Principles of Finance**

This course introduces students to financial markets; time value of money; risk and return; market valuation of securities; capital budgeting, capital structure, and the fundamentals of international finance.

**Semester hours:** 4

**Prerequisite(s):** ACC2010; ACC2020; ECN2030; MTH2320.

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### **FIN3450 Wealth Management**

This course will examine the personal financial planning and wealth management process. Topics will include client interactions, time value of money applications, personal financial statements, cash flow and debt management, asset acquisition, education planning, an overview of risk management, investment planning and retirement planning, ethics, and the business of financial planning. The course is based on the model financial planning curriculum of the Academy of Financial Services and the Certified Financial Planning Board.

**Semester hours:** 4

**Prerequisite(s):** FIN3400.

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### **FIN3480 Financial Markets and Institutions**

This course will examine the types and functions of financial institutions and the operation of financial markets. Specifically, it will study how fluctuating economic and government forces, such as the Federal Reserve and SEC, influence money and

capital markets.

**Semester hours:** 4

**Prerequisite(s):** ECN2030.

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### **FIN3560 International Finance**

This course is a comprehensive study of international finance reflecting the growing importance of global business in an integrated world economy. The curriculum will emphasize international financial basics from a managerial prospective. Key concepts for the student will be the understanding and managing of foreign exchange and political risk, corporate governance, balance of payments issues, international banking and the money market, multinational cash management, foreign direct investment, the Foreign Exchange Market, the International Monetary System, transaction exposure, translation exposure, foreign direct investment and international commercial terms.

**Semester hours:** 4

**Prerequisite(s):** FIN3400.

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### **FIN3810 Special Topics in Finance**

This course will address a specific area of study in Finance not already covered by other Finance course offerings. The focus will be on a contemporary content area in Finance.

**Semester hours:** 4

**Prerequisite(s):** Topic Specific.

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### **FIN3940 Finance Internship**

Students will have the opportunity to embark on new business-related experiential learning opportunities through the use of general elective business internships. Students will work with a faculty coordinator to identify an organization where they can gain pragmatic finance skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator and faculty member.

**Semester hours:** 4

**Prerequisite(s):** Determined by faculty sponsor.

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### **FIN4250 Investments and Portfolio Management**

Investing within the context of an overall portfolio management approach is the focus

of this course. Principal emphasis of the course is given to the risk and investment characteristics of asset classes rather than individual security selection. The course will cover the risk and return of general investment strategies, the operation and mechanics of the securities markets, and the evaluation of debt and equity securities within the context of portfolio objectives. Derivative securities, such as options and futures contracts, will be introduced.

**Semester hours:** 4

**Prerequisite(s):** FIN3400.

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### **FIN4430 Advanced Corporate Finance**

The objective of this course is to provide an in-depth treatment of the major decision-making areas of managerial finance and some selected topics in financial theory. This course serves as a complement and supplement to FIN3400. Topics will include estimation of the cost of capital, financial leverage, dividend policy, capital budgeting techniques, working capital, short-term and long-term financing, and equity and debt financing in mergers and consolidations.

**Semester hours:** 4

**Prerequisite(s):** FIN3400.

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### **FRN1120 Elementary French**

The fundamentals of French grammar will be taught with an emphasis on the active use of the language in all four skills of reading, writing, speaking and listening. Students will begin to develop a basic French vocabulary and to read simple French texts as well as learn cultural components of various French-speaking countries.

**Semester hours:** 4

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### **FRN1220 Elementary French II**

Students will extend their use of their French language skills as they continue their understanding of French grammar, vocabulary, conversation, reading, composition and cultural knowledge.

**Semester hours:** 4

**Prerequisite(s):** FRN1120 or consent of instructor.

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### **FRN2200 Intermediate French**

This course is a continuation of FRN1220 with emphasis on developing facility in oral and written expression. The course will introduce more advanced French grammar topics that students will incorporate into their production of the language as well as their comprehension of spoken and written French. Authentic French media and primary texts from around the French-speaking world will also be central to students' learning.

**Semester hours:** 4

**Prerequisite(s):** FRN1220 or consent of instructor.

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## **FRN2500 French Composition and Conversation**

Emphasis in this course will be on expanding the students' abilities to more complex and sophisticated patterns of both written and oral expression in French. Attention will be given to French language patterns, dialects and accents, pronunciation and syntax as well as sentence structure and the incorporation of advanced grammar. Authentic primary texts, Francophone literature and media will be incorporated into the course discussions and activities.

**Semester hours:** 4

**Prerequisite(s):** FRN2200 or consent of instructor.

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## **FRN3700 Survey of Francophone Literature**

Students in this course will learn about the major trends and literary thoughts of several time periods in Francophone literature. Primary texts, including poetry, theater, short stories or the novel, will be included. This course will serve as an introduction to interpretive reading of French texts and will include discussions on literary criticism and critical terminology. Students will read the selected works in French and participate in class discussions, analyses and written assignments pertinent to the reading selections. All these activities will be conducted in French.

**Semester hours:** 4

**Prerequisite(s):** FRN2500 or consent of instructor.

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## **GWC1000 GWC First Year Experience**

This course is designed for first-year students. In the course students will develop skills for academic success, receive support in the transition to the college community, and begin educational experiences to promote the development of intellectual sophistication. Students will begin to develop knowledge, values, and skills congruent with responsible citizenship within the college and community. These objectives will

be accomplished in a number of ways through classroom and online learning as well as service learning projects.

**Semester hours: 4**

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### **GWC4000 GWC Senior Experience**

The George Williams College Senior Experience Course provides graduating students with opportunities to articulate and practice their roles and responsibilities as citizens in interdisciplinary settings, reflect on their education as a whole and prepare for their transition to life beyond college.

**Semester hours: 1**

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### **HAS1200 Introduction to Animal Science**

This course covers the major biological disciplines and how the science of each of these contributes to the whole of Animal Science. Appropriate feed, housing and care for animals are discussed, as well as disease prevention. Emphasis is placed on the companion animal species, but primarily agricultural species and their care will also be explored. The course also discusses the industries that have arisen as animals' roles in society have changed, and the economic impact of these businesses.

**Semester hours: 4**

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### **HAS2210 Animals in Society**

Animals in Society fulfills the Ways of Understanding the Natural World requirement for the Aurora University Honors and General Education Program. Concepts of the relationship of animals and man throughout history will be explored, especially contemporary changes in those relationships, including industrial agriculture, companion animals, and concepts of animal welfare versus animal rights.

**Semester hours: 4**

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### **HAS2400 Animal Nutrition and Fitness**

Nutrition is the study of how the body uses the nutrients in feed to sustain life and for productive purposes. The study of nutrition in animals is complex because we must study both the nutrients themselves, and how animals consume, digest, absorb, transport, metabolize and excrete them, which is different for each species. An animal's nutritional status is a key component in animal fitness, which is the ability to produce or perform at the best of their ability for the purpose for which they are being used and for their own wellbeing.

**Semester hours:** 4

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## **HAS3200 Animal Welfare**

This course will explore the historical development and contemporary issues involving the concepts of animal welfare and animal rights, and how human and animal interactions have evolved over time. The different global perspectives on appropriate animal care and use will be explored. Issues of animal neglect and abuse will be discussed, as well as the link between domestic violence and animal abuse. A service project chosen by the class will be implemented.

**Semester hours:** 4

**Prerequisite(s):** HAS1200 or HAS2210.

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## **HAS3300 Prevention and Control of Animal and Zoonotic Diseases**

This course will discuss techniques used to prevent and control animal and zoonotic diseases, particularly in populations of animals housed together. Though all domestic animals will be addressed, the course will emphasize control and prevention techniques in companion animals. Hygiene, vaccination protocols, medications, and management will be explored.

**Semester hours:** 4

**Prerequisite(s):** HAS1200

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## **HAS/PSC3400 Animals and Public Policy**

There has been an increase in the identification of a number of complex issues associated with the development and recognition of the human-animal bond. With these changes, there is a recognition that ethics, culture, values, and economics greatly impact and influence that dynamic. Animals and public policy is a course designed to analyze and evaluate how those influences and trends are shaping the treatment of animals in public policy and practice, and how these policies can be developed to utilize research findings as evidence to support them.



**Semester hours:** 4

**Prerequisite(s):** HAS1200 or HAS2210

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### **HAS3500 Behavior, Training, and Rehabilitation of Animals**

This course explores the scientific behavioral basis of animal training, and offers a comparison of various training techniques. Students will also explore the various modalities of rehabilitation for companion animals, particularly those involved in sporting activities.

**Semester hours:** 4

**Prerequisite(s):** HAS3300; PSY1100; and MTH2320.

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### **HAS3600/REC3600/SWK3600 Animal Assisted Therapy**

This course is designed to provide students with foundational knowledge as well as practical application of animal assisted therapeutic interventions as they are utilized with a variety of vulnerable populations and settings. Students will be introduced to standards for practice, practice methods, and research conducted to study the impact of animal assisted therapy on vulnerable populations. Skills for intervention design, implementation and assessment of efficacy will be developed and practiced in this course.

**Semester hours:** 4

**Prerequisite(s):** HAS2210; PSY3460 or SPED2120.

**Co/Prerequisite:** REC2250 or REC2400

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### **HAS3940 Animal Studies Internship**

Students will find and complete a 4 hour internship in a professional environment involving human-animal interactions. Students will report to a site supervisor and be overseen by a faculty member from Aurora University. It is expected that students will be exposed to animal management and handling, observing human and animal interactions, and furthering their career goals. Students are expected to present themselves as professionals and further the reputation of Aurora University and the Human Animal Studies program.

**Semester hours:** 1 - 4

**Prerequisite(s):** HAS3500 or SWK3600.

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## **HED1500 Health Behaviors and Social Responsibility**

Health is dictated by behaviors as well as genetics. This course examines common health risk behaviors that eventually could lead to disability or death later in life. Each of the risk behaviors will be explored for possible social, mental, physical, emotional, and environmental impacts and how each contributes to overall wellness. Social marketing is a persuasion technique to “sell” behavior modification ideas to prevent disease and disability. Students will create and market a health behavior plan for a designated group that incorporates content covered in class. Students will also look at own personal health behaviors and create a strategy to enhance personal health.

**Semester hours: 2**

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## **HED/PED3215 Kinesiology for Physical Education and Coaching**

The purpose of this course is to study the human body from both the musculoskeletal anatomy and biomechanical perspectives. The first half of the course is designated to the anatomical components of human movement, including bones, joints and muscles. The second half of the course is the analysis of human motion through the use of biomechanical principles and the application of proper technique, with an emphasis on proper analysis to recognize errors in those techniques and prescribe corrections, developing training techniques for movement effectiveness, and for injury prevention. Students will be more prepared to teach and coach athletes on proper technique to improve performance and prevent injury. Finally, students will be introduced to the proper kinesiology analysis method of movement, analyzing a broad range of movements throughout the course of the semester.

**Semester hours: 4**

**Prerequisite(s):** BIO1060, BIO2650, or BIO2660.

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## **HED/PED3230 Physiology of Exercise**

Students will investigate the relationship between human energy and physical activity, inclusive of energy transfer and expenditure, at rest and during exercise. The roles of the pulmonary, cardiovascular and neuromuscular systems will be studied as support systems to physical training and its application to the athletic training, fitness, sports performance, and health science field. Exercise training and functional capacity will be addressed in relation to the muscles, and the anaerobic and aerobic energy systems. Laboratory experiences exploring neuromuscular, metabolic, and cardiorespiratory responses to acute exercise will be introduced.

**Semester hours: 4**

**Prerequisite(s):** BIO1060, BIO2650, or BIO2660

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## **HED3260 Strategies in Health Promotion**

Health promotion success is often based on the strategies of delivery and timing. This class will examine the various opportunities to promote positive health behaviors in order to reduce common diseases and conditions that affect absenteeism, productivity, and health care costs. It will examine the health promotion process that includes needs assessment, planning implementation, evaluation, participation and budget concerns. The strategy of the promotion will consider the demographics of target audiences and any cultural influences. Topics for examination will include common diseases, health weight, nutrition, physical activity, safety, mental health, and stress.

**Semester hours: 4**

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## **HED3300 Planning for Health Education**

This course focuses on the components of planning a comprehensive health education curriculum. Students will examine a variety of teaching strategies for educating youth on the 10 components of health. The course will include instruction and activities related to classroom management, lesson planning, unit organization, development of formative and summative assessments, organizing a K–12 health education scope and sequence, and incorporating the National Health Education Standards and/or Common Core. Course activities will include K–12 school health observation(s) and will require students to obtain a required educational background check and TB test.

**Semester hours: 4**

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## **HED4300 Methods in Health Education**

This course addresses essential information for successful teaching at the secondary school level in regard to the 6–12 learner, the curriculum and the teacher. The content will address the development of a scope and sequence plan for comprehensive school health education. Furthermore, students will develop measurable cognitive, affective and behavioral learning outcomes. Various curricular models pertaining to the 10 key content areas of health instruction will be explored. Students will incorporate technology and other educational media into the instructional process. National and state health standards will be examined in detail. Issues and methods related to the planning, implementation and evaluation of comprehensive school health education will be emphasized as students develop unit plans. Teacher candidates will engage in a 25-hour, supervised methods experience in an assigned school and participation in this course will link philosophy, knowledge

and pedagogy to the authentic experience of teaching health education in the secondary school. Students will do classroom observations; therefore, will require a national FBI fingerprint/criminal background check and TB test. Acceptance into the School of Education is also required.

**Semester hours:** 4

**Co-requisite(s):** PED3050.

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### **HIS1000 World History I (to 1500)**

This course surveys the history of the world from the evolution of Homo sapiens in Africa and migration across the continents; through the development of agriculture, civilizations, and world religions; to the collision of “Old” and “New” worlds in the fifteenth century.

**Semester hours:** 4

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### **HIS1010 World History II (since 1500)**

This course surveys the history of the “modern” world, focusing on its accelerating integration over the past five centuries, from the Columbian Exchange and rise of overseas empires in the “early modern” era; through the “dual revolution” of industrialization and democratization in the eighteenth and nineteenth centuries; through the world wars of the twentieth; to the age of the Anthropocene in the twenty- first.

**Semester hours:** 4

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### **HIS1200 American History I (to 1877)**

This course examines the evolution of the U.S. from its colonial origins to the end of the Civil War and Reconstruction. It looks at the Columbian Exchange and the exploration of North America, the concept of empire as practiced by Spain, France, and England in the Americas, and the founding of the British American colonies and their differences. The course compares the colonial American experience in the 17th and 18th centuries. It analyzes the causes and nature of the American Revolution and the problems associated with the founding of the nation. Students will examine the development of the American party system and economy, along with the clashing voices of growing nationalism and sectionalism. The course will analyze the causes and nature of the Civil War and the problems associated with reuniting the country.

**Semester hours:** 4

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## **HIS1210 American History II (since 1877)**

This course examines the major political, economic, social, and cultural developments in the U.S. since 1877. It considers such political developments as imperialism, the growth in the power of the federal government (especially the presidency), the development of the Cold War, and the emergence of the U.S. as a superpower, and such economic developments as the maturation of the Industrial Revolution and the Great Depression. The course examines the causes and consequences of six wars (including the two world wars) along with the major social reform and liberation movements since 1877 and the conservative reactions produced by them.

**Semester hours: 4**

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## **HIS2200 Introduction to Historical Methods**

This course introduces students to the tools and methods used by historians. Students will explore archives, both physical and virtual, to learn how to work with primary sources. Additionally, they will acquire the knowledge necessary to be able to analyze secondary sources.

**Semester hours: 4**

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## **HIS/PHL2250 Ancient Philosophy: History of Philosophy I**

This course will focus on Greek and Roman philosophy from the pre-Socratics up to the Hellenistic era. Special attention will be placed on the seminal work of Plato and Aristotle.

**Semester hours: 4**

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## **HIS2350 Africa in World History**

Out of Africa: the enterprise of being human began in the lush flatlands of Eastern and Southern Africa. Earliest fossil records are about 195,000 years ago. Yet there's a pervasive, racist notion among Europeans and Americans that Africa is the 'Dark Continent', full of people who came late, if at all, to civilization. The cultures of, say, ancient Egypt, Ghana and Mali, give the lie to this dismissive caricature. While it's true to say that writing arrived only lately in sub-Saharan Africa (frustrating historians and making some of their verdicts somewhat provisional), its very tardiness encouraged the creation of wonderful buildings, fascinating art and artifacts, and spell-binding oral stories often transmitted through the mediums of

singing and dancing. We'll examine the continent's history, from the first humans to the present day. We'll give a good amount of time to recent African history, and its engagement with the rest of the world. The north of the continent, with its desert and Arab cultures, differs greatly from the peoples and scenery of sub-Saharan Africa. In many parts of Africa, traditional African religions often mingle and merge with Christian and Muslim forms of faith to produce hybrid spiritualities that emphasize healing and hopefulness. The remarkable achievements of the rainbow nation of South Africa contrast with the seeming endemic corruption and intolerance of other African states: the legacies of slavery (some of it perpetrated by Africans on their own people as well as by Europeans) and European colonialism cast a long shadow. Aids and other diseases take their toll. Yet African food and culture tell other, more hopeful tales, and we shall certainly sample the continent's cuisine and culture. African Americans have a special relationship to the continent: some have wanted to return, for example to the experiment of Liberia, while others have been content to be American yet feel the rhythms of Africa play out in their lives even many generations after their ancestors became hybrid African Americans. Not the Dark Continent at all, we shall discover. From the River Nile to Table Mountain, from Pharaoh Khufu to Nelson Mandela, taking in camels, (African) elephants and lions: the continent is vibrant, full of color, with wondrous tales to tell those who'll listen to them.

**Semester hours: 4**

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### **HIS2360 Black Chicago**

This course will be an introduction to the historical experience of African Americans in the city of Chicago. Attention will be paid to early black settlers in Chicago, the impact of the Civil War and Reconstruction, the rise of black businesses, endemic racism and Jim Crow, the Great Migration, artistic and intellectual life, the Great Depression, the Civil Rights Movement, the Black Arts movement, de-industrialization, the mayorship of Harold Washington, and contemporary black Chicago life.

**Semester hours: 4**

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### **HIS2400 History of the Ancient Mediterranean World**

This course examines the ancient societies that emerged around the Mediterranean Sea. The course will survey the ancient worlds of Egypt, Greece, and Rome through a variety of primary and secondary resources. The course will begin with the rise of Egypt and end with the fall of Rome and will focus on the connections between the three societies.

**Semester hours: 4**

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## **HIS2620: Russian History to 1917**

Russia is the world's largest country, a place of breathtaking dimensions, dizzying diversity, and sharp contrasts. This course will explore the history of Russian politics, culture, and society from the origins of the earliest Russian polity in the medieval period through the collapse of the Russian Empire in the fires of war and revolution. Students will be exposed to a wide variety of materials, from literary classics to contemporary films, and will have abundant opportunity to sharpen their reading, writing, speaking, and critical thinking skills in the process.

**Semester hours: 4**

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## **HIS2630: Russian and Soviet History since 1917**

This course will examine the history of late Russian Empire, the Soviet Union, and the Russian Federation. The turbulence that this part of the world has seen during the past century is staggering: the implosion of the world's largest state in the revolutions of 1917; the creation of the world's first communist state, which sought to spread its revolution across the world; the wrenching years of civil war, Stalinism, and WWII; the paranoia of the Cold War; the collapse of Communist regimes across Eurasia; and the formation of new states and societies in their wake. In exploring these pivotal topics, students will be exposed to a wide variety of materials, from literary classics to contemporary films, and will have abundant opportunity to sharpen their reading, writing, speaking, and critical thinking skills in the process.

**Semester hours: 4**

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## **HIS/REL2750 Topics in Religious History**

These are regular courses reflecting faculty interests. Courses are designed to provide students with an introduction to significant religious figures, events and movements, and the history of religion in specific regions or eras. Students will gain skills in analyzing both historical and scholarly sources and learn the foundational principles needed for taking more advanced courses found at the 3000-level. This course designation is repeatable for credit.

**Semester hours: 4**

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## **HIS/REL2760 Religion in America**

This course examines the history of religion in America from the period immediately prior to European contact with its indigenous peoples to the present, examining the religious institutions, beliefs, practices, and experiences that have been formative in

the shaping of American culture. Topics may include Native American religious traditions prior to European contact; Christian implication in and critiques of the European colonization of the “new world”; Christian enslavement of native peoples; religious aspects of the early colonial experience; the Puritan commonwealth; the experience of religious minorities in the colonies (e.g., Catholics, Jews); the Great Awakening; religion in the American Revolution; the Second Great Awakening; the abolition movement; religion and the Civil War; challenges to traditional religious belief in the nineteenth century (e.g., Darwin, Marx, Freud); religion and the rights of women; the global missions movement; industrialization and the social gospel; fundamentalism and liberalism as responses to modernity; religion and war in the twentieth century; the rise of religious pluralism and the “post-secular” state; and Islam in America.

**Semester hours:** 4

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## **HIS2900 Topics in U.S., European, Non-Western or Latin American History**

These are regular courses reflecting faculty interests. Courses are designed to provide students with an introduction to the histories of specific regions, eras, or themes from ancient times to the present. Students will gain skills in analyzing both historical and scholarly sources and learn the foundational principles needed for taking more advanced courses found at the 3000-level. Courses will cover such things as national histories of countries around the globe; histories of imperialism and colonialism; women’s and gender history; environmental history; comparative histories; and a range of social, cultural and political histories. This course designation is repeatable for credit.

**Semester hours:** 4

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## **HIS3050 American Urban History**

This course examines American city-building and the diverse populations that inhabited American cities. It compares the preindustrial city of the colonial period and early 19th century with the modern, industrial city in the 19th and 20th centuries. It considers such contributing factors to urbanization as industrialization, the transportation revolution, population growth/immigration, and new types of architecture/city planning. The course investigates such 20th-century developments as the emergence of the metropolis, the modern suburb, urban sprawl, and the modern urban planning movement.

**Semester hours:** 4

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### **HIS3100 The African-American Experience**

This course examines the history of the black experience in the U.S., tracing the history of African Americans from their African origins through their struggle against slavery and segregation to the drive for civil rights and full legal and social equality.

**Semester hours: 4**

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### **HIS3120 History of African-American Masculinity**

This course is a reading seminar on the contemporary history of African-American men. Intensive reading, thought about this reading, and discussion will play an integral role in this class. The use of audiovisuals to illustrate certain points and to provoke discussion will be important.

**Semester hours: 4**

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### **HIS3150 Women in American History**

This course emphasizes the average woman from the colonial period to the present— her life's opportunities, values, and culture—and the changing idea of womanhood and the family as reflections of changing socioeconomic conditions in the U.S. The course examines the origins, development, and major ideas of the 19th- and 20th-century women's movements. It reviews the status of modern women in the workplace and family as well as major current women's issues.

**Semester hours: 4**

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### **HIS3200 United States History since the 1960s**

This course examines the major social, cultural, political, and economic developments in the U.S. since the 1960s. It emphasizes the social/cultural revolution that swept the U.S. in the 1960s and its consequences (including a resurgence of conservatism) and the political developments of this era, such as the changing relationship between the President and Congress and the United States' changing role as a superpower, both during and after the Cold War.

**Semester hours: 4**

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### **HIS/ART3360 Renaissance, Renovation and Revival**

History is punctuated by periods of rebirth and renewal. The energy characterized by such periods is illustrated in material culture and in particular in the visual arts. This course explores the idea of renaissance in art and history and its visual manifestations. Topics covered include the Carolingian Renovation, the Italian Renaissance, Neoclassicism and the revivals of the 19th century, and the Harlem Renaissance of the 20th century.

**Semester hours:** 4

**Prerequisite(s):** One prior college-level history or art history course.

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### **HIS3400 Problems in History**

This is a reading seminar that focuses on a major era, issue, or event in history. This course is based on such readings as historical monographs, journal articles, and primary sources. Such issues as interpretation, bias, sources, and documentation will be discussed. There will be extensive reading on the selected topic (which will change each time the course is offered).

**Semester hours:** 4

**Prerequisite(s):** HIS2200.

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### **HIS/BIO3410: Global Environmental History**

This course offers an introduction to global environmental history, focusing on the past two centuries—since the Industrial Revolution—when population growth and technological change have accelerated dramatically, transforming humans' place within and ideas about the natural world. Students will encounter range of debates, readings, films, and other sources that offer vital perspectives on the planet's most pivotal contemporary challenges, while also sharpening their reading, writing, speaking, and critical thinking skills in the process.

**Semester hours:** 4

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### **HIS3450 Latin American History**

This course examines the establishment of European power and civilization in Latin America, the wars for independence, and the major developments during the 19th and 20th centuries. This course will also cover the contributions of indigenous peoples and those of African descent to Latin American culture. This course emphasizes major trends and developments in the various Latin American countries rather than the

details of each of the present republics.

**Semester hours: 4**

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### **HIS3650 Hitler and the Nazi Revolution**

This course examines the origins and development of European fascism (including 19th-century racial thought, World War I and the Great Depression), the nature of European fascism, the rise of Hitler and the Nazi Party to power, and Hitler's blueprint for the Nazi revolution (and the extent to which it was fulfilled, both domestically and internationally). The course reviews the origins of World War II, Hitler's performance as a war leader, and the nature of the German home front and the Nazi Empire during the war. It investigates the origins, implementation, and consequences of the Holocaust, as well as the question of why Hitler's revolution ultimately failed.

**Semester hours: 4**

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### **HIS3700 History of the Middle East**

This course examines the political, cultural, social, and economic history of the Middle East from the rise of Islam to the present, focusing in particular on the rise of Islam; the expansion and development of Islamic empires; the region's relations with Western powers, particularly since the 19th century; nationalism; the creation of Israel; and Israeli-Arab relations; the Iranian Revolution; the politics of oil; and the rise of Islamic fundamentalism (and reactions to it).

**Semester hours: 4**

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### **HIS3750 History of East Asia**

This course examines the development of East Asian civilization up to the present, focusing in particular on cultural, social, economic, and political trends; the relations between China, Japan and Korea; the region's interaction with Western powers, particularly since the 19th century; and the development and growing influence of East Asian countries in the 20th and 21st centuries.

**Semester hours: 4**

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### **HIS/REL3800 Reformation Europe**

This course will examine the fragmentation of Western Christendom in the 16th century, a constellation of events with epoch-making consequences for the religious, political, social, and economic history of Western civilization. Topics may include the

late medieval backdrop to the Reformation movements; competing theories of papal authority and secular sovereignty in the later middle ages; the rise of print technology; renaissance humanism; the life and career of Martin Luther; the “princes’ reformation” in the Holy Roman Empire; the “urban reformation” in upper Germany and the Swiss cantons; the Peasants’ War; the life and career of John Calvin; the Huguenot movement and the St. Bartholomew’s Day Massacre; the French Wars of Religion; the Dutch Revolt; reform of the church under the Tudor monarchs; the Anabaptist movement and the “Radical Reformation”; the Counter-Reformation, Catholic reform, and the Council of Trent; the life and career of Ignatius of Loyola and the formation of the Jesuit order; the confessionalization of church and state; the effects of the Reformation on art, architecture, and music; and modern interpretations of the Reformation era (e.g., Engels, Weber).

**Semester hours:** 4

**Prerequisite(s):** One prior college-level history or religion course.

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### **HIS3900 Advanced Topics in U.S., European, Non-Western or Latin American History**

These are regular courses reflecting faculty research interests. These 3000-level courses enable students to build upon the content knowledge and skill sets acquired in lower-level courses, to study an historical topic in depth, and to become more familiar with the historiography on a given subject. Courses taught will cover such things as national histories of countries around the globe; histories of imperialism and colonialism; women’s and gender history; film history; environmental history; and a range of social, cultural, and political histories. This course designation is repeatable for credit.

**Semester hours:** 4

**Prerequisite(s):** One prior college-level history class.

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### **HIS4100 Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History**

These are regular courses reflecting faculty research interests. These readings seminars assume proficiency in foundational and intermediate-level subject matter and provide students with the opportunity to analyze the historiography and historical sources on a particular topic in depth. This course designation is repeatable for credit.

**Semester hours:** 4

**Prerequisite(s):** Open to junior and senior history majors or by permission of the

instructor.

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## **HIS4940 History Internship**

The purpose of the history internship is to enable Aurora University students to acquire work experiences in the history profession. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment approved by the History Department, including internships on campus in the Jenks Memorial Collection of Adventual Materials and the Doris M. Colby Memorial Archives. This course designation is repeatable for credit.

**Semester hours:** 1-4

**Prerequisite(s):** Major or minor in history and at least junior-level standing. Students must seek advanced approval from a history department faculty mentor prior to registering for the history internship.

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## **HIS4990 Senior Seminar in History**

This is a capstone course that examines the nature and definition of history and historical truth, research methodology and tests of evidence, synthesis and skill in writing, the evolution of history as a discipline, and the tasks of the professional historian. It treats history as a liberal arts discipline and as a profession and is designed to be useful both to those going on to graduate work and to those who will undertake no further formal study of history.

**Semester hours:** 4

**Prerequisite(s):** Open only to senior history majors; successful completion of HIS3400 (no lower than "C" grade).

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## **HUM2100 The Arts and Human Experience**

A survey of the fine and performing arts that will develop students' understanding of concepts, techniques, and materials relevant to the production and appreciation of painting, sculpture, music, theatre, and dance. The course will also explore the relationship of the arts to one another and to their historical and cultural contexts.

**Semester hours:** 4

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## **IDS1100 Creating Success for College I**

This course is the first of a two-course sequence that is designed to assist first-year students in the transition to college during their first semester. Topics include improving classroom skills and broadening academic skills. The development of a better understanding of the financial responsibilities of college and the skills and behaviors necessary to meet these responsibilities will also be discussed.

Registration is limited to students designated for the STAR program.

Semester hours: 1

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## **IDS1110 Creating Success for College II**

This course is the second of a two-course sequence that is designed to further develop student academic readiness with the skills, knowledge, and dispositions that will promote critical thinking and success. Topics addressed will be selected to aid students in their development as learners and active members of the University community. Registration is limited to students designated for the STAR program.

**Semester hours: 1**

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## **IDS1150: First-Year Experience I**

Aurora University's year-long First-Year Experience Program is focused on orientating students to college life, engaging them in campus activities and community service, assisting students in the development of essential academic, college, and life skills, and providing opportunities to meet and work with faculty and staff from across campus. Student are required to complete activities in four categories: 1) Navigating the Classroom and College Successfully, 2) Academic, Career, and Personal Goals, 3) Health, Wellness, and Safety, and 4) Community Engagement and Service. Students will engage in the equivalent of 1-credit hour of activities, workshops, lectures, readings, assignments, etc. in each of these four categories from May to December of their freshman year. The First-Year Experience is part of the university's General Education Program.

**Semester hours: 1**

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## **IDS1200: Discover What Matters**

"Discover what matters. And build your life around it." Such is the essential purpose of an Aurora University education. This course is designed to engage students in the process of discovery and reflection by grappling with fundamental questions about life in an increasingly interconnected world: What does it mean to be human? How does our understanding of what it means to be human ground our ethical values? How do moral

assumptions shape ethical understandings? How do we define dignity, rights, and justice? What does it mean to be a responsible global citizen? What does it mean to be educated? The course is defined by discussion of such enduring questions, development of students' communication and critical thinking skills, and one-on-one conversations with a faculty member geared to help students plan for successful and meaningful undergraduate study.

**Semester hours:** 4

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### **IDS3040 Global Justice**

What does it mean to be responsible citizens in today's global village? What are human rights and how can a global justice framework address issues ranging from income inequality to climate change to HIV/AIDS? In this interdisciplinary course, students will learn about globalization from a wide range of perspectives. They will also learn about theories of justice and examine a variety of worldviews (including their own) on human dignity and human rights, justice and fairness, and social responsibility. After examining numerous case studies related to global justice issues and articulating their own global justice framework, students will investigate a contemporary issue of global significance, examine the issue from the viewpoint of various local and global stakeholders, and create fact-based action plans directed toward addressing the problem. Systems of government, activists/nonprofits, business/for-profits, and social entrepreneurship will be analyzed as possible means of addressing these issues. The course utilizes a writing, reading, and discussion-intensive curriculum to sharpen students' communication and critical thinking skills.

**Semester hours:** 4

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### **IDS3500 Junior Mentoring Program I (fall semester)**

The junior year is a pivotal moment in a student's academic career. It is a time for reflecting, for identifying, and for planning—a time for discovering what matters and building one's life around it. This distinctive junior-year experience is designed to facilitate this vital work. Each student will work intensively with a faculty mentor in their major program to articulate their personal and professional goals; develop a meaningful, individualized plan to achieve those goals; and sharpen the skills essential to achieving those goals.

**Semester hours:** .5

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### **IDS3550 Junior Mentoring Program II (spring semester)**

The junior year is a pivotal moment in a student's academic career. It is a time for reflecting, for identifying, and for planning—a time for discovering what matters and building one's life around it. This distinctive junior-year experience is designed to facilitate this vital work. Each student will work intensively with a faculty mentor in their major program to articulate their personal and professional goals; develop a meaningful, individualized plan to achieve those goals; and sharpen the skills essential to achieving those goals.

**Semester hours:** .5

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### **IDS4810 Backpack to Briefcase**

This is an interactive course designed to help students transition from the more familiar role of a student to that of a professional. Within a supportive learning community, students will develop strategies for executing a successful job search as well as managing their career. Some course topics include preparing for the roles as new professionals, identifying workplace “rules of the game” for success, determining personal strengths and weaknesses through self-reflection and assessment, and understanding how to manage upward.

**Semester hours:** 2

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### **LED1500 Foundations of Leadership**

This course will explore historical and contemporary leadership theories, personal assessment and development of leadership skills, followership, the relationship between leadership and vocation, and begin to examine the role of ethics and developing a moral foundation in leadership. Students will be introduced to traditional leadership development strategies while also beginning to learn about group work theory and effective goal setting techniques. Content will be delivered through dynamic interactions, selected readings, experiential learning, case studies, and practical applications.

**Semester hours:** 4

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### **LED2100 Leadership Ethics**

The course will examine major perspectives on ethical reasoning, the role of ethics/morality in leadership, ethical perspectives of different regional and cultural contexts, and the role of leadership in global change and issues of conflict. Students will be immersed in selected readings from classical texts, learn multiple approaches to ethical reflection, review case studies, and engage in practical application through



leadership evaluations.

**Semester hours:** 4

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### **LED2320 Introduction to Nonprofit Leadership**

Course is intended to introduce students to the nonprofit sector by examining the historical and contemporary roles of nonprofit organizations in American society, as well as a variety of nonprofit management and leadership topics, including key aspects related to nonprofit governance, how best to engage in advocacy and organizing, roles and responsibilities of boards, strategies for managing volunteers and staff, and examining critical questions/challenges that face nonprofit leaders.

**Semester hours:** 4

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### **LED3810 Special Topics in Leadership Studies**

Periodic course reflecting specialty topic interests.

**Semester hours:** 4

**Prerequisite(s):** Topic specific.

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### **LED3880 Leadership Principles in Practice**

This course serves as an integrative experience of the Leadership Studies program that will allow students to connect leadership theory into practice. LED 3880 can take multiple forms as either a traditional on-campus class or outdoor immersion experience that is designed to teach strategies and techniques for leading people, groups, and organizations through experiential learning techniques. Students will also sharpen their decision-making abilities, communication skills, ability to lead small/large group and accomplish difficult objectives, and capacity for followership.

**Semester hours:** 4

**Prerequisite(s):** LED1500 or instructor approval

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### **LED4940 Leadership Studies Internship**

The purpose of the Leadership Studies Internship is to enable Aurora University students to acquire real-world experiences in the field (e.g., internship, practicum, etc.). This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured field environment. Students may repeat this course

involving a different field experience for a maximum of 12 semester hours.

**Semester hours:** 1-4

**Prerequisite(s):** LED 3880 or instructor approval required; must meet university requirements of senior-level standing

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### **LED4990 Applied Leadership Studies Capstone**

Course is designed to provide an opportunity that allows students to blend prior academic training with a practical application of leadership skills. This capstone will help students apply and test both leadership and group work strategies in new situations and provide opportunities for students to interact in different settings, both on and off campus, for deep, meaningful learning experiences, which may include a research project, collaborative partnerships, or other experience that can demonstrate mastery of the Leadership Studies program.

**Semester hours:** 4

**Prerequisite(s):** LED3880 or instructor approval; senior-level standing.

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### **LTS1200 Introduction to Latino Cultural Studies**

This introductory course will explore the effects of migration, urbanization and acculturation on the Latino population in the United States. Special attention will be paid to diversity of Latino groups in the U.S. along with exploration of Latinos in Chicago and surrounding suburban communities. This course will be taught in English.

**Semester hours:** 4

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### **LTS1300 Latinos and Latinas in the United States**

This course will provide an in-depth study of the various contributions of Latinos in the United States mainstream culture. The history and integration of Latinos in the U.S. landscape in venues such as politics, education, economics and healthcare will be explored. Key individuals who have enabled these contributions will also be identified. This course will be taught in English.

**Semester hours:** 4

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### **LTS2100 Latina Writers**

This course will examine gender, socio-political, historical, economic or artistic

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issues as viewed by women writers from the Americas in different literary genres: poetry, the short story and the novel. Texts from Sor Juana Ines de la Cruz, Rosario Ferre, Elena Garro, Liliana Heker, Isabel Allende, Maria Luisa Bombal, Luisa Valenzuela, Elena Poniatowska, Maria Elena Llano, Angeles Mastretta, Esmeralda Santiago, Sandra Cisneros, Ana Castillo, and others, may be included in the course of study. Selected texts may vary, depending on contemporary issues. This course will be taught in English.

**Semester hours:** 4

**Prerequisite(s):** ENG1000.

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### **LTS3200 Contemporary Latin American Politics**

This course outlines the major political conflicts in contemporary Latin America with emphasis on selected countries. The course traces back these conflicts to the period of democratization in the 1980s and the adoption of free-market policies across the region in the 1990s. It then looks at the current “turn to the Left” in many nations in the region. This course also emphasizes the relationship between people of Latin American origin living in the United States and their countries of origin, on political issues such as drug trafficking and immigration. This course will be taught in English.

**Semester hours:** 4

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### **LTS4800 Introduction to Community-Based Research**

This course introduces students to rudimentary qualitative research methods including community-based research. Students will produce a final research document based on a research project conducted in the Aurora/Fox Valley Latino/a community during the course of the semester. This document will include a statement of the research problem, supported by some references to a literature review, and an explanation of research methodology. Students will be asked to abide by research guidelines established by the university’s Institutional Review Board. This course will be taught in English.

**Semester hours:** 4

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### **MKT2300 Principles of Marketing**

In this course, students will be introduced to all aspects of marketing with a focus on meeting target customers’ needs and wants. A strategic marketing approach based on product, pricing, promotional, and place objectives, brand building, and value delivery changes in environmental business forces, and provide solutions based on a

critical examination of marketing information.

**Semester hours:** 4

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### **MKT3320 The Professional Sales Process**

In this course, students will work through each step of the sales process by developing a sales plan and executing a professional sales role-play. This includes prospecting, sales pre-planning, writing sales proposals, preventing and handling objections, sales closing and post sales servicing. These steps will be addressed within the context of an ethically based relationship selling approach. Students will use these selling tools to enhance sales performance and to make better sales management decisions, including hiring and motivation activities. Course outcomes include: mapping out the entire customer buying process, conducting written sales plans and a professional interactive oral sales presentation, and developing a sales strategy with action points for every step in the professional sales process.

**Semester hours:** 4

**Prerequisite(s):** MKT2300.

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### **MKT3350 Consumer Behavior**

This course investigates behavior and communication related to research, appraising models, methodology and concepts applicable to marketing. The course draws on concepts from communication, psychology, sociology and economics to better understand factors that influence consumer decision making. A major qualitative client-based research project allows students to apply theoretical concepts in the marketplace. The course also uses contemporary examples to illustrate consumer behavior models.

**Semester hours:** 4

**Prerequisite(s):** MKT2300.

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### **MKT3360 Sales Management and Motivation**

To effectively manage a sales force, three processes need to be taken into account. These include formulating a strategic sales program, implementing the formulated sales program, as well as evaluation, control and measurement of sales performance. Sales managers are responsible for taking into account multiple issues that affect the overall performance of sales teams. The issues can include the business environment, selecting and hiring sales people, responsibilities of the sales team along with aptitude and skills of the sales force. This course will also examine issues related to sales force motivation, including intrinsic (developing an inner

drive) and extrinsic (compensation structures) factors required to balance the demands of new client acquisition and current client development. The course will also address how salespeople can overcome some of the obstacles common in selling, such as call reluctance and sales rejection.

**Semester hours:** 4

**Prerequisite(s):** MKT2300.

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## **MKT3370 Integrated Marketing Communication**

The purpose of this course is to provide a thorough understanding of promotional objectives, developing promotional campaigns (using specific promotional activities) along with integrated marketing communications (knowing how different media work synergistically), that develop long-term relationship partners. Students develop a promotional campaign for a local business-client designed to elicit a direct inquiry or response from a qualified lead (a member of a narrow target market) to a prospect. As a result of completing this course, students will have competence in developing a promotional direct marketing and advertising campaign.

**Semester hours:** 4

**Prerequisite(s):** MKT2300 or COM2250.

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## **MKT3380 Sales Prospecting & Lead Generation**

Through effective lead generation and prospecting approaches, students will learn how to develop a consistent pool of qualified potential new customers and business clients. Lead generation approaches will include using relevant content to target prospects through social media and email. Students will design lead generation activity for the purpose of building engagement with prospective customers. With regard to prospecting, students will develop strategies to communicate with qualified leads through a combination of using phone calling, social media and email contact to set appointments and move the professional sales process forward. Students will examine sources of business to business segment lists to help identify specific prospects for contact. The issue of sales call reluctance will also be addressed.

**Semester hours:** 4

**Prerequisite(s):** MKT 2300.

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## **MKT3610 Internet Marketing**

This course will cover the foundations of Internet marketing, Internet marketing tools, strategies and programs as well as methods to evaluate performance and opportunities and how to integrate online and offline marketing strategies. Topics include strategy integration; search marketing, including paid search and search engine optimization; social media marketing; email marketing; as well as mobile strategies and tactics. Students will also explore how to maintain an effective web presence through website usability, optimization and conversion practices. Consideration will also be given to ethical issues associated with online privacy and security.

**Semester hours:** 4

**Prerequisite(s):** MKT2300 or COM2250.

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### **MKT3810 Special Topics in Marketing**

This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours.

**Semester hours:** 4

**Prerequisite(s):** Will vary with special topic. May require instructor approval.

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### **MKT3940 Marketing Internship**

Students will have the opportunity to embark on new business-related experiential learning opportunities through a marketing internship. Students will work with a faculty sponsor to identify an organization where they can gain pragmatic marketing skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator and faculty member.

**Semester hours:** 4

**Prerequisite(s):** Determined by faculty sponsor.

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### **MKT4320 Advanced Business Selling**

The purpose of this course is to have students develop effective professional-selling approaches to complex selling roles and managing key accounts. Students will learn how to conduct business prospect research to identify focused target markets that a sales organization may best serve. How to cultivate customized account recommendations while reducing pressure to provide commoditized pricing will be examined. Students will also develop a strategic sales plan based on an established sales process designed to build a sustainable customer base that drives profitable growth.

**Semester hours:** 4

**Prerequisite(s):** MKT3320.

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## **MKT4350 Marketing Research**

This course introduces students to marketing research methods, design and analysis. Instruction focuses on surveys and marketplace experiments, information evaluation, sampling techniques, instrument construction and statistical analysis, as well as validity and reliability. Students design and execute a quantitative marketing research project for a local business client. SPSS predictive analytics software is used extensively in this course.

**Semester hours:** 4

**Prerequisite(s):** MKT2300.

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## **MKT4610 Social Media Marketing**

This course will introduce students to concepts and tactical concerns related to social media marketing in the context of an organization's overall content marketing strategy. The course will touch on social media history, environment and regulation; however, the focus will be on the marketing implications of using social media tools to foster customer relationships and personal branding. Topics include social brand building, community- and location-based social networks, podcasts, photo and video sharing, video and viral marketing, and blogs. Social media platforms discussed will vary as new communities gain a web presence.

**Semester hours:** 4

**Prerequisite(s):** MKT2300 or COM2250.

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## **MKT4710 Marketing Competition**

This course allows students to apply marketing concepts to a client-based national competition entry. Class time is focused on developing skills related to the particular competition. Competition examples include but are not limited to: AMA Case Competition (Comprehensive), DMEF ECHO Collegiate Challenge (Direct and Interactive), GfK NextGen Marketing Research Competition, and Caples Student Campaign of the Year Competition (IMC). This course may be taken for academic credit up to three times.

**Semester hours:** 1

**Prerequisite(s):** Permission of instructor.

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## **MST1110 Introduction to Museum Studies**

This course serves as a broad introduction to the world of museums, including the historical origins, development, philosophy, purposes and administrative structure of the various types of museums (e.g., art, history, natural history, science, culturally specific etc.) Students will investigate the variety of jobs and responsibilities that museum professionals hold, such as collection management, conservation, exhibition development, research and museum education. Students will examine the ethical, moral and legal responsibilities of museums. The course includes lectures, discussion, guest speakers and field trips.

**Semester hours:** 4

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## **MST2200 Museum Exhibitions**

This course will explore the many facets of exhibit production, including conceptualization, planning, design, interpretation, themes, educational goals, implementation and project management with an emphasis on problem solving and creativity. This class will create an original exhibition in the Schingoethe Museum.

**Semester hours:** 4

**Prerequisite(s):** MST1110.

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## **MST2250 Museum Methods**

Students will be introduced to the development and care of a museum's collection, including registration methods (i.e., accessioning, deaccessioning, marking, storing, records keeping) and conservation issues and methods. Ethical and legal issues, including NAGPRA, will be covered. Through hands-on experience, students will analyze an artifact and take it through these processes, from donation to storage.

**Semester hours:** 4

**Prerequisite(s):** MST1110.

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## **MST2300 Museum Education**

This course is designed to introduce students to the basic components of teaching and learning in museums, with an emphasis on application. Topics include types of museum education, tour techniques, history and current trends, public programming, museum-school services, object-based learning and development of educational materials. Assessment materials for a variety of audiences will be developed by course participants. The course will include lectures, field trips,



individual projects and practicum.

**Semester hours:** 4

**Prerequisite(s):** MST1110.

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### **MST3940 Internship in Museum Studies**

This internship is in collaboration with the Schingoethe Center/Jenks Collection or area museums. Student, appropriate museum staff and faculty members designate a project for the intern.

**Semester hours:** 4

**Prerequisite(s):** Declared museum studies minor.

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### **MTH1010 Foundations of Algebra**

This course includes a review of natural numbers, fractions, negative numbers, and the irrationals. Concepts of algebra including polynomials and rational expressions, exponents and roots, variables and linear equations will be covered.

**Semester hours:** 4

**Prerequisite(s):** Placement in MTH1010 is based on demonstrated student outcomes of AU Mathematics Competency Examination or ACT mathematics sub-score. Does not satisfy General Education Distribution Category requirement.

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### **MTH1030 Quantitative Reasoning**

This course is designed to fulfill the general education core requirement in mathematics for students whose majors do not require specific skills in mathematics. The course focuses on mathematical reasoning and applications in today's world. Topics include graph theory, including optimal routes, planning and scheduling, statistics and interpretation of data, and probability.

**Semester hours:** 4

**Prerequisite(s):** Placement in MTH1110 is based on demonstrated student outcomes of AU Mathematics Competency Examination or ACT mathematics sub-score. Does not satisfy General Education Distribution Category requirement.

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### **MTH1100 College Algebra**

This course addresses the fundamentals of algebra for students of all majors. It prepares the student mathematically for such courses as MTH1120, MTH1310, MTH2320, CSC1700, ECN2030 and CHM1310. Topics include equations and systems of linear equations, inequalities, graphs, and functions, including polynomial, rational, inverse, exponential, and logarithmic functions.

**Semester hours:** 4

**Prerequisite(s):** Placement in MTH1100 is based on demonstrated student outcomes of the AU Mathematics Competency Examination, ACT mathematics sub-score, or MTH1010 with a grade of “C” or higher. Does not satisfy General Education Distribution Category requirement.

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## **MTH1210 Mathematics for Elementary Teachers I**

This course is the first of a three-course sequence (MTH1210, MTH1220, NSM2500) for those majoring in elementary education. Topics include problem solving, sets and set operations, numeration systems, whole number operations, estimation, integer operations, number theory concepts, rational numbers and proportional reasoning. Does not satisfy General Education Distribution Category requirement.

**Semester hours:** 4

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## **MTH1220 Mathematics for Elementary Teachers II**

This course is a continuation of MTH1210. Topics include decimals, percents, operations with decimals, probability, statistics and statistical analysis, fundamentals of geometry, congruence and similarity, geometric constructions, motion geometry, the Pythagorean Theorem, measurement, area and volume.

**Semester hours:** 4

**Prerequisite(s):** MTH1210. Does not satisfy General Education Distribution Category requirement.

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## **MTH1310 Precalculus**

This course is a preparation for calculus beyond college algebra. Topics include a brief review of functions and graphs, trigonometric functions, analytic trigonometry, vector arithmetic, and analytic geometry in two and three dimensions.

**Semester hours:** 4

**Prerequisite(s):** MTH1100 with a grade of “C” or higher or its equivalent as demonstrated on the AU Mathematics Competency Examination.

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## **MTH/CSC/NSM 1810 Selected Topics**

Various topics chosen to supplement the curriculum.

**Semester hours:** 1-4

**Prerequisite(s):** Topic specific.

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## **MTH2210 Calculus I**

This is the first of three courses covering the fundamentals of calculus and its applications. Topics include limits, continuity, derivatives, implicit differentiation, applications of differentiation, indefinite integral, the definite integral, numerical integration, logarithmic and exponential functions, and inverse functions.

**Semester hours:** 4

**Prerequisite(s):** MTH1310 with a grade of “C” or higher or its equivalent as demonstrated on the AU Mathematics Competency Examination.

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## **MTH2220 Calculus II**

This course is a continuation of MTH2210. Topics include application of integration, area, volume of revolution, arc length, techniques of integration, L'Hôpital's rule, improper integrals, sequences, infinite series, power series, conics, parametric equations, polar, cylindrical and spherical coordinates.

**Semester hours:** 4

**Prerequisite(s):** MTH2210.

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## **MTH2230 Calculus III**

This course is a continuation of MTH2220. This is a multivariable calculus course. Topics include vectors, vector functions and their derivatives, partial derivatives, multiple integrals, vector analysis, and infinite series.

**Semester hours:** 4

**Prerequisite(s):** MTH2220.

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### **MTH2320 General Statistics**

This course is designed to acquaint the student with the principles of descriptive and inferential statistics. Topics will include types of data, frequency distributions and histograms, measures of central tendency, measures of variation, probability, probability distributions including binomial, normal probability and student's t distributions, standard scores, confidence intervals, hypothesis testing, correlation and linear regression analysis. This course is open to any student interested in general statistics and it will include applications pertaining to students majoring in athletic training, pre-nursing and business.

**Semester hours:** 4

**Prerequisite(s):** MTH1100 or placement based on AU Mathematics Competency Examination or ACT score.

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### **MTH2700 Statistics for Research**

This course is designed to provide the science student with the requisite background in descriptive and inferential statistics to design and analyze results of research in his/ her field. Special emphasis is placed on experimental design, derivations of statistics, and will use applications from the sciences. Topics will include measures of central tendency, measures of variability, probability, the normal distribution, confidence intervals, hypothesis testing, correlation, linear regression, analysis of variance, and multiway factorial design. Students will use a statistical calculator, and be given an introduction to computer software packages applicable to statistical analysis.

**Semester hours:** 4

**Prerequisite(s):** MTH1310.

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### **MTH2810, MTH3810, MTH4810 Selected Topic**

Various topics chosen to supplement the curriculum.

**Semester hours:** 1-4

**Prerequisite(s):** Topic specific.

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### **MTH3100 Theory of Interest**

This course gives a comprehensive overview of the theory of interest and its application to a wide variety of financial instruments. Topics include rates of interest, present and future value, effective and nominal rates, annuities, loans, bonds, rate of return, stocks, fixed income investment, cashflow duration and immunization.

**Semester hours:** 4

**Prerequisite(s):** MTH2220.

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## **MTH3240 Probability and Statistics I**

This course provides students with the fundamentals of statistical methods, probability and data analysis. It includes descriptive measures for data characterization (statistics), graphical representations and organization of data, random variables, expectation, distribution functions, central limit theorem, and an introduction to statistical inference. The theories of probability and statistics and their relational value to applied real-world problem solving are studied.

**Semester hours:** 4

**Prerequisite(s):** MTH2210.

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## **MTH3250 Linear Algebra**

Topics in this course include systems of linear equations, matrices, determinants, vector spaces, subspaces, bases, dimension, eigenvalues and eigenvectors, inner products, linear transformations and matrices of linear transformations. Mathematical proofs of theorems and properties are also introduced in the course.

**Semester hours:** 4

**Prerequisite(s):** MTH2220; MTH3270.

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## **MTH3260 Probability and Statistics II**

This course serves as a continuation of MTH3240, Probability and Statistics I. Topics include continuous random variables, continuous distributions, bivariate and multivariate distributions, covariance, correlation, moment-generating functions, and the Central Limit Theorem.

**Semester hours:** 4

**Prerequisite(s):** MTH2230; MTH3240.

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## **MTH3270 Discrete Mathematics**

This course will provide students with the fundamentals of mathematical proof. Different proof techniques, such as direct proof and induction, will be introduced. Logic, graph theory, set theory, Boolean algebra, theory of automata, computability, Turing machines, and formal language theory will also be presented.

**Semester hours:** 4

**Prerequisite(s):** MTH2210.

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### **MTH3280 Biostatistics**

This course provides an introduction to statistical concepts and techniques commonly encountered in the biological sciences. Lecture topics include study design, probability, comparing sample means and proportions, survival analysis, and sample size/power calculations. Computer software is used to describe and analyze data.

**Semester hours:** 4

**Prerequisite(s):** MTH3240.

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### **MTH3300 Differential Equations**

Topics in this course include mathematical modeling, graphical solutions, techniques for solving first order differential equations, Euler's method, homogeneous constant coefficient linear equations, nonhomogeneous linear equations and their solutions, and Laplace transformations.

**Semester hours:** 4

**Prerequisite(s):** MTH2230.

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### **MTH3320 Modern Geometry**

This course will provide students with the fundamentals of mathematical proof. It will entail a study of Euclidean and non-Euclidean geometries from an axiomatic viewpoint, convexity and constructions.

**Semester hours:** 4

**Prerequisite(s):** MTH2230; MTH3270.

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### **MTH3460: Introduction to Cryptography**

This is an introductory course in cryptography, the design and analysis of various encryption schemes. Mathematical concepts in probability theory and basic number theory, including proofs will be considered. Both private-key and public-key encryption models will be investigated.

**Semester hours:** 4

**Prerequisites:** CSC2650 and MTH2220

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### **MTH3490 Numerical Analysis**

This course addresses the use of the computer in solving mathematical problems: roots of algebraic equations, nonlinear equations, numerical integration, differential equations, curve fitting, error analysis, iterative processes, non-linear equations, and numerical methods in linear algebra.

**Semester hours:** 4

**Prerequisite(s):** MTH2230; CSC1700.

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### **MTH3505 Data Science I: Analysis and Modeling**

This is a course in predictive analytics, including theoretical background, tools, and techniques used to obtain insight into the properties of datasets. Regression analysis will be discussed in detail, including analysis of real data. Topics may include data exploration, principle component analysis, model selection, cross validation and goodness of fit, resampling, and classification. Students will learn to, visualize, explore, and interpret datasets as well as to apply and evaluate models using statistical software.

**Semester hours:** 4

**Prerequisite(s):** MTH3240 and CSC1700.

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### **MTH3510 Data Science II – Advanced Modeling and Statistical Programming**

This course will expand on the content in Data Science I: Analysis and Modeling. Students will implement advanced modeling strategies using extensive statistical programming. Topics may include advanced model selection, decision trees, neural networks, K means, K neighbors and hierarchical clustering.

**Semester hours:** 4

**Prerequisite(s):** MTH 3505 and CSC 2650

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### **MTH3590 Business Analytics**

Students will learn how statistical and quantitative data analysis, modeling and optimization are used to drive business performance. The use of descriptive, predictive and prescriptive analytics will be explored in the context of real data. Topics to be discussed include statistical analysis and inference, regression analysis, forecasting and optimization.

**Semester hours:** 4

**Prerequisite(s):** MTH2320.

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### **MTH3820 Secondary Methods in Mathematics**

This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the TAP or ACT Plus Writing with a score of 22 and combined English/Writing score of 19; maintaining a content GPA of 3.00; passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2200; EDU2260; EDU3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

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### **MTH3820, MTH4830 Directed Study**

This course involves independent work on a project supervised by a faculty member in the program.

**Semester hours:** 1-4

**Prerequisite(s):** Consent of instructor.

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## **MTH4260 Number Theory**

This course addresses the theory of mathematical induction, divisibility theory, prime numbers and their distribution, theory of congruences and modular arithmetic, Fermat's theorem, and number theoretic functions and their applications.

**Semester hours:** 4

**Prerequisite(s):** MTH2220; MTH3270.

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## **MTH4300 Introduction to Real Analysis**

This course introduces students to the theory of the calculus of functions of one variable. Introduction to advanced proof techniques is an emphasis of this course. Topics in this course could include, but are not limited to, functions, limits, continuity, differentiability and integrability for functions of one variable.

**Semester hours:** 4

**Prerequisite(s):** MTH2230; MTH3270.

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## **MTH4450 Abstract Algebra**

This course is an introduction to abstract algebra. Topics include groups, subgroups, factor groups, polynomial rings, general rings, and fields. Emphasis is placed on both the writing of clear and logically correct proofs as well as demonstration of computational proficiency.

**Semester hours:** 4

**Prerequisite(s):** MTH2220; MTH3270 or MTH3320 or consent of department.

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## **MTH4940 Internship in Actuary Science**

The goal of the internship is to provide an opportunity for students to apply knowledge learned in the classroom and grow professionally. It gives new graduates an edge in the current competitive job market and a formal experience within their chosen industry. As a result, internships are a key component in the transformative power of learning, aiding students' transition from the role of student to that of a professional.

**Semester hours:** 0

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## **MTH4990 Senior Capstone in the Mathematical Sciences I**

This course is the culmination of the mathematics and actuarial science major's academic experience. Students engage in independent research on a chosen topic or question under the direction of a faculty member. Guest lectures by various faculty members will expose students to content suitable for independent research. The course will also prepare students for entry into the job market or graduate school.

**Semester hours:** 2

**Prerequisite(s):** Senior standing; consent of department.

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## **MTH4991 Senior Capstone in the Mathematical Sciences II**

This course is a continuation of MTH4990. During the semester, students will finish their research and present their conclusion to other students and faculty in a public venue. Students will write a paper summarizing their work.

**Semester hours:** 2

**Prerequisite(s):** MTH4990.

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## **MUS1010 Beginning Voice**

Beginning Voice is organized as a group lesson in which students explore visual, auditory and aesthetic dimensions of vocal music. Attention will be given to the fundamentals of singing, including technique, tone production, breath control, ear training, diction, dynamic control, interpretation and analytical preparation. Students gain performance experience in a studio-class setting, while learning to give and take musical suggestions and criticism. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

**Semester hours:** 1

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## **MUS1070 Recital Attendance**

Intentional listening is essential for the growth of all musicians. Students enrolled in Recital Attendance are expected to listen critically in order to increase their musical experience, their knowledge of performance skill and literature with the intent of applying this knowledge to better their own performance and understanding of music. Recital Attendance is a pass/fail course that is required of all music majors each semester of enrollment.

**Semester hours:** 0

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## **MUS1410 Beginning Classical Guitar**

This course is an introduction to technical skills for performing classical guitar repertoire, including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Jury performance for music faculty is required. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges.

**Semester hours:** .5

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## **MUS1520 Exploring Music: World of Opera**

World of Opera traces the history and development of opera from its beginnings to the present, emphasizing opera as a combination of music, literature, theatre, dance and visual arts. This course introduces operas, composers and performers through listening to live and recorded music, discussions and films.

**Semester hours:** 2

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## **MUS1550 Exploring Music**

This course explores topics in music with the aim of increasing active listening skills, components of musical composition and history. Exploring Music will offer a variety of genres to serve as the basis of these skill and knowledge developments. Possible topics will be Jazz History, World Music, Music across the Centuries, and others. Attendance will likely be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

**Semester hours:** 4

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## **MUS1900 Women's Ensemble**

The AU Women's Ensemble explores treble choral literature from all historical periods and seeks out a variety of performance venues. The group focuses on vocal technique, precision intonation and choral unity. The Women's Ensemble represents the music department at special campus events. Public performances, some of which may be off campus and/or evenings, are required. A maximum of eight semester hours of MUS1900 may be counted toward graduation.

**Semester hours:** 1

**Prerequisite(s):** Permission of instructor based on successful vocal audition.

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## **MUS1910 University Chorale**

Open to musicians of all majors, the AU Chorale focuses primarily on vocal skills and the creation of a unified choral sound. Members study a variety of music, ranging from medieval and renaissance to contemporary, preparing quality choral literature for performance and education. Public performances, some of which may be off campus and/or evenings, are required. A maximum of eight semester hours of MUS1910 may be counted toward graduation.

**Semester hours:** 1

**Prerequisite(s):** Permission of instructor based on successful audition.

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## **MUS1930 Chamber Ensemble**

This is a performance class for instrumentalists or singers who will prepare, study, and perform literature spanning several eras and styles for small groups of 3–30. Public performances, some of which may be off campus and/or evenings, are required. A maximum of eight semester hours of MUS1930 may be counted toward graduation. Chamber Ensemble options may include Chamber Choir, AU Band, Flute Ensemble, Opera Workshop, Chamber Strings or others as determined by the music department.

**Semester hours:** .5

**Prerequisite(s):** Permission of instructor based on successful audition.

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## **MUS2030 Applied Voice for Non-Majors**

Students work individually with an instructor to develop the technical production of vocal sound. Learners will explore various vocal styles with a focus on classical art songs, arias and folk songs and may include works in foreign languages. Students will gain the tools to progress toward the next level of vocal skill. Studio class and final jury examination are required. A maximum of eight semester hours of MUS2030 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Permission of instructor based on successful vocal audition.

**Co-requisite(s):** MUS1900 or MUS1910.

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## **MUS2100 Diction for Singers I**

This course explores language pronunciation for the vocalist focusing upon English and Italian. Attention in this course will be given to the proper vocal production (sounds) of the language, with a minimum of grammar and construction. Skills will be demonstrated through classroom foreign language readings, as well as in classroom performances. Attendance may be required at live concerts, some of which may be off

campus and/or evenings with additional ticket charges.

**Semester hours:** 2

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## **MUS2110 Diction for Singers II**

This course explores language pronunciation for the vocalist focusing upon German and French. Attention in this course will be given to the proper vocal production (sounds) of the language, with a minimum of grammar and construction. Skills will be demonstrated through classroom foreign language readings, as well as in classroom performances. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

**Semester hours:** 2

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## **MUS2200 Applied Piano for Non-Majors**

Students who wish to begin or continue piano study will gain skill in reading musical notation, piano technique and forms and styles of piano composition. Mastery of technical skills for performing and memorizing piano repertoire, including the study of representative works from the piano literature, scales, triads, arpeggios and the development of aesthetic awareness. Studio recital and jury performance for music faculty will be required. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges. A maximum of eight semester hours of MUS2200 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Permission of instructor.

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## **MUS2230 Applied Woodwinds**

This course involves the mastery of technical skills for performing woodwind repertoire (flute, oboe, clarinet, bassoon, saxophone), including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. A maximum of eight semester hours of MUS2230 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Permission of instructor.

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## **MUS2240 Applied Brass**

This course involves the mastery of technical skills for performing brass (trumpet, horn, trombone, tuba) repertoire, including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. A maximum of eight semester hours of MUS2240 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Permission of instructor.

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## **MUS2250 Applied Strings**

This course involves the mastery of technical skills for performing string (violin, viola, cello, double bass) repertoire, including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. A maximum of eight semester hours of MUS2250 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Permission of instructor.

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## **MUS2260 Applied Classical Guitar**

This course continues the development of technical skills for performing classical guitar repertoire, including the study of representative works from the literature, scales, arpeggios and etudes, and the development of musicianship and aesthetic awareness. Studio recital and jury performance are required. Performance or attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges. A maximum of eight semester hours of MUS2260 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Two semesters of MUS1410 and/or permission of instructor.

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## **MUS2270 Applied Organ**

This course introduces technical skills for performing organ repertoire, including the study of representative works from the literature, development of musicianship, and basic knowledge of the construction of the instrument. Jury performance for music faculty will be required. A maximum of eight semester hours of MUS2270 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Permission of instructor.

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## **MUS2300 Piano Accompanying**

The purpose of this course is threefold: to broaden and deepen the student's knowledge of vocal and instrumental repertoire, to develop proficiency in collaborative keyboard skills and to strengthen accompanying skills. Piano Accompanying focuses on two main components: keyboard skills and ensemble repertoire. Keyboard skills consist of the development of sight reading, open-score reading, transposition, score-reading, harmonization, or any skill related to collaborative activities. Ensemble groups and repertoire will be assigned at the beginning of the semester, and keyboard skills assignments will be addressed on a weekly basis. This course serves as the ensemble requirement for piano majors and minors.

**Semester hours:** 1

**Prerequisite(s):** Permission of instructor.

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## **MUS2600 Musicianship I**

Musicianship I is an introduction to fundamental organizing principles of Western tonal music, including notating and reading major and minor scales, key signatures, chords, intervals on treble and bass clefs, rhythms, and meters. Basic score reading and instrumental transpositions, vocabulary for tempo and expression will be covered. In addition to theoretical study, this course is an introductory development of the ability to hear the basic elements of diatonic music, including scales, intervals, chord qualities, melodic shapes, rhythms, harmonic functions and form. Practice reading and singing rhythms and diatonic melodies at sight and notating music examples will be the foundational methods for accomplishing the goals of the course. The course will include listening assignments and possible attendance at live concerts, some of which may be off campus and/or evenings with additional ticket charges. Musicianship I is a requirement of all music majors and music minors.

**Semester hours:** 4

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## **MUS2610 Musicianship II**

This course is an introduction to the theoretical basis of diatonic harmony, including chord spellings, harmonic functions and composition in two, three, and four parts using triads in the common practice style. Analysis of the compositional features of masterworks and an introduction to phrase structures, elementary forms, and score reading are undertaken. Included also are the aural skill components of increased

the ability to hear diatonic music and the basic elements of chromatic music, including scales, intervals, chord qualities, melodic shapes, rhythms, harmonic functions, and form. Skills will be developed through practice reading and singing rhythms and diatonic and chromatic melodies at sight and notating music examples. Musicianship II is a requirement of all music majors and music minors.

**Semester hours:** 4

**Prerequisite(s):** MUS2600.

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### **MUS2620 Musicianship III**

Musicianship III is a study of modulation to closely related keys, binary and ternary forms, altered and borrowed chords, leading tone chords, and diminished seventh chords. Students will be introduced to polyphonic analysis and writing, variations forms, fugue and related forms. Additionally, analysis of representative classical compositions will be included. Aural skill components commensurate with the theoretical concepts presented in the course will be acquired including sight-singing in multiple clefs, one- and two-voice melodic dictation will be mastered. The course explores further use of chromatic material, intermediate rhythm and more advanced harmonic dictation. Musicianship III is a requirement of all music majors.

**Semester hours:** 4

**Prerequisite(s):** MUS2610.

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### **MUS2630 Musicianship IV**

Musicianship IV explores advanced harmonic analysis of the late 19th century, including higher tension and non-tertiary chords. The course involves analysis of tonal forms, including sonata and rondo forms. Students will further investigate techniques to develop a mastery of traditional harmony and exploration of compositional technique of the 20th century. Aural skills commensurate with the theoretical concepts presented will be acquired, including advanced sight singing of chromatic and atonal material, advanced rhythmic and harmonic dictation and preparation for score reading. Musicianship IV is a requirement of all music majors.

**Semester hours:** 4

**Prerequisite(s):** MUS2620.

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### **MUS3030 Intermediate Applied Voice**



This course is primarily for music majors and minors or individuals with high interest in vocal progress. Singers work individually with an instructor to gain and refine mastery of the technical production of vocal sound. Exploration of musical style and interpretation will be emphasized. Repertoire will focus on art songs, arias and folk songs and musical theater. Repertoire will include works in a variety of languages. Performance on Studio Class or Student Recital and final jury examination are required. A maximum of eight semester hours of MUS3030 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Permission of instructor.

**Co-requisite(s):** MUS1900 or MUS1910.

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### **MUS3130 Vocal Literature**

Vocal Literature is a fundamental course designed to examine the history and development of the art song and opera through reading, hearing and performing examples of the song literature for solo voice.

**Semester hours:** 2

**Prerequisite(s):** Two semesters of applied vocal study.

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### **MUS3200 Intermediate Applied Piano**

This course is primarily intended for music majors or minors in piano. Non-majors who are highly motivated or advanced may be included by permission. Pianists work individually with an instructor to gain and refine mastery of the technique of playing the piano. Exploration of musical style and interpretation will be emphasized. Performance on Studio Class or Student Recital and jury performance for music faculty are required. Attendance may be required at live concerts, some of which may be off campus and/ or evenings with additional ticket charges. A maximum of eight semester hours of MUS3200 may be counted toward graduation.

**Semester hours:** .5-1

**Prerequisite(s):** Permission of instructor.

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### **MUS3330 Keyboard Literature**

This course provides an overview of piano literature and performance practices beginning with the earliest examples of keyboard music leading up to and inclusive of the standard repertoire of the standard periods of western art music. By means of

score study, listening, readings and presentations, the student will acquire analytical skills and develop historical concepts needed for the understanding and performance of this literature.

**Semester hours:** 2

**Prerequisite(s):** Two semesters of Applied Piano Study.

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## **MUS3400 Conducting**

In this course, students will gain skill in conducting choral and instrumental ensembles. Skills presented include beat patterns, rehearsal techniques, score study, terminology, transpositions, left hand independency, and expressive conducting techniques. Students will use the class and on occasions existing groups on campus as laboratory ensembles.

**Semester hours:** 2

**Prerequisite(s):** MUS2610.

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## **MUS3410 Music History I**

This course studies the development of Western Art Music from antiquity through the end of the Baroque era. Attention will be placed on the relationship of music to the artistic, historical and social trends of each era. Emphasis will be placed on the ability to analyze, evaluate and communicate, both verbally and in writing, about music history and literature through listening and the reading of primary and secondary texts.

**Semester hours:** 4

**Prerequisite(s):** MUS2610.

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## **MUS3450 Music History II**

A continuation of MUS3410, this class is a study of the development of Western Art Music during the Classical and Romantic eras. Attention will be placed on the relationship of music to the artistic, historical and social trends of each era. Emphasis will be placed on the ability to analyze, evaluate and communicate, both verbally and in writing, about music history and literature through listening and the reading of primary and secondary texts.

**Semester hours:** 4

**Prerequisite(s):** MUS2610.

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## **MUS3500 Applied Conducting**

This course is organized as an applied lesson in conducting. The student will get highly individualized feedback and instruction on the finer points of conducting, while still developing conducting skills from the student's starting point and attempting to take further his or her conducting potential. In the practice of the spiral curriculum, all conducting skills will be revisited to hone them to a sharper edge, a higher level of proficiency. These skills will be put into use in the conducting practicum for a hands-on approach to the art. Literature will be approached in a seminar fashion, with students making frequent presentations of research on assigned topics.

**Semester hours:** .5-1

**Prerequisite(s):** Instructor permission or MUS3400.

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## **MUS3510 Music History III**

Music History III is an integrative study of the history and theory of Art Music since 1900. This course will explore the historical, sociological, philosophical and aesthetic contexts of music in the 20th century and beyond through an examination of compositional methods and materials, history, critical listening and research. Additional study of World Music is included.

**Semester hours:** 4

**Prerequisite(s):** MUS2610.

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## **MUS4030 Advanced Applied Voice**

This course is primarily intended for music majors. Highly motivated advanced non- majors can be admitted with instructor permission. Singers work with an instructor to accomplish upper level literature and advanced concepts in musical style and interpretation. Students will gain advanced vocal techniques and repertoire ranging throughout all style periods and in foreign languages. Performance on Studio Class, Student Recital and a final jury examination are required. Attendance will be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. A maximum of 8 semester hours of MUS4010 may be counted toward graduation.

**Semester hours:** 1

**Prerequisite(s):** Permission of instructor based on successful passage of the sophomore jury.

**Co-requisite(s):** MUS1900 or MUS1910.

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## **MUS4100 Vocal Pedagogy**

This course is designed to help students: 1) develop a working knowledge of the anatomy and function of the vocal mechanism and how it relates to specific vocal problems, 2) develop their own teaching philosophy and style by exposing them to a variety of pedagogical methodologies, 3) become acquainted with appropriate teaching repertoire and resources. Laboratory teaching will be utilized to give the students hands-on experience.

**Semester hours:** 2

**Prerequisite(s):** Five semesters of applied vocal study.

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## **MUS4200 Advanced Applied Piano**

Advanced Applied Piano lessons for music majors and minors is designed to instruct students in methods and techniques that polishes expressive performance skill and explores in greater detail the mastery of piano technique. The development of this high level of performance will be guided through the use of etudes, scales, arpeggios and exploration of compositional styles and advanced musical literature appropriate to the pianist's level. The student's repertoire will include standard compositions from across eras, genres and styles. Skill mastery will be demonstrated through performance in Studio Class, Student Recital, and final jury examination for music faculty.

**Semester hours:** 1

**Prerequisite(s):** Permission of instructor based on successful passage of the sophomore jury.

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## **MUS4300 Piano Pedagogy**

Piano Pedagogy is the study of principles and practices of music teaching focused on the piano. The discussion of methods and materials is followed by guided laboratory work with both class and private students. The course includes methods of teaching piano, appropriate materials and techniques for all levels.

**Semester hours:** 2

**Prerequisite(s):** Five semesters of applied piano study.

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## **MUS4400 Audio Recording and the Business of Music**

This course gives the student an introduction to important aspects of the music

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profession. Topics covered are basic sound recording techniques and principles, self-promotion, music advocacy, taxes for self-employed musicians, and music and the law.

**Semester hours:** 2

**Prerequisite(s):** MUS2610.

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## **MUS4990 Senior Recital/Capstone**

This course is the final or penultimate course in the sequence of Applied Lessons depending on when the recital is scheduled during the senior year. The student will successfully perform a full recital from memory, unless accepted performance practice indicates usage of music. The student will research the music selected for performance and write program notes for the recital.

**Semester hours:** 1

**Prerequisite(s):** Six semesters of applied study and instructor permission.

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## **NSM1150 Science Foundations**

This course explores some of the fundamental physical concepts, including energy and the atomic view of matter, that are necessary to our understanding of science and technology in our world.

**Semester hours:** 4

**Prerequisite(s):** Completion or concurrent enrollment in MTH1100 or higher.

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## **NSM1300 Earth Science**

This course is only available on the George Williams College campus. This course includes an overview of those sciences that collectively seek to understand our dynamic Earth and its relationship to the larger universe. Includes material from the fields of geology, oceanography, meteorology and astronomy through which we examine the physical laws and natural processes that have helped to shape and change the Earth and the universe around it.

**Semester hours:** 4

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## **NSM1400 Earth and Space Science**

This course includes an overview of those sciences that collectively seek to understand our dynamic Earth and its relationship to the larger universe. Includes

material from the fields of geology, oceanography, meteorology and astronomy through which we examine the physical laws and natural processes that have helped to shape and change Earth and the universe around it. An introduction to astronomy will explore the universe and solar system, including basic cosmological principles, the life and death of stars, and the objects in our solar system.

**Semester hours:** 4

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## **NSM 1500 Orientation to STEM Minor**

A survey of lab experiences in the STEM Fields of Biology, Chemistry, Physics, Computer Science and Engineering. This course is designed to acquaint those interested in STEM disciplines, with the opportunities available to them in this interdisciplinary experience.

**Semester hours:** 1

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## **NSM2500 Integrated Mathematics and Science for Teachers**

This course presents an integrated approach to mathematics and science and their applications to problem solving. Topics in science include exploration of fundamental physical concepts, including transformation of energy, force and motion, waves, electricity and magnetism, and the atomic view of matter. Topics in mathematics include real numbers, representation and evaluation of functions, properties of linear and nonlinear functions, problem solving with and without linear equations, problem solving and representation of systems of linear equations, the relationship between symbolic expressions, and graphs of lines.

**Semester hours:** 4

**Prerequisite(s):** MTH1100 or MTH1220 or consent of the mathematics department.  
Note: Successful completion of MTH1210, MTH1220, NSM2500 satisfies the mathematics competency requirement for graduation for elementary education majors.

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## **NSM 3200 Real World STEM Applications**

This course will expand the breadth and depth of the students' content knowledge in various STEM fields and will emphasize the inter-disciplinary nature of STEM. Topics in science, technology, engineering and mathematics will be addressed through a

problem-based learning instructional approach in a collaborative environment. Through this course students will develop the skills, knowledge and practice to become civic minded, responsible, and ethical problem solvers in a global society.

**Semester hours: 3**

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### **NUR1214 Professional Nursing, Culture, and Health Care**

This course examines the basic concepts professional nursing, its historical and social context, its code of ethics, and its social contract with society. The intersection of culture and professional nursing's values will be examined, with a focus on self-development of cultural awareness and competence in nurses. U.S. and global health care, including the influence of culture, will be explored.

**Semester hours: 4**

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### **NUR3000 Introduction to Professional Nursing**

This course explores the development of professional nursing. Students are introduced to selected concepts, themes and theories which will be used as a foundation throughout the curriculum. Major contemporary nursing issues are explored within historic, economic, philosophical and political contexts. The concepts of health and illness as influenced by psychological, social, cultural, ethical and legal issues are examined. Nursing theories, the ANA Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Illinois Nurse Practice Act are explored. The development of nursing knowledge, diagnoses, interventions and outcomes are emphasized.

**Semester hours: 3**

**Prerequisite(s):** Concurrent with NUR3100/Z; NUR3260/Z.

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### **NUR3015 Introduction to Nursing Informatics/RN**

An introduction to computers and nursing informatics focuses on application to the nursing profession. This course introduces nursing informatics as an integration of nursing, computer and information sciences for the support of nursing practices. It acquaints practicing nurses with the effective utilization of technology and its applications throughout all aspects of health delivery.

**Semester hours: 4**

**Prerequisite(s):** RN students only.

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## **NUR3030 Dimensions of Professional Practice/RN**

This RN bridge course focuses on furthering the development of professional values and value-based behaviors as foundational to the practice of nursing. Professionalism involves accountability for one's self and nursing practice, including continued professional engagement and lifelong learning. The RN student will be introduced to selected concepts, themes, and theories that present an understanding of the historical, legal, and contemporary context of nursing practice and serve as a foundation throughout the curriculum. The concepts of health and illness as influenced by psychological, social, cultural, ethical, and legal issues are examined. Nursing theories, the ANA Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Illinois/Wisconsin Nurse Practice Act are explored.

**Semester hours:** 4

**Prerequisite(s):** RN students only; NUR3015.

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## **NUR3100/Z Principles of Nursing I**

### **NUR3101Z Lab**

### **NUR3102Z Clinical**

This course applies major concepts from the liberal arts and sciences to the understanding of the nursing profession. The framework for nursing knowledge base is developed and fundamental nursing interventions (physiologic, communicative, behavioral, and environmental) are taught using the evidence upon which the profession and the care of patients and populations is based. The course introduces the nursing student to the professional nursing role and its influence on health and illness, health promotion and disease prevention at the individual and population level across the lifespan. The professional role is explored within the context of the social, cultural, ethical and legal issues inherent in the nurse's role as provider of care, educator and advocate and as a member of the profession. The student is introduced to the health care system and the nurse's role as a member of a multidisciplinary care team. Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to begin to systematically analyze information and implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs.

**Semester hours:** 6

**Prerequisite(s):** Admission to the School of Nursing; all BSN core courses; ENG1000; MTH1100 or successfully passed the mathematics competency examination. Concurrent with NUR3000; NUR3260/Z.



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## **NUR3105/Z Exploring Intraoperative Nursing**

This course introduces students to the specialty of intraoperative nursing. Didactic content explores fundamental principles and the intraoperative experience from the perspectives of the patient and the operating room nurse. Emphasis is placed on the importance of asepsis, prioritization, multidisciplinary communication, teamwork, complex technological skills, patient safety and ethical standards.

Clinical Component: The clinical experience is designed to make students become comfortable in the dynamic operating room environment. Students are placed with nurses who are recognized by their peers as experts in their specialty area. Patient assessment, advocacy, dignity and confidentiality are stressed. The roles of the operative nurse in both the scrub and circulating functions are emphasized.

**Semester hours:** 2

**Prerequisite(s):** NUR3100/Z; NUR3000; NUR3260/Z.

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## **NUR3110/Z Principles of Nursing II**

**NUR3111Z Lab**

**NUR3112Z Clinical**

This course builds on the conceptual framework developed in Principles of Nursing I. The professional nursing role is explored further to gain a deeper understanding of the nurse's role as provider of care, educator, advocate and member of the profession. The student continues to function within the health care system as a member of an inter-professional care team. Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to expand the ability to systematically analyze information, implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

**Semester hours:** 6

**Prerequisite(s):** NUR3000, NUR3100/Z; NUR3260/Z. Concurrent with NUR3160; NUR3400/Z.

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## **NUR3160 Pharmacological Concepts**

This course utilizes the basic knowledge from the physical and life science foundation to study the effects and interactions of pharmacologic agents on the client population. The focus of the course is to gain an understanding of the underlying physiology of the human body and the pharmacologic effects an agent will have on the human

body. The pharmacological concepts of pharmacokinetics and pharmacodynamics are applied to each pharmacologic agent therapeutic category. The course also explores the ethical, legal, cultural and age implications of pharmacologic therapy across diverse populations and the lifespan.

**Semester hours:** 4

**Prerequisite(s):** BI03050; CHM1200; NUR3000; NUR3100/Z; NUR3260/Z.  
Concurrent with NUR3110/Z; NUR3400/Z.

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### **NUR3260/Z Health Assessment, Education and Promotion/Lab**

This course provides the framework for the systematic collection, organization, interpretation, integration and communication of data reflecting the health status of individuals across the lifespan with emphasis on aging. This includes assessment of mental status, basic psychosocial status, functional health patterns, and physical assessment skills. The National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families, and communities in aggregate. Health promotion strategies and practices are explored. Clinical laboratory provides integration for advancing critical thinking skills.

**Semester hours:** 4

**Prerequisite(s):** Concurrent with NUR3000; NUR3100/Z.

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### **NUR3280/Z Health Assessment, Education and Promotion/RN**

This course provides the framework for the RN student to expand existing physical and psychological assessment skills. Acquisition of clinical evidence for the assessment of rapidly changing situations, patient risk and situations related to patient safety will be the focus. Knowledge acquisition related to wellness, health promotion, illness and disease management is core to the baccalaureate nurse practice. National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families and communities in aggregation. Students identify and explore these concepts across the lifespan, including those of healthy aging.

**Semester hours:** 4

**Prerequisite(s):** RN students only; BIO3050.

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### **NUR3400/Z Psychiatric-Mental Health Nursing**

Reflecting the ANA Psychiatric-Mental Health Nursing Scope and Standards of Practice, this course prepares the nurse generalist to utilize effective communication to develop therapeutic interpersonal relationships foundational to all nursing practice.

The dynamic interaction of physical and mental illnesses requires holistic nursing approaches developed from broad-based ways of knowing. Purposeful use of self is the art of psychiatric-mental health nursing while nursing, psychosocial, neurobiological theories, and research evidence provide its scientific base. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the inter-professional care team. Clinical: Clinical opportunities include experiential learning activities involving psychiatric patients across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.

**Semester hours:** 5

**Prerequisite(s):** NUR3000, NUR3100/Z; NUR3260/Z. Concurrent with NUR3110/Z; NUR3160.

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## **NUR4050 Nursing Research**

Research provides the foundation for evidence-based professional nursing practice. A basic understanding of how evidence is developed incorporates the research process, clinical judgment, inter-professional perspectives and patient preferences. The role of the baccalaureate nurse as consumer of research is the focus of this course. Students will develop skills to accurately interpret evidence to improve patient outcomes.

**Semester hours:** 3

**Prerequisite(s):** All NUR3000-level courses; MTH2320. Concurrent with NUR4200/Z; NUR4300/Z.

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## **NUR4060 Nursing Research/RN**

Research provides the foundation for evidence-based professional nursing practice. This course focuses on the role of the baccalaureate nurse as a consumer of research. The baccalaureate nurse can integrate reliable evidence for multiple ways of knowing to inform practice and make clinical judgments. RN students will participate in documenting and interpreting evidence for improving patient outcomes.

**Semester hours:** 4

**Prerequisite(s):** RN students only; all NUR3000-level courses; MTH2320, ENG2010.

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## **NUR4200/Z Nursing: A Global Community Outlook**

This course incorporates concepts from nursing and applies them to public health functions and community-based patient care. The focus shifts from individual health to population-focused nursing. The dynamic influence of social justice, political

agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. Current trends in the global health community are explored. Clinical: The clinical component for this course will apply nursing concepts and public health and community-based practices to selected populations to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

**Semester hours:** 4

**Prerequisite(s):** All NUR3000-level courses. Concurrent with NUR4050; NUR4300/Z.

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## **NUR4300/Z Medical Surgical Nursing I: Collaborative Practice in Health and Illness**

This medical surgical nursing course builds on the conceptual foundations learned in the principles of nursing practice, health assessment, pharmacology and behavioral health nursing courses. Pathophysiologic processes of all body systems are discussed focusing on evidence-based nursing interventions in the acute care setting. Application of the nursing process in interdisciplinary practice to prevent, promote, maintain and restore health throughout the lifespan is emphasized. Clinical: The clinical practicum focuses on intermediate nursing care and critical thinking within a collaborative practice setting. Emphasis is placed on the integration of evidence-based nursing interventions with the goal of meeting the diverse health needs of vulnerable adult patients from young adulthood to older adults.

**Semester hours:** 7

**Prerequisite(s):** All NUR3000-level courses. Concurrent with NUR4050; NUR4200.

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## **NUR4500/Z Nursing Care of the Family**

**\*NUR4501Z Nursing Care of the Family/OB Clinical**

**\*NUR4502Z Nursing Care of the Family/PED Clinical**

This course focuses on the care and support of women, children and families. The course assists students in using critical thinking to identify the options for holistic, evidence-based practice within the realm of maternal and child nursing. In addition, students will explore strategies and resources for the provision of appropriate care in various clinical settings within social, ethical and multicultural frameworks. Clinical: The nursing care of women, children and families in various clinical settings is the focus of this clinical. Simulation learning experiences may be utilized to augment clinical experiences.

**Semester hours:** 7

**Prerequisite(s):** All NUR3000-level courses. Concurrent with NUR4600; NUR4800/Z.

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## **NUR4600 Leadership Ethics & Policy**

This capstone course for the pre-licensure student facilitates the transition from student to professional nurse. The roles, traits, and contributions of the nurse in leadership and managerial positions are explored. Conceptual aspects of power, problem solving/ decision making, effective communications, conflict resolution, delegation, team building, quality improvement and patient safety are applied to a variety of situational contexts. Legal and ethical issues related to the professional nurse are discussed and applied to theoretical situations.

**Semester hours:** 3

**Prerequisite(s):** All NUR3000-level courses; NUR4200/Z; NUR4300/Z; NUR4050.

**Co-requisite(s):** NUR4500/Z; NUR4800/Z.

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## **NUR4605 NCLEX Review**

Review of concepts required for licensure examination and entry into the practice of professional nursing. Includes application of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test plan, assessment of strengths as well as knowledge deficits, and planning and implementation of needed remediation.

**Semester hours:** 1

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## **NUR4620 Leadership and Management/RN**

This capstone course for the RN student explores the development of the nurse leader role, which includes an awareness of complex systems, and the impact of power, potential, policy and regulatory guidelines on these systems. Leadership requires incorporating ethical decision making and effective work relationships based on respectful communication and collaboration. Care-coordination, delegation and conflict resolution strategies are discussed. The course includes a leadership practicum where the student focuses on identification and development of leadership skills. The practicum includes opportunities for scholarly inquiry, professional writing and presentation.

**Semester hours:** 6

**Prerequisite(s):** All NUR3000-level courses; RN students only; NUR4060.

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## **NUR4780 Ethical, Cultural and Policy Consideration in Healthcare/RN**

This course examines the cultural influence on belief, values and practices in relation

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to health, illness and health-seeking behaviors. It strives to incorporate the constructs of cultural humility and cultural sensitivity. Concepts of individual rights and the common good are examined and debated. The content explores current healthcare policy as it impacts vulnerable populations. Critical analysis of the issues and trends of the global health community are discussed. On the international level, the student will question the fundamental ethical and moral questions that impact our shared humanity.

**Semester hours:** 4

**Prerequisite(s):** RN students only; all NUR3000-level courses.

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## **NUR4800/Z Medical Surgical Nursing II: Collaborative Practice in Health and Illness**

The medical surgical course builds on the conceptual foundations developed in Medical-Surgical Nursing I and in Nursing Research. Pathophysiological processes are discussed, focusing on evidence-based nursing interventions in the acute care setting with an emphasis on the high-acuity patient, examining a diverse population across the adult lifespan. The professional nursing role is explored further to gain a deeper understanding of the nurse's role as provider of care, educator, advocate, researcher and manager of care. The student continues to function as a member of the inter- professional care team and is expected to continue to gain skills and confidence when collaborating with others. Clinical: The clinical experience, utilizing professional nurse mentors, emphasizes complex decision making through collaborative practice in high acuity and critical care settings. The student must demonstrate increasing autonomy and assume an assignment that more closely approximates a realistic workload for the novice nurse by developing skills in delegation, prioritization and management of care as an integral part of the inter-professional team.

**Semester hours:** 6

**Prerequisite(s):** All 3000-level NUR courses; NUR4300; NUR4200/Z; NUR4050. Concurrent with NUR4500; NUR4600.

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## **NUR4850 Nursing: A Community Outlook/RN**

This course transitions the RN to population-focused nursing practice. Concepts from nursing and the liberal studies are applied to public health functions and community-based patient care. The dynamic influence of social justice, political agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. Current trends in the global health community are explored. Projects assigned during the course apply nursing concepts and public health and community-based practices to

selected populations to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

**Semester hours:** 4

**Prerequisite(s):** RN students only; all NUR3000-level courses; NUR4060.

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### **PED1120 Business Golf**

This course develops golf skills and appropriate etiquette for a business environment. Students will learn how a social golf outing is different from a corporate golf outing and will have an opportunity to golf with administrators and executive officers. Must provide own transportation. This course requires a lab fee. Equipment is provided.

**Semester hours:** 1

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### **PED1130 Yoga I**

This course will expose students to the study of yoga. Yoga uses bodily postures (asanas), breathing techniques (pranayama) and meditation (dharma) with the goal of bringing about a sound healthy body, and a clear peaceful mind.

**Semester hours:** 1

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### **PED1140 Yoga II**

This course is a continuation into the study of yoga and will cover more in-depth the history, Sanskrit terminology, philosophy and movements appropriate for the intermediate yoga practitioner.

**Semester hours:** 1

**Prerequisite(s):** PED1130.

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### **PED1150 Pilates I**

This course introduces the fundamentals and principles of the classical Pilates method of exercise. Students will focus on proper breathing techniques and will learn proper form and execution of all exercises to strengthen the core. Students will be introduced to using bands and Pilates rings.

**Semester hours:** 1

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### **PED1160 Pilates II**

This course will focus on breathing and spinal alignment while improving strength, precision and flow of the Pilates principles. Various props such as flex bands and Pilates rings will be used to enhance and intensify the Pilates workout.

**Semester hours:** 1

**Prerequisite(s):** PED1150.

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## **PED1170 Cardio Kick and Sculpt**

This course will focus on developing cardiovascular fitness and general strength through a variety of exercises and conditioning methods. Students will learn proper technique and exercise variations on equipment such as stability balls, dumbbells, foam pads, medicine balls, and BOSU balls. Students will develop their own personal fitness and learn how to vary intensity based on changing resistance, duration and rest intervals.

**Semester hours:** 1

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## **PED1180 Cardiovascular Training**

This course is for students desiring to reach and maintain optimal levels of fitness. Specifically, the student will be introduced to a variety of aerobic equipment, including treadmill, climber, rower, elliptical trainer, recumbent, and upright bicycle ergometers. Students will learn safe and proper use of the equipment and how to vary resistance, duration, and rest intervals in planning a personal training program based on one's individual capacity.

**Semester hours:** 1

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## **PED1190 Wellness Walking**

With specially designed poles and easy-to-learn techniques, students will learn how to exercise every major muscle with each stride. Students will enjoy the safety, simplicity, and convenience of walking, and the total body fitness benefits of what experts call the world's best exercise, "cross-country skiing"—all year round.

**Semester hours:** 1

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## **PED1200 Fitness for Life**

This course investigates the value of fitness in daily life and its effect on total well-being. Through lecture, discussion, and laboratory experiences, students will acquire a



general understanding of fitness principles according to the American College of Sports Medicine (ACSM) guidelines. Specifically, students will assess their current fitness levels and health behaviors, set health goals based on strengths and weaknesses, and devise a realistic plan to achieve this goal. In correlation to fitness and performance, students will also explore related content areas of nutrition, sleep, stress, disease prevention weight management, and injury prevention.

**Semester hours: 2**

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### **PED1210 Strength Training**

This course is designed to improve health and fitness through training of the whole body. Training of the muscular, skeletal and nervous systems using the three energy systems of the body will be addressed. Students will be exposed to methodology of training that will include exercise: mode or type, frequency, intensity, volume, proper periodization and programming.

**Semester hours: 1**

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### **PED1220 Self-Defense**

Participants in the course will learn practical self-defense strategies and tactics designed to overcome modern day threats and assailants. Students will identify risks of personal safety; become aware of risk-reduction strategies; learn physical self-defense techniques and increase their technique skills through practice and study. This class offers a basic education of confrontation principles and personal defense. The program ranges from awareness, risk reduction, and avoidance, to basic physical defense.

**Semester hours: 1**

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### **PED1225 Ninjutsu as Self Defense**

This course offers a simplistic but quick-paced education on confrontation principles and personal defense. Students will learn about awareness, risk reduction, and avoidance, to basic physical defense. This course will also instruct students on the use of improvised weapons to get out of dangerous situations against a trained attacker.

**Semester hours: 1**

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### **PED1230 Core Strengthening**

This course will focus on developing core strength through a variety of exercises. Core strength includes abdominals, postural muscles, balance and the posterior chain. Students will be exposed to different exercise equipment such as stability balls, dumbbells, medicine balls, and BOSU balls. Students will develop their own personal core strength, and learn the muscle groups targeted by each exercise. Students will also learn safety techniques, variations of each exercise, proper form and the importance of core strength.

**Semester hours: 1**

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## **PED1240 Aerobic Dance**

This course will focus on developing cardiovascular fitness and general strength through a variety of different types of aerobic dance. Aerobic dance is a combination of traditional exercise movements combined with dance steps. For example, high knee running, grapevines, v-steps, ham curls and jumping jacks. Students will develop their own personal fitness and learn how to vary intensity based on changing resistance, duration, and rest intervals.

**Semester hours: 1**

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## **PED1310 Step Aerobics**

This course will provide students with a general understanding of the basic principles and techniques involved in step training. Students will be introduced to step-training benefits, latest research, how to choose bench height and music, proper alignment and technique, training zone heart rates, positions to avoid, and safety precautions. The student will participate in bi-weekly step classes, including warm-up, step aerobics, strength/isolation training, cool-down, flexibility and relaxation segments. Each student also will have an opportunity to create her/his own step routine.

**Semester hours: 1**

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## **PED1320 Foundation of Dance**

This course is designed to provide students with a foundational knowledge base of basic dance skills and concepts used in many recreational dance forms. Students will learn and perform a variety of folk, square and round dances and be introduced to the history and culture of the dance forms. Movement concepts, locomotor skills and rhythmic activities will also be introduced. This course is a prerequisite for PED3025 Enhancing Cultural Awareness Through Dance.

**Semester hours: 1**

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## **PED1400 Lifeguarding**

A hands on and proactive approach to lifeguard training which will upon completion will certify you as a n Ellis and Associate lifeguard. Course includes lifeguard rescue skills, First Aid, cardio pulmonary resuscitation (CPR) for Professional Rescuers, Emergency Oxygen Support and Automated External Defibrillation. Lifeguard certificate is valid at any aquatic facility in the U.S. where water depth is 16 feet or less (excluding beaches and wave pools). Certificate is issued upon successful completion of course and is valid for one year. Annual renewal is required.

**Semester hours: 2**

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## **PED1410 Cardiovascular Training Inside and Out**

This course combines cardiovascular training indoors and wellness walking outdoors and provides the opportunity to exercise throughout the entire semester with some variety. See PED1180 and PED1190 for descriptions.

**Semester hours: 2**

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## **PED1420 Step and Train**

This course combines step aerobics and strength training, specifically designed to improve both muscular strength and cardio-respiratory endurance, and provides the opportunity to exercise throughout the entire semester with some variety. See PED1310 and PED1210 for descriptions. Students will acquire a general understanding of the basic principles and techniques involved in step training and weight training. The first eight weeks will focus on cardiovascular and muscular endurance as students participate in bi-weekly step classes, including warm-up, step aerobics, strength/ isolation training, cool-down, flexibility and relaxation. Each student will also have an opportunity to create her/his own step routine. The second eight weeks will focus on muscular strength as students learn the latest methods and techniques of weight training.

**Semester hours: 2**

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## **PED1510 Foundations of Teaching K–12 Physical Education**

This course provides foundational knowledge of teaching K–12 physical education through understanding of major concepts, assumptions, principles, processes of inquiry, and theories that are central to the discipline. Introductory frameworks of professionalism, collaboration and advocacy are introduced. Principles of K–12

physical education are addressed through historical, philosophical and modern perspectives of content knowledge and pedagogical skills. Students will learn of the role of physical education in enhancing language acquisition (first and second), literacy development, reading, writing and oral communication, and how to integrate these components to increase content learning. Students will engage in assignments aligned with current teaching practices that meet the diverse learning needs of all K–12 students. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as a TB test (cost incurred by student). In fulfillment of the course requirements, students will experience a day-long educational adventure near the George Williams College campus in Williams Bay, Wisconsin. The Outdoor Wisconsin Leadership School (OWLS) staff leads the teambuilding, ropes, courses and other outdoor activities. This course requires a lab fee.

**Semester hours: 2**

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## **PED1600 Career Exploration in Sport Management**

This course will expose students to career opportunities in sport management at all levels (private, public, club, professional, collegiate, etc). Coverage and case studies of current professionals in the field will enhance the students understanding and development of careers in sport management. Observation, interviewing, and research on the current industry will allow students to establish goals towards a career path.

**Semester hours: 2**

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## **PED2080 First Aid/CPR**

This course is designed to provide the knowledge and skills necessary to prevent and treat injuries effectively and safely. The course will follow the guidelines established for first aid and CPR by the American Red Cross. Throughout the course, students will gain knowledge and confidence in their skills by participating in practice scenarios. Upon successful completion, students who qualify will be certified in lay person first aid, adult CPR/AED, child CPR/AED and infant CPR.

**Semester hours: 1**

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## **PED2210 Sports in Society**

This course will examine the sociology of sport and the impact sport has in society. Students will be introduced to concepts, theories, and research that explore the dynamic relationship between sports, culture, and society. Emphasis will be on the

impact this dynamic relationship has on sport, management, and business. Content will explore the translation of sport research into practical application for sport managers, coaches, teachers and administrators.

**Semester hours:** 4

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### **PED2230 Olympic Style Weightlifting I**

This course is designed to improve health and fitness through Olympic style weightlifting. Progressions through Olympic lifts will allow athletes to enhance performance and develop technique. The methodology of training will address: mode or type of exercise, frequency, intensity, and volume. Course content will prepare students to sit for the USA Weightlifting Level I Sports Performance Coach Certification.

**Semester hours:** 1

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### **PED2235 Olympic Style Weightlifting II**

This course is designed to improve health and fitness through Olympic style weightlifting. Implementation of advanced training methods will allow athletes to enhance performance and further develop technique in Olympic lifts. The methodology of training will highlight: triphasic training, biometric training, and complex training. Course content will further prepare students to sit for the USA Weightlifting Level I Sports Performance Coach Certification through a deeper understanding of advanced program design.

**Semester hours:** 1

**Prerequisite(s):** PED2230.

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### **PED2260 Technology in Sport Promotion and Programming**

This course will examine the fundamental theories/issues in sport marketing grounded within traditional marketing principles. Instruction emphasizes unique application to the sport business industry. How technology is evolving and being utilized within sports marketing will also be explored.

**Semester hours:** 2

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### **PED2300 Coaching Principles and Techniques**

This course addresses the fundamentals of coaching techniques, including coach-player, coach-institution and coach-community relationships. Students study the

American Sport Education Program (ASEP) and complete the ASEP Coaching Principles and Sport First Aid certification exams. This ASEP coaching certification is required to be able to coach in Illinois.

**Semester hours:** 4

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### **PED2330 Officiating Team Sports**

This course addresses the responsibilities and techniques of the official in high school sports. Sports covered will depend upon the term it is offered (i.e., fall: football, volleyball soccer; spring: basketball, baseball and softball.) The course is directed toward the achievement of an Illinois High School Association certification.

**Semester hours:** 2

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### **PED2340 Sports Statistics**

This course prepares students for recognizing, identifying, and accurately reporting sport statistics during a live game, for the major sports of baseball, basketball, football, soccer, softball and volleyball. Students will become familiar with paperwork associated with NCAA score reporting forms and newspaper box scores.

**Semester hours:** 1

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### **PED2400 Inclusive PE Characteristics/ID Disability and the Law**

This course is designed to provide an overview of the physical, cognitive, emotional and sensory conditions that qualify an individual for special services under federal law. The course covers content necessary for understanding the safety implications associated with working with special populations; accessing information regarding specific disabilities; modifying activities, equipment and the environment to ensure safe participation for all; and compliance with inclusive laws.

**Semester hours:** 4

**Prerequisite(s):** students will be required to pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as pass a TB test (cost incurred by student).

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### **PED2500 Prevention and Care of Athletic Injuries and Illness**

This course addresses the recognition, first aid, prevention and care of acute injuries. This course is designed to provide fitness professionals and coaches a basic

knowledge and understanding of injury prevention and acute injury care. Emphasis will be on understanding the care and prevention of athletic injuries and basic concepts of athletic training. Open to non-athletic training majors only. This course requires a lab fee.

**Semester hours:** 4

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## **PED2510 K–12 Learning through Fitness Activities**

This course will provide opportunities for physical education majors to learn developmentally appropriate strategies for teaching health-related fitness activities that meet the diverse needs of children. Information on how to successfully plan, implement and evaluate a fitness/wellness program will be presented within the context of sound physiological principles and current trends in the field. Fitness activities will be considered in relation to readiness to learn from a physical, intellectual, cultural and emotional developmental perspective. Fitness activities will be created around the unique characteristics and abilities of a diverse student population. These activities will use a variety of strategies that encourage critical and creative thinking. Interdisciplinary themes will be incorporated into fitness activities in an effort to reinforce learning while respecting individual differences. Students will employ differentiated instructional strategies and techniques to create, and teach, lessons specific to health-related fitness.

**Semester hours:** 4

**Prerequisite or Corequisite:** PED1510

**Prerequisite(s):** Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/ sex offender check, as well as pass a TB test (cost incurred by student). This course is for physical education K–12 majors only.

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## **PED2520 K–12 Student Learning through Sport Activities**

This course provides opportunities to understand content and pedagogical knowledge for teaching a variety of sport activities through active participation. The goal of this course is to experience related instructional strategies (e.g., problem solving and guided discovery) that meet the learning needs of all K–12 students through peer teaching and skill mastery. Peer teaching experiences require the generation of lesson plans, skill tests, and a unit block plan to develop and create instructional opportunities that maximize learning by addressing the K–12 learner's needs, the community and cultural diversity. Teacher candidates will also learn appropriate formative and summative assessment techniques as evidence of student learning.

**Semester hours:** 4

**Prerequisite(s):** physical education K–12 majors only. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/ sex offender check, as well as pass a TB test (cost incurred by student).

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## **PED2550 Advanced Strength Training and Conditioning: Certification Preparation**

This course explores scientific foundations of strength training and conditioning. It prepares students for the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist (CSCS) exam. The CSCS credential identifies those individuals who have knowledge in scientific foundations of strength and conditioning as well as the skills to apply that knowledge in a practical format.

**Semester hours:** 4

**Prerequisite(s):** BIO1060 or BIO2070.

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## **PED2600 Motor Development**

The essence of the study of motor development involves observing how movements change across the lifespan, then determining why they change. Students will examine why movements change to include the individual, environment and task, as well as interactions among these factors. The theoretical and historical roots of the field of motor development will be addressed. In addition, students will observe many facets of movement skills, such as growth, aging and perception, and discover how different constraints or factors can encourage or discourage different movements.

**Semester hours:** 2

**Prerequisite(s):** Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as pass a TB test (cost incurred by student).

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## **PED2942 Sport Management Field Experience**

This course is designed to give students an introduction to the field of sport management through practical experience. Students will invest 75 hours in an approved site, working in an assisting capacity with a variety of management experiences within a sport setting.

**Semester hours:** 2



**Prerequisite(s):** PED3040; consent of instructor; and sophomore standing. Students must pass a certified criminal background/sex offender check and TB test (cost incurred by student). Must apply one term in advance through the coaching and youth sport development program coordinator.

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## **PED3000 An Integrated Approach to Teaching K–5 Physical Education**

This course offers essential information for successful teaching at the elementary school level in regard to the K–5 learner, the curriculum, and the teacher. The developmental approach advocated analyzes knowledge of children’s growth and motor development in a comprehensive manner that recognizes the essential concept of the individuality of the learner in relation to the motor, cognitive and affective domains. Teacher candidates will understand how each K–5 student constructs knowledge, acquires skills, and develops effective and efficient critical-thinking and problem-solving capabilities, within the perspective of diverse K–5 student characteristics and abilities that affect processes of inquiry and influence patterns of learning. Appropriate and varied instructional approaches will be experienced, including how physical education can help develop word knowledge, vocabulary, comprehension, fluency and strategy use. Teacher candidates will learn about school laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in addition to emergency response procedures that include school safety and crisis intervention protocol. Teacher candidates will engage in a 75-hour, supervised methods experience in an assigned school and participate in this course that links philosophy, knowledge and pedagogy to the authentic experience of teaching physical education in the elementary school.

**Semester hours:** 4

**Prerequisite(s):** PED1510; PED2520; EDU2260; acceptance into the School of Education. This course is for physical education K–12 majors only. A minimum cumulative GPA of 2.75. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as a TB test (cost incurred by student). Must apply two terms in advance through the School of Education for site placement.

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## **PED3025 Enhancing Cultural Awareness through Dance**

The fine arts are an essential component of a comprehensive education and are necessary to accommodate the needs of students as they prepare to take their place in the 21st century global environment. Students will explore how the arts impact and enrich education; provide training in critical and creative thinking,

communication and collaboration; and address the impact of diverse cultures within society. Students will learn methodologies for teaching a variety of dance forms, introduce the culture and history associated with each, and present strategies to establish a socially and emotionally safe environment for all K–12 learners.

**Semester hours:** 2

**Prerequisite(s):** PED1510 and PED1320. This course is designed for physical education K–12 majors..Must pass an FBI national fingerprint screening that encompasses passing a criminal background/ sex offender check, as well as a TB test (cost incurred by student).

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## **PED3040 Sport Management**

This course explores the role of sport management in athletics, club sports, intramural sports and leisure services. The course will investigate the role management in sport. It provides an understanding of the administrative aspect of a comprehensive sports program, including organizational philosophy, goal setting, financing, facilities, equipment, risk management, legal considerations, personnel management, marketing and sports information. Students will explore the choices administrators and managers deal with every day and how to use business and leadership skills to improve quality of life for all participants.

**Semester hours:** 4

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## **PED3045 Sport Law**

This course provides a foundation for general legal concepts and familiarizes students with those legal issues they are most likely to encounter as coaches and managers in the sports industry. Topics covered include tort law, negligence, acts and amendments, contracts, compliance with codes and regulations, and the regulatory authority of the NCAA. Students will examine lawsuits and case studies that have established current laws and regulations.

**Semester hours:** 4

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## **PED3050 An Integrated Approach to Teaching 6–12 Physical Education**

This course addresses essential information for successful teaching at the secondary school level in regard to the 6–12 learner, the curriculum, and the teacher. The developmental approach advocated analyzes knowledge of 6–12 students' growth and maturation in a comprehensive manner that recognizes the essential concept of the individuality of the learner in relation to the motor, cognitive

and affective domains. Teacher candidates will understand how each 6–12 student constructs knowledge, refines skills, and develops effective and efficient critical-thinking and problem-solving capabilities within the perspective of diverse student characteristics and abilities that affect processes of inquiry and influence patterns of learning. Appropriate and varied instructional approaches will be experienced, including how physical education can help develop word knowledge, vocabulary, comprehension, fluency and strategy use. Teacher candidates will learn about school laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in addition to emergency response procedures that include school safety and crisis intervention protocol. Teacher candidates will engage in a 50-hour, supervised methods experience in an assigned school and participate in this course that will link philosophy, knowledge and pedagogy to the authentic experience of teaching physical education in the secondary school.

**Semester hours:** 4

**Prerequisite(s):** EDU2260; and acceptance into the School of Education. Physical education K–12 majors only. A minimum cumulative GPA of 2.75. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check as well as a TB test (cost incurred by student). Must apply two terms in advance through the School of Education for site placement.

**Co-requisite(s):** HED4300.

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## **PED3060 Curriculum Development and Administration of K–12 Physical Education**

This course will help teacher candidates to understanding the process of curriculum development which is critical for developing progressive, developmentally appropriate, and standards aligned physical education curriculums that span all grade levels. Teacher candidates will develop a scope and sequence, grade level benchmarks, and align lesson plans and assessments with district level benchmarks and national/ state standards as part of a collaborative learning process. This process of curriculum development will also help teacher candidates to development necessary leadership and advocacy skills necessary for advancing the field of physical education.

**Semester hours:** 2

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## **PED3150 Assessing Student learning in Health and Physical Education**

Understanding the theory, tools, and techniques of assessment and its application are crucial for effective teaching and accountability. Students will become familiar

with current assessment techniques in health and physical education and learn how to select and administer the most appropriate tool for the task. Students will experience heart rate monitors, pedometers, software programs, and applications.

**Semester hours:** 4

**Prerequisite(s):** PED1510; PED2520. PED2600 is recommended. Students need to be a junior in standing. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as a TB test (cost incurred by student).

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## **PED3210 Kinesiology for Athletic Training, Fitness and Health Sciences**

The purpose of this course is to study the human body from both the functional anatomy and biomechanical perspectives. The first half of the course is designated to the anatomical components of human movement, including bones, joints, nerves and muscles. The second half of the course is the analysis of human motion through the use of biomechanical principles and the application of proper technique, with an emphasis of proper analysis and training techniques for movement effectiveness, efficiency and injury prevention. Finally, students will be introduced to the kinesiology analysis method of movement, analyzing a broad range of movements throughout the course of the semester.

**Semester hours:** 4

**Prerequisite(s):** BIO2660 or an equivalent human anatomy course. This course is for athletic training, exercise science, and health science majors only.

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## **PED/HED3215 Kinesiology**

The purpose of this course is to study the human body from both the musculoskeletal anatomy and biomechanical perspectives. The first half of the course is designated to the anatomical components of human movement, including bones, joints and muscles. The second half of the course is the analysis of human motion through the use of biomechanical principles and the application of proper technique, with an emphasis on proper analysis to recognize errors in those techniques and prescribe corrections, developing training techniques for movement effectiveness, and for injury prevention. Students will be more prepared to teach and coach athletes on proper technique to improve performance and prevent injury. Finally, students will be introduced to the proper kinesiology analysis method of movement, analyzing a broad range of movements throughout the course of the semester.

**Semester hours:** 4

**Prerequisite(s):** BIO1060, BIO2650, or BIO2660.

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## **PED3225 Physiology of Exercise for Athletic Training, Fitness and Health Sciences**

Students will investigate the relationship between human energy and physical activity, inclusive of energy transfer and expenditure, at rest and during exercise. The roles of the pulmonary, cardiovascular and neuromuscular systems will be studied as support systems to physical training and its application to the athletic training, fitness and health science field. Exercise training and functional capacity will be addressed in relation to the muscles, and the anaerobic and aerobic energy systems. Practical application of the physiological theory presented will be explored in relation to ergogenic aids, environmental factors, body composition, weight control and age.

**Semester hours:** 4

**Prerequisite(s):** BIO2660 or BIO2650. This course is only open to athletic training, exercise science, and health science majors.

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## **PED/HED3230 Physiology of Exercise for Physical Education and Coaching**

Students will investigate the relationship between human energy and physical activity, inclusive of energy transfer and expenditure, at rest and during exercise. The roles of the pulmonary, cardiovascular and neuromuscular systems will be studied as support systems to physical training and its application to the athletic training, fitness, sports performance, and health science field. Exercise training and functional capacity will be addressed in relation to the muscles, and the anaerobic and aerobic energy systems. Laboratory experiences exploring neuromuscular, metabolic, and cardiorespiratory responses to acute exercise will be introduced.

**Semester hours:** 4

**Prerequisite(s):** BIO1060, BIO2650, or BIO2660.

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## **PED/BIO3240 Biomechanics**

This course will provide students with greater insight into the biomechanical design of human skeletal muscles and their interactions with the skeletal system. Biomechanics emphasizes the investigation and application of mechanical principles to the study of human motion and the motion of sport objects. Students will learn systematic approaches for the qualitative and quantitative analysis of the human body as it engages in motor activities. This course begins by developing the

students' knowledge in several topics related to physics of motion as it relates to sports movement.

**Semester hours:** 4

**Prerequisite(s):** PED3210.

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### **PED3250 Fitness Assessment and Program Design**

This is an in-depth course addressing application of exercise principles, assessment tools and technology. Students will be exposed and apply appropriate guidelines for laboratory testing used in a health and fitness setting and for exercise programming both in healthy populations and in populations with special needs. Students will cover the American College of Sports Medicine (ACSM) Job Task Analysis (JTAs) designated for this course and to develop instructional skills by demonstrating proficiency in lab experiences. Successful completion of the JTA's is required.

**Semester hours:** 4

**Prerequisite:** PED/HED3230.

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### **PED3300 Advanced Program Design for Special Populations**

This course will develop the fitness instructor's skills for designing exercise programs for normal and controlled disease populations. Program design considerations will be examined for youth, older adults, individuals diagnosed with diabetes, chronic obstructed pulmonary disease, heart disease, Parkinson's disease and cancer. Students are encouraged to sit for the American College of Sports Medicine (ACSM) Health Fitness Instructor certification exam.

**Semester hours:** 4

**Prerequisite(s):** PED3250; senior standing.

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### **PED3350 Advanced Sports Performance and Program Design**

The focus of the class will include the concepts and theory of program design for athletes, general population and special populations. A thorough examination of the theory and methodology of training will be used to design exercise programs for improvement of muscular system and cardiovascular system. Topics will include program design, functional movement screening, corrective strategies, and periodization. Exercise progressions and nutritional interventions will also be discussed.

**Semester hours:** 4

**Prerequisite(s):** PED2550 or PED3550

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## **PED/BIO3460 Sports Nutrition**

This course will examine the different physiological relationships between nutrition and exercise. Emphasis is placed on the body's metabolic response to a wide range of stresses that occur in different sports and activities, at different intensities, and within different environments. Macro and micronutrients and their respective roles in energy production and the development of improved athletic performance are discussed in detail. In addition, this course will study those methods of assessing an athlete's nutritional needs and status.

**Semester hours:** 4

**Prerequisite(s):** BIO1060, BIO2650, or BIO2660

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## **PED/PSY3480 Sport Psychology**

Sport psychology is a field of study in which the principles of psychology are applied in a sports setting. These principles are often applied to enhance the athletic performance of teams and individuals. It also focuses on the study of personal and social factors responsible for the development of citizenship, sport behavior and personality.

**Semester hours:** 4

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## **PED3550 Advanced Strength Training and Conditioning Cert. Prep.**

This course explores scientific foundations of strength training and conditioning. It prepares students for the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist (CSCS) exam. The CSCS credential identifies those individuals who have knowledge in scientific foundations of strength and conditioning as well as the skills to apply that knowledge in a practical format.

**Semester hours:** 4

**Prerequisite(s):** BIO1060, BIO2660, or BIO2650 & PED/HED3230

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## **PED4010 Mechanical and Physiological Analysis of Sport and Exercise**

This laboratory-intensive course will investigate and apply biomechanical and physiological principles related to sport and exercise. Students will develop knowledge in several topics related to the physics of motion as it relates to sports movement. Laboratory experiences will explore physiological topics, such as aerobic and anaerobic power, body composition, and oxygen consumption as it relates to exercise and sport performance. Students will learn and apply systematic approaches for the qualitative and quantitative analysis of the human body as it engages in motor activities.

**Semester hours:** 4

**Prerequisite(s):** PED/HED3210 & PED/HED3230.

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## **PED4110 Administration of Health and Human Performance**

The art of managing people productively and effectively is perhaps the most challenging task facing any professional. The art of managing others is a dynamic process that is ever-changing and evolving, just as people, professional environments, government, and the economy continue to change. Attracting, training, motivating, and retaining quality employees are critical in the fields of coaching, sport management and fitness and exercise science. This course focuses on the interactive management skills necessary to develop effective teams of satisfied and productive individuals by creating trusting interpersonal relationships with employees.

**Semester hours:** 4

**Prerequisite(s):** Senior standing. This course is for sport management, and exercise science majors only.

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## **PED4250 Internship**

This course is designed to offer students practical internship experience in exercise science. Students will complete 600 hours over a 15-week period in an approved health/ wellness program (hospital, clinic, rehabilitation facility) as a contributing member of the agency staff. Includes a one-hour weekly seminar.

**Semester hours:** 4

**Prerequisite(s):** PED4110; consent of instructor; and senior standing. Students must pass a certified criminal background/sex offender check, as well as a TB test (cost incurred by student). Must apply one term in advance through the exercise science program coordinator for site placement.



## **PED4350 Advanced Sports Performance and Program Design**

The focus of the class will include the concepts and theory of program design for athletes, general population and special populations. A thorough examination of the theory and methodology of training will be used to design exercise programs for improvement of muscular system and cardiovascular system. Topics will include program design, functional movement screening, corrective strategies, and periodization. Exercise progressions and nutritional interventions will also be discussed.

**Semester hours:** 4

**Prerequisites:** PED2550 or PED3550

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## **PED4370 Facilities and Special Events**

This course provides a systems approach to facility management. The focus will include elements of design and development as it relates to facilities and special events. Trends in facility operations, scheduling, purchasing, equipment, maintenance and evaluative techniques will be explored. Theory as it relates to event management, administration, coordination and marketing will be examined.

**Semester hours:** 4

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## **PED4945 Sport Management Internship**

This internship is designed to offer practical experience in agencies affiliated with sport management. The experience is intended to expand on the learning experience by integrating and reinforcing skills and concepts learned in the classroom. Students must complete 200 hours in the sport management field at an approved site.

**Semester hours:** 4

**Prerequisite(s):** Major in Sport Management. Must meet university and major requirements of senior standing. Students must pass a certified criminal background check as well as complete a TB test (cost incurred by student). Must apply one term in advance through sport management program coordinator.

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## **PHL1100 Problems of Philosophy**

This course is an introduction to the nature of philosophy through reading and

discussion of various philosophical problems and comparisons of different philosophical viewpoints. The topics discussed will include the nature of reality, the existence of God, the nature of human existence, the nature of knowledge, the criteria for making value judgments, and the terminology of philosophical inquiry.

**Semester hours:** 4

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## **PHL1200 Logic**

This course is a study of the nature of arguments and the criteria for evaluating and constructing arguments. Topics in the course will include formal logic, informal fallacies, rules for definitions, constructing and presenting arguments, and the relation between logic and the scientific method.

**Semester hours:** 4

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## **PHL2100 Ethics**

This course is a study of a variety of answers that have been given to the questions of what constitutes the good life and what standard should be used to evaluate actions. The course will include the study of significant ethical theorists from Plato to the present and examination and discussion of various contemporary ethical issues.

**Semester hours:** 4

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## **PHL2200 Introduction to Political Theory**

This course examines the history of political philosophy in the Western world—the study of how to evaluate and organize human societies. It will offer an overview of the major thinkers and ideas in this field, beginning with the ancient Greeks and ending with some major 20th century figures. Topics discussed will include the relationship between human nature and politics, competing conceptions of the ideal society, the relationship between government and religion, reason and emotion, selfishness and altruism, civil disobedience, and revolution.

**Semester hours:** 4

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## **PHL/HIS2250 Ancient Philosophy: History of Philosophy I**

This course will focus on Greek and Roman philosophy from the pre-Socratics up to the Hellenistic era. Special attention will be placed on the seminal work of Plato

and Aristotle.

**Semester hours:** 4

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### **PHL/ART2700 Art and Philosophy**

This course studies the varied relationships between philosophy and the production and reception of art. Topics covered include aesthetics, the cross-influences between art and philosophy, and questions about the similarities and differences between the two practices.

**Semester hours:** 4

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### **PHL/REL3100 Philosophy of Religion**

This course is a study of the philosophical issues in religion: the nature of religion, the relation between philosophy and religion, the possibility of demonstrating the existence of God, the problem of evil, and the nature of religious knowledge and language.

**Semester hours:** 4

**Prerequisite(s):** An introductory philosophy or religion course.

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### **PHL3150 Professional Ethics**

This course explores the moral standards, responsibilities, and duties of professionals, such as physicians, nurses, lawyers, social workers, teachers, administrators, public officers, accountants, and managers. We will examine the criteria for a profession as well as obligations of professionals toward their clients and toward third parties. We will explore some common philosophical theories of moral obligation, rights and justice and how they apply to cases.

**Semester hours:** 4

**Prerequisite(s):** At least 30 hours of college level coursework.

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### **PHL3200 Business Ethics**

This course is a study of the ethical principles that apply to business practices and goals. In addition to an examination of the moral theory and values behind a free market, this course examines a variety of issues such as employer/employee rights

and responsibilities, privacy in the workplace, whistle blowing, corporate responsibilities, and advertising practices, all of which are examined in the light of alternative approaches to making moral judgments.

**Semester hours:** 4

**Prerequisite(s):** At least 30 hours of college level coursework.

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## **PHL3300 Modern Philosophy: History of Philosophy II**

This course will focus on the foundation of Modern philosophy in the 17th and 18th centuries. Emphasis will be placed on 1.) the Rationalist tradition, starting with Descartes and continuing in Spinoza and Leibniz; and 2.) Empiricism, focusing on Locke and Hume.

**Semester hours:** 4

**Prerequisite(s):** A prior course in philosophy or PHL2250 is recommended.

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## **PHL3350 History of Philosophy III**

This course will focus on Kant's thinking and the influence of it on such schools as German Idealism, Phenomenology and Existentialism.

**Semester hours:** 4

**Prerequisite(s):** PHL2250 or PHL3300 is strongly recommended.

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## **PHL3400 The Good Life?**

This course is a study of how a variety of philosophical authors have defined both the good life and happiness and how they may be achieved. Topics in the course range from Socrates' question as to what life is worth living to the belief that the pursuit of happiness is an inalienable right.

**Semester hours:** 4

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## **PHL3500 Philosophy of Love and Sex**

This course is a study of the various philosophical issues that surround the topics of love and sex. The topic will include the philosophical, theological and contemporary influences that have shaped the public debates about love and sex; the ethical issues associated with these topics; and the social policy implications.

**Semester hours:** 4

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**Prerequisite(s):** PHL1100 is helpful but not required.

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### **PHL3600 Analytic Philosophy**

This course will focus on the schools grounded in the work of Frege and Russell, emphasizing such thinkers as Wittgenstein, Austin, Popper, Searle and Dennett.

**Semester hours:** 4

**Prerequisite(s):** Either one prior history-sequence course or PHL2250; PHL3330 or PHL3350 or PHL1200 is strongly recommended.

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### **PHL/PSC4650 Classical Political Philosophy**

This course examines methodological, conceptual and substantive ideas of major political theorists, emphasizing primary sources and the contributions of Aristotle, Plato, Machiavelli, Hobbes, Locke and Rousseau.

**Semester hours:** 4

**Prerequisite(s):** At least 30 hours of college level coursework.

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### **PHL/PSC4660 Modern Political Philosophy**

This course examines methodological, conceptual and substantive ideas of major political theorists and movements in the 19th and 20th centuries, emphasizing primary sources and the contributions of Hegel, Marx, Mill, and contemporary approaches to the study of political theory.

**Semester hours:** 4

**Prerequisite(s):** At least 30 hours of college level coursework.

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### **PHL4990 Senior Seminar in Philosophy**

This course will focus on major theoretical positions in contemporary philosophy. It will also examine the significance of philosophical theory for other disciplines, social and political life, and the arts.

**Semester hours:** 4

**Prerequisite(s):** A declared major or minor in philosophy; a minimum of three courses in philosophy, including at least two at the 3000-level; senior standing recommended.

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## **PHY2210 General Physics I**

This is the first of a two-course non-calculus sequence in physics intended primarily for students in health science and biology. Mechanics topics covered in the first term include force and motion, work, energy, fluid behavior and waves. Biomedical applications are emphasized in all topics being explored.

**Semester hours:** 3

**Prerequisite(s):** MTH1310 with a grade of “C” or higher.

**Co-requisite(s):** Concurrent registration in PHY2210Z.

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## **PHY2210Z General Physics I Lab**

This is a one-semester course that reinforces physics concepts of mechanics by engaging in experiments related to motion, free body diagrams, acceleration, momentum, conservation of energy, circular motion, material properties, fluid flow and waves. Data collection, analysis and presentation are emphasized with scientific practices. Lab reports required.

**Semester hours:** 1

**Co-requisite(s):** Concurrent registration in PHY2210.

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## **PHY2220 General Physics II**

This is the second of a two-course, non-calculus sequence in physics intended primarily for students in health science and biology. Topics include electrical force and field, circuits, electromagnetism, optics, and electromagnetic radiation. Modern communication and health-related technologies will be used to explore the four fundamental forces that govern the world.

**Semester hours:** 3

**Prerequisite(s):** PHY2210 and PHY2210Z with a grade of “C” or higher.

**Co-requisite(s):** Concurrent registration in PHY2220Z.

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## **PHY2220Z General Physics II Lab**

A one semester course that reinforces physics concepts of electricity, magnetism and optics by engaging in experiments related to electric fields, capacitors, circuits, magnetic fields, motors, spectroscopy, and optics. Data collection, analysis and presentation continue to be emphasized scientific practices. Real-world physics connections are explored in researching modern technological and health-care related instrumentation. Lab reports required.

**Semester hours:** 1

**Prerequisite(s):** PHY2210 and PHY2210Z with a grade of “C” or higher.

**Co-requisite(s):** Concurrent registration in PHY2220.

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## **PHY2240 Physics I: Mechanics & Waves**

An introductory calculus-based course where students explore Newtonian mechanics, conservation laws, energy, and waves.

**Semester hours:** 3

**Prerequisite:** MTH2210

**Co-requisite:** PHY2240Z

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## **PHY2240Z Physics I: Mechanics & Waves Lab**

Laboratory component to PHY2240 where students experience hands-on applications of Newtonian mechanics, conservation laws, energy, and waves. Lab reports required.

**Semester hours:** 1

**Prerequisite:** MTH2210

**Co-requisite:** PHY2240

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## **PHY2250 Physics 2: Electromagnetism & Optics**

An introductory calculus-based course where students explore electromagnetism and its applications, light and optics.

**Semester hours:** 3

**Prerequisite:** PHY2240

**Co-requisite:** PHY2250Z

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## **PHY2250Z Physics 2: Electromagnetism & Optics Lab**

Laboratory component to PHY2250 where students experience hands-on applications of electromagnetism, light, and optics. Lab reports required.

**Semester hours:** 1

**Prerequisite:** PHY2240

**Co-requisite:** PHY2250

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## **PSC1050 Introduction to Public Policy**

This course introduces students to the policymaking process within the U.S. context. First, students are introduced to how politicians, the media, interest groups, and even ordinary citizens affect policymaking. Second, students are exposed to the basic models and tools of policymaking and their application to specific policy areas. Potential topics examined include welfare, education, homeland security, and economic policy. Ethical issues in policymaking are also considered.

**Semester Hours:** 4

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## **PSC1300 Introduction to U.S. Government**

This course examines the history, founding documents, structure, culture, and values of the American political system, along with some of the contemporary challenges (poverty, inequality, discrimination, immigration, crime, corruption) this country faces as it continues to evolve.

**Semester hours:** 4

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## **PSC2160 Economics for Public Policy**

This course introduces students to microeconomics as applied to public policy. The course begins with an overview of basic microeconomics before focusing on economic concepts important to public policy settings. Topics include consumer and producer theory, moral hazards, adverse selection, externalities, and collective action problems.

**Semester Hours:** 4

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**Prerequisite:** Math proficiency requirement.

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## **PSC2550 Political Advocacy: From the Grassroots to K Street**

Political advocacy occurs whenever anyone makes a policy pitch to a government official. Sometimes this occurs inexpensively and spontaneously, such as when a constituent chats with an elected official while waiting together in the checkout line at the local grocery store. But more commonly, we think of advocacy in terms of highly paid Washington lobbyists or large-scale grass roots initiatives. In this course, students will learn about the nature of the interest groups that hire lobbyists and direct grassroots initiatives, focusing on their role in the American political system. Techniques for political advocacy appropriate for different actors will be introduced, and students will gain experience by developing an advocacy plan.

**Semester Hours:** 4

**Prerequisite:** PSC1050 or instructor approval.

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## **PSC2600 Designing Political Campaigns**

In democracies, the individuals who formulate and implement public policy frequently hold elected office. Thus, those hoping to influence public policy often must first win election. This course focuses on political campaigns in the United States. Students will learn about campaign organization and planning, including advertising, messaging, fundraising, fieldwork, and precinct analysis. Students will also examine ethical issues involved in the design and implementation of political campaign strategies. In familiarizing themselves with the campaign process by creating a campaign plan, students will learn how politicians and their surrogates position themselves to craft public policy.

**Semester Hours:** 4

**Prerequisite:** PSC1050 Introduction to Public Policy or instructor approval.

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## **PSC2700 Research Methods for Public Policy**

In this course, students are introduced to research methods commonly used in public policy settings. Emphasis is placed on principles of research design and applied quantitative data analysis. Topics include sampling, descriptive statistics, basic inferential statistics, and the ethics of data analysis. Through an in-depth statistical

analysis, students will learn to apply statistical tools to real world settings and present their findings to diverse audiences. Includes instruction in SPSS.

**Semester Hours:** 4

**Prerequisite:** Math proficiency requirement

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### **PSC3130 Gauging Public Opinion**

Elected officials are expected to take the public's opinion into account when designing public policy. But how well informed is the public on policy issues, and how can their opinion be measured? What exactly is public opinion, and do policymakers in fact take it into account when making decisions? In this course, students will first learn about the nature of public opinion and its effects on public policy – how attitudes are formed, how knowledgeable citizens are about public policy, and the degree to which public opinion is reflected in public policy. Students will then learn about the rewards and perils of conducting public opinion research, gaining experience in survey methodologies by designing survey instruments and collecting and analyzing survey data.

**Semester Hours:** 4

**Prerequisite:** PSC2160 or PSC2550 or PSC2600 or PSC2700, or instructor approval.

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### **PSC/CRJ3180 Constitutional Law and the Judicial System**

The case method is utilized to analyze the principles of the American Constitution. Topics include presidential, congressional and Supreme Court power, equal protection of the law and race, gender, sexual orientation, implied fundamental rights to abortion choice and education, free speech and religion, and modern constitutional theories.

**Semester hours:** 4

**Prerequisite(s):** PSC1300, or instructor approval.

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### **PSC3300 Comparative Public Policy**

This course introduces students to the public policies of selected countries other than the United States.

**Semester Hours:** 4

**Prerequisite:** PSC1050 or PSC1300, or instructor approval.

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## **PSC3100 Environmental Politics**

Citizens around the world are demanding a cleaner and healthier world as well as more just access to, and benefits from, the environment, in what some call the greening of international environmental politics. Problems such as air pollution, deforestation, famine, access to clean water, and loss of biodiversity pose numerous problems for states and policymakers, including, but not limited to, the increased potential for conflict. Unfortunately, creating effective governance regimes and negotiating such policies is difficult given the disparity between the political and economic power of various national and international actors, access to information, large number of diverse stakeholders, and disparate national priorities. Some multi-national corporations, small businesses and consumers are also actively involved in international environmental issues through the decisions they make in production and consumption of consumer items. While some critics argue that such activity is merely greenwashing, other supporters argue that business can and should play a more active role in global environmental sustainability. This course examines many of these problems central to the challenges of global environmental politics and enables students to identify and analyze his/her own values regarding these problems.

**Semester Hours:** 4

**Prerequisite:** PSC1050 or PSC1300

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## **PSC3340 U.S. Domestic Policy**

This course provides students with an overview of contemporary U.S. domestic policy, as well as intensive instruction in a salient domestic policy problem.

**Semester Hours:** 4

**Prerequisite:** PSC1050 or PSC1300, or instructor approval.

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## **PSC3380 U.S. Foreign Policy**

This course provides students with an overview of contemporary U.S. foreign policy, as well as intensive instruction in a salient foreign policy problem.

**Semester Hours:** 4

**Prerequisite:** PSC1050 or PSC1300, or instructor approval.

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### **PSC/HAS3400 Animals and Public Policy**

There has been an increase in the identification of a number of complex issues associated with the development and recognition of the human-animal bond. With these changes, there is a recognition that ethics, culture, values, and economics greatly impact and influence that dynamic. Animals and public policy is a course designed to analyze and evaluate how those influences and trends are shaping the treatment of animals in public policy and practice, and how these policies can be developed to utilize research findings as evidence to support them.

**Semester hours:** 4

**Prerequisite(s):** HAS1200 or HAS2210

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### **PSC3410 Pressing the Agenda: Politics of the Media**

The media influence the direction of public policy in at least two major ways. One way is by functioning as newsmaker, deciding what events are newsworthy. A second way is as a medium through which politicians and interest groups disseminate their views to the public. In this course, students will learn about the media's role in politics, how it has changed over time, and how it has been influenced by new technologies. In addition, students will learn about how different political actors exploit television, radio, print, and social media to their advantage. Finally, students will apply their knowledge by producing a political advertisement based on a contemporary public policy issue.

**Semester Hours:** 4

**Prerequisite:** PSC2160 or PSC2550 or PSC2600 or PSC2700, or instructor approval.

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### **PSC/SOC3610 European Politics**

This course examines the similarities and differences among political and economic systems in contemporary Europe. Special attention is paid to the ongoing development of the European Union, the continuing integration of the post-Communist

states of Central and Eastern Europe, European culture and values, and contemporary challenges, such as immigration, Islamophobia, economic crises, and environmental concerns.

**Semester hours:** 4

**Prerequisite(s):** PSC2130.

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## **PSC/PHL4650 Classical Political Philosophy**

This course examines methodological, conceptual and substantive ideas of major political theorists, emphasizing primary sources and the contributions of Aristotle, Plato, Machiavelli, Hobbes, Locke and Rousseau.

**Semester hours:** 4

**Prerequisite(s):** Demonstrated research and writing skills; two prior 3000-level courses in PHL and/or PSC.

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## **PSC/PHL4660 Modern Political Philosophy**

This course examines methodological, conceptual and substantive ideas of major political theorists and movements in the 19th and 20th centuries, emphasizing primary sources and the contributions of Hegel, Marx, Mill, and contemporary approaches to the study of political theory.

**Semester hours:** 4

**Prerequisite(s):** Demonstrated research and writing skills; two prior 3000-level courses in philosophy and/or political science

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## **PSC4700 Capstone in Political Science and Public Policy**

This is the capstone course in political science and public policy. Students will demonstrate their cumulative knowledge of public policy by examining and proposing detailed solutions to problems faced by actors in the public and private sectors.

**Semester hours:** 4

**Prerequisite(s):** PSC1050, PSC2160, PSC2700, and junior or senior standing.

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## **PSC4940 Internship in Political Science and Public Policy**

Students will have the opportunity to gain work experience through a political science and public policy internship. Students will work with a faculty coordinator to identify an organization where they can develop practical skills in public policy. Specific new learning objectives will be set and agreed upon by the student, site coordinator, and faculty member.

**Semester hours:** 2-4

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## **PSC4980 Independent Study**

In consultation with a faculty member, students will complete an independent study of a topic in political science and public policy.

**Semester hours:** 2-4

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## **PSY1100 General Psychology**

This course addresses the study of psychology as a behavioral science; basic research methods and design, learning, motivation, emotion, perception, development, personality, abnormal behavior, and the social and biological bases of psychology.

**Semester hours:** 4

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## **PSY2210 Careers in Psychology**

This course is designed to help students decide whether a degree in psychology will prepare them for the career they wish to pursue or identify the kinds of careers they could pursue once they obtain a degree in psychology. Topics and issues to be explored include: life as a psychology major; what can you do with a BA in psychology; psychology majors in the workplace; presenting yourself to employers; preparing and applying to graduate school; credentialing and licensure; psychology as a profession; and issues of special interest groups.

**Semester hours:** 1

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## **PSY2250 Intro to Applied Psychology**

This course is only available on the George Williams College campus. This course will show students how psychological theories apply to practical workplace issues such as management, customer service, worker satisfaction, interpersonal

relationships, and general problem-solving. Students will learn about opportunities in the fields of business, non-profit organizations, and government. Each student will begin a portfolio related to experience, skills, strengths, and interests in the field of psychology.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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## **PSY2300 Learning and Motivation**

This course is an introduction to the topics of learning and memory, with an emphasis on experimental studies that have applications to human behavior. The topics of learning theories will include classical and instrumental learning, reinforcement, generalization, forgetting, and the limits of learning. Additionally, this course will cover factors that motivate humans in terms of their behaviors, desires and aspirations. To fully appreciate human motivation, this course will explore conditions in the person, environment and culture that explain human behavior, goals and thoughts. Applied areas such as addictions, phobias, depression, and eating disorders will also be explored.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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## **PSY2340 Personality**

A study of the major historical and contemporary theoretical viewpoints advanced to explain human behavior and personality development.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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## **PSY3250 Lifespan Development**

This course explores the cognitive, physical, biological, emotional, moral, and social development of the normal individual from conception through old age and death. Developmental process, issues, and stages will be examined.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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## **PSY3350 Child and Adolescent Development**

This course introduces the cognitive, physical, emotional, social and sex/gender role development of the normal individual from conception through adolescence. Racial/ethnic variation and vocational development of the adolescent are also explored.

**Semester hours:** 4

**Prerequisite(s):** PSY1100 or EDU2260.

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### **PSY3360 Adult Development and Aging**

This course explores the cognitive, physical, biological, emotional, moral and social development of the normal individual from emerging adulthood through old age and death.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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### **PSY3380 Brain and Behavior**

This course provides a study of the anatomical, biochemical and neurological bases of behavior with particular attention to such phenomena as cognition, emotion, perception, sensation, and behavioral pathologies.

**Semester hours:** 4

**Prerequisite(s):** PSY1100 and a course in cell biology or human anatomy.

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### **PSY3400 Cognitive Psychology**

This course is an introduction to the concepts in cognitive psychology, including theories and applications of memory systems, pattern recognition, attention, decision-making, problem solving, language and text comprehension, reasoning and neurocognition.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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### **PSY/SOC3430 Issues in the Study of Gender and Sexuality**

In this course students are introduced to various theoretical and empirical approaches to the understanding of the diversity of sexual and gender expression, including the politics of sexual orientation and gender identity. They explore the



biological, psychological, and social aspects of human sexuality and gender and the processes that lead from difference to discrimination and inequality. They learn about the continuously changing relationship between gender/sexuality and various social institutions (e.g., government, family) and elements of culture (e.g., religion, language). Issues of structural, symbolic, and intimate violence related to gender and sexuality, and of its impact on physical and mental health are also discussed. Multicultural and global perspectives constitute the framework for the discussion.

**Semester hours:** 4

**Prerequisite(s):** SOC1100 or PSY1100.

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### **PSY3440 Social Psychology**

This course is only available on the George Williams College campus. This course is a general survey of the field of social psychology. Social psychology focuses on how one's social environment affects his or her thoughts, attitudes and behaviors. A broad range of subjects is sampled, organized into units on social cognition, social influence, attitudes and persuasion, social influence, and social relations.

**Semester hours:** 4

**Prerequisite(s):** PSY1100 or SOC1100.

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### **PSY/SOC3450 Social and Applied Psychology**

This course is a general survey of the field of social and applied psychology. Although a broad range of subjects is sampled, the primary focus of this course is on individuals and their social environment. Social psychology focuses on how one's social environment affects his or her thoughts, attitudes and behaviors.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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### **PSY3460 Exceptional Individual**

This course focuses on causes and characteristics of persons evidencing exceptionality. It also includes the psychology of prevention, identification, rehabilitation, and methods of teaching the exceptional individual. Covers major areas of exceptionality, including learning disabilities.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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**Highly Recommended:** PSY3350.

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### **PSY3470 Industrial/Organizational Psychology**

Industrial/Organizational (I/O) psychology applies the science of behavior and social psychology to the work environment. I/O Psychology is a growing area and is one of the most lucrative in the field of psychology. I/O psychology influences every stage of the employment process from recruitment and hiring procedures to performance evaluations and employee satisfaction. A goal of this class is to develop the informed employee by making one aware of strategies and techniques that future employers might use. Other topics include training, leadership, harassment, motivation, and group dynamics in the business setting.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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### **PSY/PED3480 Sport Psychology**

Sport psychology is a field of study in which the principles of psychology are applied in a sports setting. These principles are often applied to enhance the athletic performance of teams and individuals. It also focuses on the study of personal and social factors responsible for the development of citizenship, sport behavior and personality.

**Semester hours:** 4

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### **PSY/SOC3500 Research and Statistical Methods**

This course addresses the basic research methodology and the scientific method of inquiry for psychological research. Discussed will be concepts, methods and designs involved in the statistical evaluation of research data. The course will include instruction in the SPSS statistical package. Includes laboratory work.

**Semester hours:** 4

**Prerequisite(s):** PSY1100; MTH1100 with a "C" or higher

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### **PSY3520 Experimental Psychology**

This courses addresses advanced research methods for psychological research. Student projects will involve a literature review, research design and recruitment of appropriate participants, data collection, statistical analyses, and an APA style research report. Includes SPSS laboratory work.

**Semester hours:** 4

**Prerequisite(s):** PSY1100; PSY3500 with a “C” or higher.

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## **PSY3660 Psychological Disorders**

This course addresses the causes, symptoms, treatment and prevention of mental disorders in adults (such as depression, anxiety disorders, schizophrenia, and personality disorders); may include discussion of such topics as stigma, diagnostic interviewing, alternatives to traditional classification schemes, and ethical/ legal issues in mental health.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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## **PSY3700 Clinical and Counseling Psychology**

Students learn about the research and theory behind the major schools (e.g., psychodynamic, cognitive, behavioral and humanistic) and modalities (e.g., individual, group and family) of psychotherapy, and begin to develop basic counseling skills through observation, role play, and other exercises. Cultural, ethical, and legal issues in the counseling profession are also emphasized.

**Highly Recommended:** PSY3660.

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## **PSY3800 Pre-Practicum in Applied Psychology**

This course is only available on the George Williams College campus. This course provides an opportunity for students to prepare for their senior year internships. They will identify specific career interests and personal skills, research and make connections with potential internship sites, and develop professional and personal goals for their internship experiences.

**Semester hours:** 1

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## **PSY3810 Special Topics in Psychology**

This course is developed by faculty to examine a specialty topic in psychology outside of the usual courses offered.

**Semester hours:** 4

**Prerequisite(s):** Varies by special topic.

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## **PSY3940/4940 Psychology Internship**

An internship is an opportunity for students to apply the theories and knowledge that they learn in the classroom to a real-world setting while learning skills that can help them post-graduation. Internships offer students an opportunity to determine the type of career they want to pursue in the field of psychology. Internships are also great additions to a resume and/or graduate school application. Opportunities include working in a mental health center, a crisis hotline, a community agency, a human resources department of an organization, and a variety of other psychology-related contexts. Students interested in an internship will need to complete an agreement with the participating organization and a member of the psychology faculty who will serve as their faculty advisor. Students are expected to contract 48 hours of work at the organization per one semester hour of psychology credit earned at Aurora University. Students may arrange an internship ranging from one to four semester hours in any given semester, with a maximum of 14 semester hours counting towards graduation.

**Semester hours:** 1-4

**Prerequisite(s):** PSY1100.

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## **PSY4200 Sensation and Perception**

This advanced laboratory course examines the mechanisms of our primary senses as well as how our brain interprets stimuli in order to allow us to respond with thoughts, emotions and behaviors. The influence of experience, cultural background, mood, social situations, and physiological factors on our interpretation of sensory stimuli will also be explored. There is a laboratory component with this class.

**Prerequisite(s):** PSY3520.

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## **PSY4520 Psychological Assessment**

This course addresses major concepts of testing: sample populations; random samples; reliability; validity. It includes the nature, administration, scoring, interpretation, and use of representative tests of ability, aptitude, interest, intelligence, and personality.

**Semester hours:** 4

**Prerequisite(s):** PSY1100; PSY3500.

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## **PSY4700 Contemporary Issues in Psychology**

Students select topics from the major areas of contemporary psychology for in-depth

study. May cover such areas as mental health, industrial psychology, developmental psychology, personality theory, social psychology, physiological psychology, behavior disorders, learning, motivation, perception, or group dynamics.

**Semester hours:** 4

**Prerequisite(s):** PSY1100; PSY3520 with a “C” or higher; senior standing.

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## **REC1750 Practicum in Outdoor Living Skills**

This field experience course takes place over four alternate Saturdays during the fall semester. The first weekend will include an overnight camping activity that will conclude around noon on Sunday.

**Semester hours:** 4

**Prerequisite(s):** Special registration. Additional room, board and materials fee is required. Group camping equipment provided.

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## **REC1760 Leisure and Society**

This course focuses on the phenomena of leisure, recreation and play and their impact on individuals and society. It traces the historical development of recreation and leisure and the corresponding concepts of time, work, meaning, pleasure, culture, technology and rapid change. Students are challenged to think critically about the issues related to choices an individual and society make when using “free time” and the resulting benefits and consequences.

**Semester hours:** 4

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## **REC2220 Recreation Leadership**

This course focuses on the development of foundational leadership knowledge and skills within the recreation field. Students will learn about various leadership styles, interpersonal and organizational communication, motivational theories, group dynamics, process and technical skills, as well as knowledge of liability and risk management issues.

**Semester hours:** 4

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## **REC2250 Therapeutic Recreation for Selected Populations**

This course will focus on an in-depth study of therapeutic recreation services for individuals with selected types of disabilities. Descriptions of disabilities, prevalence,

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causes, and social, emotional, and bodily systems affected are included.

**Semester hours: 4**

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## **REC 2400 Recreation as a Therapeutic Intervention**

This course will focus on the study of recreation as a therapeutic intervention including the values and foundations of practice, and the inter-relationships between therapeutic recreation, health care and human service professionals in various settings. The course includes information on the historical development of the profession, philosophies and models for treatment, information on various disabilities, current issues and trends, and laws that are pertinent to the therapeutic recreation profession.

**Semester hours: 4**

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## **REC2500 Working with Diverse Populations in Parks and Recreation**

This course will focus on theoretical and practical issues encountered in serving diverse populations in parks and recreation. It will provide the student with an introduction to the practice of inclusive programming for persons with disabilities as well as programming concepts for the elderly, gender specific groups and ethnically diverse populations.

**Semester hours: 4**

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## **REC3330 Recreation Programming**

This course provides an introduction to programming concepts and theory for delivering recreation and leisure programs. Planning, implementing and evaluating program services are explored. The course also addresses a variety of program formats, including education, competition and special events.

**Semester hours: 4**

**Prerequisite(s):** REC2220 or equivalent experience determined by instructor.

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## **REC3335 Therapeutic Recreation Programming**

This course provides advanced concepts in programming for delivering therapeutic recreation services. Models of service delivery including leisure education, adventure

programming, animal assisted therapy, horticulture therapy, sporting competition, summer camps, music and art therapy, and special events will be explored. Course content emphasizes treatment and program planning based on client assessment. Principles, objectives, and standards pertaining to assessment, program planning, documentation and evaluation are presented.

**Semester hours:** 4

**Pre or Co-requisite:** REC2400

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### **REC 3340 Assessment and Documentation in Therapeutic Recreation**

Students will study and explore the practice of assessment and documentation in the field of therapeutic recreation. This will also include procedures for writing program plans and selecting interventions.

**Semester hours:** 4

**Pre/Co-requisite:** REC2400

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### **REC3400 Outdoor Recreation and Education**

Students study outdoor education theory and philosophy, and apply their learning by preparing and delivering lessons to visiting students. Topics include introduction to outdoor education curriculum development, teaching techniques and administrative programming practices. Students will participate in developing curricula and activities appropriate for extending academic classroom subjects to the outdoors according to state standards of education.

**Semester hours:** 4

**Prerequisite(s):** Junior standing.

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### **REC3500 Outdoor Recreation Skills I**

This course provides an experiential opportunity to develop skills in designing, preparing and implementing outdoor adventure based activities and trips. Topics include: planning, logistics, safety and risk management, equipment and clothing selection and use, health and sanitation, navigation, decision making and problem-

solving. Field- based activities include: sailing, kayaking, hiking, and campsite preparation. Students must wear a personal flotation device (PFD) for all water-based activities. An additional lab fee is required for this course.

**Semester hours:** 4

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## **REC3510 Outdoor Recreation Skills II**

This course provides an experiential opportunity to develop skills in designing, preparing and implementing outdoor adventure-based activities and trips. Topics include: planning, logistics, safety and risk management, equipment and clothing selection and use, meal planning and preparation, the Leave No Trace environmental ethic, and travel planning. Field-based activities include: snowshoeing, winter hiking and camping, and rock climbing. Students must wear a helmet and other protective gear while rock climbing. An additional lab fee is required for this course.

**Semester hours:** 4

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## **REC3600/SWK3600/HAS3600 Animal Assisted Therapy**

This course is designed to provide students with foundational knowledge as well as practical application of animal assisted therapeutic interventions as they are utilized with a variety of vulnerable populations and settings. Students will be introduced to standards for practice, practice methods, and research conducted to study the impact of animal assisted therapy on vulnerable populations. Skills for intervention design, implementation and assessment of efficacy will be developed and practiced in this course.

**Semester hours:** 4

**Prerequisite(s):** HAS2210; PSY3460 or SPED2120.

**Co/Prerequisite:** REC2250 or REC2400

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## **REC3990 Recreation Administration: Issues and Ethics**

This course will examine organizational structure, personnel supervision, budget and finance of leisure service organizations. It will then investigate ethical issues and situations in the profession. Students will employ critical thinking skills in applying both their own values and knowledge and the core values of the university: integrity, citizenship, continuous learning and excellence. Other topics will include multicultural competence, gender equity, accessibility, use of the environment, as well as professionalism and competence.



**Semester hours:** 4

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### **REC4360 Administration of Therapeutic Recreation**

This capstone course is designed to examine issues of professionalism, marketing, financial accountability, management of volunteers, and trends in therapeutic recreation. This course will also help the student select and secure an internship site and prepare for the CTRS examination.

**Semester hours:** 4

**Prerequisite(s):** REC2400

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### **REC4400 Camp and Outdoor Center Administration**

This course focuses on administration of youth camps, outdoor nature centers and outdoor adventure centers. A contextualized learning opportunity that focuses on staff leadership, scheduling, marketing, budgeting, financing, facility maintenance, project management, care of outdoor and natural areas, and minimizing impact on the environment.

**Semester hours:** 4

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### **REC4780 Parks and Recreation Leadership Internship**

Students complete a 193-hour/16-week internship at a professional recreation agency. The agency supervisor, the university internship supervisor, and the student work as a team to develop a comprehensive hands-on learning experience for the student. Internship contract must have approval from both the Outdoor Recreation Internship Coordinator and the Department Chairperson.

**Semester hours:** 4

**Prerequisite(s):** Senior standing; REC2220; REC3330;

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### **REC4800 Therapeutic Recreation Internship**

The therapeutic recreation internship is a 560-hour, 14 week experiential transition from the classroom to a professional setting. During this period the students will apply the knowledge, methods, and leadership techniques that they have learned in academic courses under the direct supervision of a nationally Certified Therapeutic Recreation Specialist (CTRS) professional at an approved site.

**Semester hours:** 12

**Prerequisite(s):** This course is to be taken during the senior year after the successful completion of all other required coursework.

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### **REC4980 Senior Seminar in Parks and Recreation Leadership**

This course will focus on preparing the student for the internship experience and beyond. Topics will include integrating theory with best practices in the field, professional core competencies, ethics, professional organizations, certification, the development of resumes and cover letters, as well as interviewing skills.

**Semester hours:** 4

**Prerequisite(s):** Senior standing.

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### **REL1050 An Introduction to World Religions**

This course introduces students to four major families of the world's religions: Indigenous Religions; Semitic or West Asian Religions; South Asian Religions; and East Asian Religions. It looks in depth at one set of traditions from within each major family group. Students will examine aspects of culture and the arts in these traditions, as well as their religious texts, beliefs, and practices.

**Semester hours:** 4

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### **REL1100 The Christian Bible**

This course introduces students to the history and theology of ancient Israel and of the early Christian communities through the medium of the Christian Bible. It examines how and why Christian leaders chose the books that form the Christian Bible, and illustrates how the Bible has been used, and continues to be used, to define and reform Christian faith.

**Semester hours:** 4

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### **REL1400 Spirituality Today**

This course looks at forms of spirituality that have emerged in the 20th- and 21st-centuries and their relationship to established, institutional religions, including: New Age movements; new religious movements; and re-formations of earth, feminist and primal spiritualities. Students will question whether “spiritual” and “religious” are in fact distinct and what these identities mean to people in the contemporary world.

**Semester hours: 4**

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## **REL2060 Exploring Religion**

This course introduces students to the study of religion, focusing on methods of observation and interpretation used to classify, compare, explain, and understand religion. Students will study the historical development of theories of religion and the impact of social sciences and contemporary critical theories on what counts as an element of religion and how scholars think it ought to be studied. Students will evaluate the strengths and weaknesses of different approaches and apply selected theories to case studies of particular beliefs and practices.

**Semester hours: 4**

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## **REL2200 The Shaping of Christian Identity**

This course offers an overview of the history of Christianity by focusing on particular texts, individuals, and historical events that have contributed to the cultural and doctrinal identity of contemporary Christianity. It will examine to changes in beliefs and practices that took place as Christianity grew from its origins as a minority faith in the Roman Empire to a religious institution with substantial political and cultural influence. Particular attention will be paid to Christian encounters with other religious and philosophical traditions and to debates within and between Christian churches (Western and Eastern, as well as Catholic and Protestant). The course will look beyond Christianity’s origins in the Middle East, North Africa, and Europe to assess the broader impact of Christianity on world history.

**Semester hours: 4**

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## **REL2310 The Faiths of Abraham**

This course introduces students to the study of Judaism, Christianity and Islam and the history of their encounters with one another. It examines and compares their core beliefs and practices, through close reading of sacred texts and attention to their cultural and aesthetic achievements. Students may be required to visit local places of worship.

**Semester hours: 4**

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### **REL2320 The Faiths of India**

This course introduces students to the study of Hindu, Buddhist, Jain, and Sikh traditions. It studies their origins in the South Asian subcontinent and explores their seminal texts and divergent beliefs and practices. It will consider the interactions between religious groups and the impact of human migration on the history of South Asian religions. Students will study the influence of these religious traditions on culture and the arts, both in India and in the wider world. Students may be required to visit local places of worship.

**Semester hours: 4**

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### **REL2330 The Faiths of East Asia**

This course introduces students to some of the main currents of religious belief, practice and identity in China, Japan and Southeast Asia, taking into account both historical development and contemporary expressions. It will focus on the reception and interpretation of classic texts from Daoist, Confucian, and Buddhist traditions, as well as their cultural and aesthetic achievements. Students will think critically about the relationship between “local” and “world” religions in East Asia and the interaction of Asian traditions with Western faiths and political ideologies.

**Semester hours: 4**

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### **REL/HIS2750 Topics in Religious History**

These are regular courses reflecting faculty interests. Courses are designed to provide students with an introduction to significant religious figures, events and movements, and the history of religion in specific regions or eras. Students will gain skills in analyzing both historical and scholarly sources and learn the foundational principles needed for taking more advanced courses found at the 3000-level. This course designation is repeatable for credit.

**Semester hours: 4**

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### **REL/HIS2760 Religion in America**

This course will survey the history of religion in America from the period immediately prior to European contact with its indigenous peoples to the present, examining the religious institutions, beliefs, practices, and experiences that have been formative in the shaping of American culture. Particular attention will be paid to the internal diversity of American Protestant churches; encounters between Christians and non-Christians in US history; the impact of Christian ideas on movements for social and economic reform, including the abolition of slavery; and the relationship between religion and politics.

**Semester hours:** 4

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## **REL/PHL3100 Philosophy of Religion**

This course is a study of philosophical issues in religion: the nature of belief (and unbelief); the possibility of demonstrating the existence of God; the problem of evil; the nature of religious knowledge and language; and the relationship between philosophy and religion.

**Semester hours:** 4

**Prerequisite(s):** One prior college-level course in philosophy or religion. REL1050 An Introduction to World Religions

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## **REL3350 Jesus**

This course introduces different portrayals of Jesus within and beyond Christian traditions. Students will examine New Testament understandings of Jesus; beliefs about Jesus in at least one religion other than Christianity; the image and interpretation of Jesus in the arts; and the influence of secularism on modern and contemporary understandings of Jesus.

**Semester hours:** 4

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## **REL3360 Jewish and Christian Responses to the Holocaust**

This course examines the radical reshaping of Christian-Jewish relations in the wake of the Nazis' destruction of European Jewry in the 1930s and 1940s. We will focus on changes in Christian worship and doctrine; Christian approaches to mission and evangelism; and Jewish religious, philosophical, and political thought, particularly views on Christianity and on the meaning of the State of Israel.

**Semester hours:** 4

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## **REL3400 Love the Stranger: The History and Significance of Interfaith Dialogue**

This course examines the phenomenon of religious violence in history, the emergence of discourses of religious toleration, and modern thinkers dedicated to interreligious understanding and peacebuilding. Particular attention will be paid to advocates for religious pluralism and their relationship to exclusivist claims to religious truth.

**Semester hours:** 4

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## **REL/ART3450 Icons and Idols: Religion and Art**

What is the difference between an icon and an idol? How does religious imagery function in the unique traditions of Christianity, Islam, Buddhism, Hinduism and other world religions? Icons and Idols takes a critical approach to visual representation, treating image-objects across cultures, times and systems of belief to promote a greater understanding of both visual culture and its informing religions. Readings range from Plato and the Old Testament to contemporary criticism. Prior study of art history and/or religion is recommended, but not required.

**Semester hours:** 4

**Prerequisite(s):** One prior college-level art history or religion course.

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## **REL/HIS3750 Topics in Religious History**

Regular courses reflecting faculty interests. Courses are designed to provide students with an introduction to significant religious figures, events, and movements and the history of religion in specific regions or eras. Students will gain skills in analyzing both historical and scholarly sources and learn the foundational principles needed for taking more advanced courses found at the 3000-level. This course designation is repeatable for credit.

**Semester hours:** 4

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## **REL/HIS3800 Reformation Europe**

This course will examine the fragmentation of Western Christendom in the 16th century, with attention to a wide range of Protestant and Catholic reform movements. Students will engage with scholarly interpretations of the period in order to understand both the

causes of the various Reformations and their impact – religious, political, social, and economic – on Western civilization.

**Semester hours:** 4

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## **REL4200 Topics in Contemporary Religion**

Regular courses reflecting faculty research interests. These advanced-level courses enable students to build upon the content knowledge, analytical skills and investigative methods acquired in other courses, to study a more specific religious subject in depth, and to deepen their engagement in a particular area related to the place of religion and the religions in the modern world. Courses may include: the impact of religion in politics and/or conflict (e.g. in the Middle East); religion in film; religion and contemporary ethics; issues in inter-religious dialogue and engagement; and religion and culture.

**Semester hours:** 4

**Prerequisite(s):** One prior religion class at 2000-level or above.

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## **REL4990 Seminar in Religious Studies**

This senior capstone course addresses in depth a topic in religious studies. Students and faculty work together to define the specific area of inquiry and select readings, usually during the Junior Mentoring program. Students will conduct extensive research in primary and secondary sources. Required for religion majors; recommended for Religion minors considering graduate work in a related field.

**Semester hours:** 4

**Prerequisite(s):** REL2060permission of instructor.

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## **SBS/HIS3350 The Native Americans**

This is an introductory survey of the history, culture, and current social issues affecting Native Americans in North America: migration and pre-history, the relationship between Native American lifeways and the environment, the process and effects of European contact, the history of political and legal connections with the United States, encounter and conflict with Euro-American culture, social/cultural dimensions of Native American groups, diversity and common themes in Native American cultures and the current condition and prospects of Native Americans in U.S. society. Includes student projects based on the study of Native American artifacts and other primary sources.

**Semester hours:** 4

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## **SBS3820 Secondary Methods in Social Studies**

This course is designed to enable teaching candidates to develop the knowledge and techniques essential to effective teaching in the social studies content areas. It covers such areas as lesson planning and delivery, curriculum design, alternative teaching strategies, classroom arrangement, evaluation, and assessment. It also incorporates content specific to teaching Illinois history and government. In addition to the classroom hours, there is an accompanying practicum. This is usually the last course the student takes prior to student teaching.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education, including passing the TAP or ACT Plus Writing with a score of 22 and combined English/Writing score of 19; maintaining a content GPA of 3.00; passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2200; EDU2260; and EDU3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

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## **SOC1100 Introduction to Society**

This course provides an introduction to the systematic study of human society. Students learn about the process of the construction of social life and culture by individuals and groups, and students learn about the role society and culture play in shaping the life of individuals. Students develop their own sociological imagination and sociological mindfulness and learn how to apply the new skills to the interpretation of social reality and their own experience. Students are introduced to the major social institutions and the basic processes of human interaction to be better prepared to play the role of agents of social change.

**Semester hours:** 4

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## **SOC2150 Cultural Anthropology**

This course focuses on culture defined as a key aspect of human adaptability to the natural and social environment. Students learn about the influences on and processes of culture change, and develop an appreciation of the negative impact of



essentialist approaches to culture. They study human biological and cultural characteristics, including language, values, norms, customs and institutions that make up diverse ways of life. A cross-societal analysis of cultures helps students develop acceptance and respect for cultures other than their own. Students are encouraged to develop cultural self-awareness and self-reflection, and create new ways of understanding of their own culture within the context of the emerging global culture.

**Semester hours: 4**

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## **SOC2250 Social Inequalities**

All societies are characterized by the unequal distribution of income, wealth, mobility, power, prestige, etc. This course introduces students to various patterns of social inequalities, and to factors that shape such inequalities over time. Students learn about the ways in which different forms of social inequalities influence individual and group life. Efforts undertaken by various social agents to reduce the existing gaps between various categories of people, both in the developed and the developing societies, are also discussed.

**Semester hours: 4**

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## **SOC/CRJ2300 Criminology**

This course provides an introduction to theories of criminal causation/control and a general overview of the history and development of both criminology and criminality. Additional areas of study include the criminological enterprise, with attention to crime, criminals, victims and punishment, and special emphasis on understanding the social meaning of crime.

**Semester hours: 4**

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## **SOC2940/3940/4940 Community Internship**

Students are individually placed with community organizations and agencies where they work and acquire professional experience. The internship is recommended for students in their junior or senior year. The internship gives students an opportunity to learn the daily operation of community institutions and to develop skills they need to work in culturally diverse contexts. At the same time, students apply their sociological imagination and mindfulness developed in the classroom as well as their knowledge of sociological theories to the interpretation of the directly observed and experienced aspects of social life.

**Semester hours: 2-4**

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**Prerequisite(s):** Consent of the instructor.

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## **SOC3200 Social Problems and Social Action**

This course provides a comprehensive introduction to important social and political problems and policies from a cross-societal perspective. The fundamental questions ask about the origins of social problems and policies that are developed to solve them. The course focuses on the social construction of social problems, and on the role played by the power elites, social experts, media and social movements in the process of that construction. The strengths and weaknesses of governmental programs and regulations and of market-based solutions of these problems also are discussed. The role of volunteerism and philanthropy is analyzed, and so are the unanticipated consequences of politically motivated reforms.

**Semester hours:** 4

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## **SOC3350 Race, Ethnicity, and Culture**

Why is it that even today discussions concerning ethnic diversity, race, color and the Constitutional promise and actual practice of equal opportunity continue to evoke uneasiness and personal discomfort? This is an interesting question since our cultural context and national identity are often admired as symbols of liberty. Whether we seek employment in education, business, or social services, we need to be aware of the factors that shape the unique experiences of diverse groups. To expand this awareness, the course analyzes how differences in ethnicity, skin color and other indicators of group membership impact vulnerability and opportunity for diverse groups. The legal and moral questions related to the responses by the mainstream population to racial and cultural minority groups, including the new immigrants are also examined. Stereotypes, prejudices, and discrimination of a wide range of social categories, and the role they play in shaping of the structures of power are also analyzed.

**Semester hours:** 4

**Prerequisite(s):** SOC1100 or SOC2150.

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## **SOC3580 Environmental Justice and Advocacy**

The course introduces students to the relationship between human societies and the larger natural environment of which they are a part. Environmental justice is one of the most important and active sites of environmental scholarship and activism both locally and globally. As a social movement, environmental justice seeks fair treatment of all

people regardless of race, ethnicity, gender, economic status, national origin, and education level with respect to environment politics, policies, and their implementation. In this course, students examine issues of human rights and ecological health in the contemporary world and they review programs that have been developed to address selected health conditions, such as childhood asthma reduction, lead poisoning prevention, waste recycling, clean-up and restoration of contaminated sites, sustainable/organic agriculture, clean energy programs and cancer and health disparities research.

**Semester hours:** 4

**Prerequisite(s):** SOC1100 or SOC2150; SOC3480 or BIO3540 highly recommended

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### **SOC3400 Social Problems and Public Policies**

This course provides a comprehensive introduction to important social and political problems and policies from a cross-societal perspective. The fundamental questions ask about the origins of social problems and policies that are developed to solve them. The course focuses on the social construction of social problems, and on the role played by the power elites, social experts, media and social movements in the process of that construction. The strengths and weaknesses of governmental programs and regulations and of market-based solutions of these problems also are discussed. The role of volunteerism and philanthropy is analyzed, and so are the unanticipated consequences of politically motivated reforms.

**Semester hours:** 4

**Prerequisite(s):** SOC1100.

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### **SOC/PSY3430 Issues in the Study of Gender and Sexuality**

In this course students are introduced to various theoretical and empirical approaches to the understanding of the diversity of sexual and gender expression, including the politics of sexual orientation and gender identity. They explore the biological, psychological, and social aspects of human sexuality and gender and the processes that lead from difference to discrimination and inequality. They learn about the continuously changing relationship between gender/sexuality and various social institutions (e.g., government, family) and elements of culture (e.g., religion, language). Issues of structural, symbolic, and intimate violence related to gender and sexuality, and of its impact on physical and mental health are also discussed. Multicultural and global perspectives constitute the framework for the discussion.

**Semester hours:** 4

**Prerequisite(s):** SOC1100 or PSY1100.

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### **SOC/PSY3450 Social and Applied Psychology**

This course is a general survey of the field of social and applied psychology. Although a broad range of subjects is sampled, the primary focus of this course is on individuals and their social environment. Social psychology focuses on how one's social environment affects his or her thoughts, attitudes and behaviors.

**Semester hours:** 4

**Prerequisite(s):** PSY1100.

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### **SOC3480 Globalization and Social Change**

This course focuses on the trends in economic, political, social, and cultural globalization, hybridization, fragmentation, and on selected local/community phenomena related to those macro/global changes that occur in our times. Elements of world-systems theory and the theory of culture change, theories of social stratification, of the origin and perpetuation of inequalities in society and in the world, in combination with other current approaches to the explanation of human experience both on the macro and micro levels, will be explored. Questions related to ethics, human rights, individualization, consumerism, politics, and to growing awareness of the ambivalence of human experience will be debated.

**Semester hours:** 4

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### **SOC/PSY3500 Research and Statistical Methods**

This course addresses the basic research methodology and the scientific method of inquiry for psychological research. Discussed will be concepts, methods and designs involved in the statistical evaluation of research data. The course will include instruction in the SPSS statistical package. Includes laboratory work.

**Semester hours:** 4

**Prerequisite(s):** PSY1100 or SOC1100; MTH1100 with a "C" or higher.

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### **SOC/CRJ3510 Human Rights and Responsibilities**

Why is our world continuously on fire? What factors contribute to the intra- and intergroup conflicts? To address these questions, this course takes a historical and a cross cultural approach to the study of the socio-political and economic factors that shape violence, aggression and trauma. The first part of the course introduces students to the emergence of human rights in the 20th century. Next, selected examples of economic, social and cultural victimization, wars, genocidal and terrorist actions are explored to understand how violence varies across contexts. The resulting health challenges, such as malnutrition, HIV/AIDS, trafficking of humans and human organs are also addressed. Finally, issues of nonviolent social change, peaceful conflict resolution, and possibilities for a “new world order” are also explored.

**Semester hours:** 4

**Prerequisite(s):** SOC1100.

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### **SOC3570 Politics of Intimate Relations**

This course applies a historical, comparative and global approach to the study of social and political forces that shape patterns of mate selection, dating, intimate relationships, power relations, conflicts and violence among members of intimate relationships, and of the dissolution of such relations with all its consequences. The issues related to parent- child dynamic and the problems that emerge in single-parent, multi-generational, transitional, same-sex or blended families are also taken into consideration. The issues of individual and population aging are contextualized by broader interpersonal, familial, social and political perspectives. The role of contemporary media representation of intimate relations and their challenges is included in the analysis.

**Semester hours:** 4

**Prerequisite(s):** SOC1100.

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### **SOC3600/CRJ3610 Methods of Social Scientific Research**

This course provides an overview of the methods used to devise, design and perform social science research. Following a brief overview of the nature and philosophy of science, qualitative, quantitative, and mixed methods approaches are explored, as students generate their own social science research questions, and create appropriate research designs. The course also includes instruction in the SPSS statistical package.

**Semester hours:** 4

**Prerequisite(s):** SOC1100 or CRJ1010, MTH1100.

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## **SOC/PSC3610 European Politics**

This course examines the similarities and differences among political and economic systems in contemporary Europe. Special attention is paid to the ongoing development of the European Union, the continuing integration of the post-Communist states of Central and Eastern Europe, European culture and values, and contemporary challenges, such as immigration, Islamophobia, economic crises, and environmental concerns.

**Semester hours:** 4

**Prerequisite(s):** PSC2130.

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## **SOC/BIO3700 Politics of Global Health and Medicine**

The course addresses the question of how social and political factors, such as race, nationality or social class, as well as governmental laws, regulations and politics shape and are shaped by individual and population health and well-being around the world. Among other questions, students discuss the impact of structural violence of social inequalities on human suffering and on the access to health care and medical care, including access to medications. The ethicality of medical research is also included in that discussion. Assigned readings and discussions address 1) the determinants of disease and health inequalities between populations and over time; 2) how social and political factors influence medical knowledge, health care and medical care; and 3) what must be done to combat and prevent health inequalities in local, national and global contexts.

**Semester hours:** 4

**Prerequisite(s):** SOC1100 or PSC1500 or SOC2150.

**Highly Recommended:** SOC3480 or BIO3540.

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## **SOC4310 Seminar in Sociological Theory and Practice I**

The course is an invitation to sociological theory and practice. Students examine prevailing sociological perspectives and their relation to researchable questions. Readings from classical sociological theorists on selected topics build the foundations for students' individual research. Examples of the past conceptualizations of specific social and cultural issues broaden students' perspective of sociology as a discipline. Students explore research methodology including sampling and questionnaire construction. They select a research topic and conduct a review of relevant sociological literature. They also prepare the tools necessary for the empirical part of their research and submit the IRB forms for approval.

**Semester hours:** 4

**Prerequisite(s):** SOC1100 and two SOC courses at the 3000 level

**Pre/Co-requisite(s):** SOC/PSY3500 or SOC3600/CRJ3610.

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## **SOC4320 Seminar in Sociological Theory and Practice II**

The course is a continuation of that examination of prevailing sociological perspectives and their relation to researchable questions. Readings from contemporary, mostmodern, and the most current sociological theorists on selected topics further expand the foundations for students' individual research. Examples of the most recent conceptualizations of specific social and cultural issues broaden students' perspective of sociology as a discipline. Students conduct their research project initiated during the course of SOC4310, collect data, analyze and interpret them using the SSPS, and write the final paper.

**Semester hours:** 4

**Prerequisite(s):** SOC4310

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## **SPED2120 Characteristics and Identification of Disabilities and the Law**

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

identification and placement will also be discussed. Ethical and legal issues related to issues such as confidentiality or the reporting of suspected abuse will also be considered. Includes 15 hours of observation centering on the legal aspects of the special education process.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and successfully completing at least 24 semester hours.

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### **SPED3355 Educational Research in Special Education through a Cognitive Development Lens**

Candidates will be introduced to educational research paradigms, including basic qualitative and quantitative methodology and how primary research should be evaluated. The purpose of quantitative statistics and single subject design will be included. Candidates will generate a survey of the literature in some area related to cognitive development or motivational theory as it relates to special education. To facilitate the candidates' ability to distinguish between difference or delays for students in special education, an overview of typical cognitive development for the K-12 years will be undertaken. Additionally, contrasts will be drawn between the impact on various types of cognitive processing strengths and weaknesses, such as auditory or other sensory processing, memory, concept formation, and problem solving. Discussion will focus on how these issues might impact students with learning disabilities, behavior disorders, intellectual disability, and acquired disorders (traumatic brain injury). Research examples will be utilized. Topics that will be highlighted include those related to self-determination, self-evaluation, time management, and self-advocacy, particularly for the middle and high school years. One objective of the course will be how to use research to support the candidate's use of evidence-based practices, which will be a focus in ISBE ed-TPA student teaching requirement. Includes a minimum of 16 hours additional laboratory time of observation and analysis of data gathered while working with children, focusing on typical cognitive development and the differential impact of cognitive disorders above.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

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### **SPED3510 Diversity Studies for Teaching ELLs and Students with Disabilities/EDU 3510 Cross Cultural Studies for Teaching ELLs**



(Encompasses course content of EDU3100 and SPED3500) This course focuses on how language, culture/ethnicity, socioeconomic level, gender, perceived disability, and cultural awareness impact the teaching and learning of diverse children. An additional focus will be on how various social institutions, particularly the school and family, may define roles and issues of diversity and disability and how this may impact collaboration and communication in regular, ESL/Bilingual, and special education. Research related to over- and under-representation, including potential bias in assessment and identification, will be studied. Finally, the teaching of appropriate strategies to support a diverse population will be addressed. Includes 20 hours of clinical experience in the form of a laboratory attached to the course.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

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### **SPED3560 Reading Methods: Differentiated and Direct Instruction**

The course includes an introduction to methods for teaching early literacy skills to primary grade readers, including emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency and writing. Teacher candidates will learn classroom-based assessments to evaluate student learning in these areas, including such things as concepts of print interviews, running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics and rubrics to assess strategy use. Many approaches to teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. Teacher candidates will learn how to develop a community of learners in a classroom where the teacher interacts with the children while differentiating instruction in the regular education classroom, particularly for students of diverse backgrounds, including students with disabilities. Within this framework, candidates will study interventions that focus on students who will benefit from highly structured, explicit instruction in reading, writing, mathematics and other content areas. Interventions, methods and programs for small groups and individualized instruction will be evaluated. Common application in Response to Intervention plans will also be discussed. Systems that may be investigated include, but are not limited to, Multi-sensory Instruction, Direct Instruction and explicit instruction. Includes 14 hours (minimum) of school laboratory time utilizing direct instruction programs with students.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education and Human Performance;

special education major, including passing the Basic Skills Test/TAP/SAT/ACT; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; SPED2120.

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### **SPED3610 Oral Language Development for Special Education and English Language Learners/EDU3610 Linguistics for Teaching English Language Learners**

(Encompasses course content of EDU3150) This course covers the nature and functions of language: phonology, morphology, syntax, semantics and pragmatics as well as the analysis and application of linguistic theory. It also contrasts theories and processes related to second language acquisition with typical monolingual oral and nonverbal development of the K–21 period. This, in turn, will be distinguished from atypical development. Informal assessment, teaching techniques and accommodations, will be an additional focus. Specific focus will be given to communication intervention for some children, such as those using ESL, sign language, or alternative and augmentative communication. Includes 20 hours of clinical experience laboratory for special education majors and those who use this course for an ESL/Bilingual Endorsement, including informal assessment and exposure to software technology in common use in the schools.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU1030; SPED2120; and passage of the ISBE TAP/Basic Skills Test.

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### **SPED3750 Prosocial Skills and Challenging Behaviors**

Initial focus will be on developing prosocial behavior, thereby facilitating involvement in the least restrictive environment, and how intervention may be adjusted based on needs of students with varying disabilities. Both school-wide and classroom-wide strategies will be discussed. Therefore, programs in common use in the schools, such as PBIS, and how they relate to Response to Intervention will be studied. Subsequent focus will be on behavioral interventions for more challenging behaviors and how issues may change from the elementary to high school years. Environmental modifications, techniques of non-aversive behavioral control and methods to maintain attention, and effective reinforcement techniques will be taught. Techniques such as problem solving, crisis prevention, and conflict resolution, also potentially used to develop prosocial behavior, will be extending in this class to deal with more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision outside the school, such as

residential placements, will be discussed in relation to challenging behaviors and how the schools collaborate with external professional groups. Candidates will gain applied knowledge and practice creating functional behavior assessments plans.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120.

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### **SPED3815 Strategies and Assistive Technology for Students with Low Incidence Disabilities**

This course will focus on intervention techniques, adaptations and assistive technology for students with more significant disabilities (e.g., the PECS system Boardmaker), including intellectual disability, traumatic brain injury, orthopedic impairments, more significant autism and other health impaired. Typical and atypical motor development will be addressed. Functional adaptation of curriculum will be stressed, as well as resources available in the community and transition needs for this population. Study will span the needs of students in relation to life skills, recreation/leisure, community, and career/vocational issues and the development of goals and interventions to meet those needs. Specific life skills addressed will include toileting, eating, dressing, grooming, mobility, positioning, and transfers. Includes a minimum of 16 hours additional laboratory time of school observation.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

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### **SPED3820 Psychological Assessment of Students with Disabilities**

This course focuses on the assessment of language, development, academic performance, psychosocial behavior and vocational skills for the P–12 grades and how it is used to identify, place and monitor students with disabilities. Moreover, issues related to second language acquisition, cognitive development (e.g., memory, speed of processing), modification and adaptations will be addressed. Case studies will be used to understand the process of differential diagnosis, assessment of the learning environment (including curriculum-based assessment and portfolio assessment), and planning for instruction. Oral and written dissemination of results will be included. State and local language and learning assessment tools will be examined. Research will focus on the strengths and limitations of formal and informal testing and how this impacts response to intervention and service provision

for students with disabilities. Includes 20 hours of laboratory assessment and clinical experience.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education; passage of the Basic Skills Test; special education major or consent of the instructor; GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

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### **SPED4200 Introduction to Lifespan Work with People with Autism Spectrum Disorders**

Participants will develop an understanding of the characteristics of students and adults with autism spectrum disorders (ASD). A brief history of autism, and related disorders, will precede current research on the etiology and psychological theories of ASD's causality. Participants will gain an understanding of the systems and institutions involved in the diagnosis, treatment and case management of students and adults with autism spectrum disorders as well as identify the use of broad evidence-based education and treatment methods. Emphasis will be placed on early identification of autism and treatment of school-aged children through transition and into adulthood. The topics of child-centered inclusive education and ongoing family-centered support systems in home, school and community settings will also be discussed. This course will provide a thorough grounding in the characteristics of autism spectrum disorder and introduce the learner to best practices in serving persons experiencing ASD. Eligible for graduate credit.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test and SPED2120 or concurrent registration.

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### **SPED4300 Advocacy of and Models for Vocational, Social/Leisure, and Residential Needs of People with Disabilities**

Service models that cover the range of support services needed by people with disabilities will be investigated, including vocational, social/leisure, residential and case management spheres. In addition to providing evaluation of intervention techniques such as job-coaching, sheltered employment, group and independent living options, and the importance of integrated opportunities for social/leisure activities, the course will provide historical context for service provision and require candidates to evaluate where the field should expand in relation to advocacy activities for people with disabilities. Eligible for graduate credit.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test and SPED2120 or concurrent registration.

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### **SPED4400 Internship in Vocational, Social/Leisure, and/or Residential Agencies Serving People with Disabilities**

Students will engage in two eight-week placements in two different life areas: vocational, social/leisure, or residential to gain a broad exposure to the types of support service offered to adults with disabilities. With permission of the chair, a placement in an agency devoted to advocacy or political lobbying for people with disabilities is another viable option. This internship will be accompanied by a two-semester hour seminar to both provide support and to expose all candidates in the course to the variety of employment opportunities.

**Semester hours:** 4

**Prerequisite(s):** All major courses (can be concurrent registration). Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; SPED2120 or concurrent registration; and SPED4300 (can be concurrent).

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### **SPED4500 Mathematics and Science Methods for Students with Disabilities**

The development of mathematical and science knowledge and reasoning will be studied in conjunction with disorders of these domains. Candidates will learn to assess and remediate weaknesses in both physical, biological and social sciences and mathematics, including the use of manipulatives and software technology. Strategy instruction as applied to the sciences will be a focus for middle and high school levels, as well as common accommodations. The development of lesson plans to deal with difficulties that may be encountered in topics, such as estimation, mental mathematics, measurement, algebra, geometry, patterns and problem solving in mathematics; the inquiry process, experimentation, and safety in science; and integration and interrelatedness of areas within the social sciences will be covered. For all domains, the importance of utilizing authentic activities that take into account issues of diversity and facilitate the student integrating academic skills to the spheres of family, community, vocation and recreation will be stressed. Includes a minimum of 16 hours laboratory time for embedded (some experiences may be outside of class time periods) clinical experience at the elementary and middle/high school levels, focusing on collaboration in mathematics and sciences.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education and Human Performance including passing the TAP and a special education major; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

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## **SPED4550 Reading Disabilities Theory and Interventions**

The focus of this course will be on the theoretical models of reading development and disorders and how these theories have impacted the definition of the causes, diagnosis and treatment of reading disorders. Normal development of pre-reading and reading skills will be contrasted with atypical development. Research regarding how reading achievement relates to decoding and phonological awareness; word recognition; vocabulary; comprehension; fluency; self-monitoring; and instruction/service provision (individual, small group, and whole-class programs) will be studied, with practice of intervention techniques. For the middle and high school years, techniques effective for various domain areas will be stressed, as well as how accommodations in relation to reading can be integrated into the student's curriculum. In addition, the course will include further training on the standardized tests and software technology interventions specific to reading, as well as the performance of informal measures such as running records and informal reading inventories, with a focus on error analysis, interpretation, and communication of results to students, families and colleagues. Includes additional laboratory time of a minimum of 20 hours of work with students in addition to semester hours.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education and Human Performance, including passing the Basic Skills Test/TAP/ACT/SAT; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU3365; and SPED2120.

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## **SPED4610 Written Language Development and Disorders**

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

disorders impacting the physical act of writing. Includes a minimum of 15 hours working with students at both the elementary and middle/high school levels. Includes a one-hour lab in addition to semester hours.

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the School of Education and Human Performance, including passing the Basic Skills Test/TAP/ACT/SAT; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; SPED2120; and EDU3365.

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## **SPED4620 Collaboration Models for Inclusion**

Intervention theories and models for the preschool to postsecondary years will be investigated, ranging from individual to small group to inclusion classroom settings. An overview of how remedial efforts in oral language, reading, writing, mathematics, nonverbal and social issues might interrelate will be delineated. Current trends in service provision will be explored, such as response to intervention models. The role of the special educator as a facilitator for differentiating curriculum and providing accommodations in the regular education classroom will be highlighted, as well as co-planning and co-teaching models. Moreover, transition services and how they might be impacted by differing needs dependent upon disability will be an additional focus. Local and state resources that pertain to issues of employment, sexuality, independent living and learning, and social participation in leisure activities will be explored, particularly for the middle and high school student. Special educators' varying roles, from addressing family concerns and advocacy to supervision of para-educators, will be discussed. Candidates will be exposed to professional organizations in the field and will develop a professional development plan and a personal philosophy of special education. The necessity for consultation, collaboration and flexibility of services will permeate all discussion of theory and models. Includes a minimum of 15 hours of observation and work related to course topics.

**Semester hours:** 4

**Prerequisite(s):** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

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## **SPED4750 Student Teaching in Special Education**

The student-teaching experience involves placement in a special education setting under the supervision of a certified teacher. Placements will encompass

the K–21 age range, experiencing two separate placements, and including a range of level of disability. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the special educator, with the benefit of supervision.

**Semester hours:** 13

**Prerequisite(s):** Admission to the School of Education; a 3.0 or better GPA in special education courses; officially reported passing score on the pertinent Illinois certification tests (Basic Skills/TAP); Assessment of Professional Teaching K–12; Learning Behavior Specialist I (content area); Special Education General Curriculum Test (content area); and all special education coursework for the major.

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## **SPED4760 Seminar for Student Teaching in Special Education**

The special education student-teaching seminar will guide the teacher candidate through her or his student-teaching experience by facilitating work and discussions on competencies related to becoming a successful special educator. As part of this work, the teacher candidate will complete both the edTPA and an electronic professional portfolio structured around the Illinois Professional Teaching Standards and the Council on Exceptional Children (CEC) standards. Seminar topics will cover best practices in instructional decision making, analysis of student learning via formative and summative assessments, self-evaluation of teaching practices through the use of action research, supporting diverse learners through a positive, prosocial learning environment, professional and legal obligations as a special educator, fostering positive parent and community relationships, seeking and obtaining a teaching position, managing the first year as a professional special educator, and becoming a teacher leader in the first year of teaching and beyond. In particular, the seminar will provide candidates with support in completing their edTPA and comparative case study projects that will be incorporated into their portfolio in Livetext, with a focus on how to conduct effectively action research in the candidate's own classroom, developing culturally responsive collaboration and co-teaching skills, professional ethics, and professional development plans for lifelong learning. Includes support for ISBE TPA.

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education; a 3.0 or better GPA in special education courses; officially reported passing score on the pertinent Illinois certification tests (Basic Skills/TAP); Assessment of Professional Teaching K---12;



Learning Behavior Specialist I (content area); Special Education General Curriculum Test (content area); all special education coursework for the major; concurrent enrollment in SPED4750.

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## **SPED4770 Student Teaching in Special and Elementary Education**

The student-teaching experience involves placements in both elementary and special education settings under the supervision of a certified teacher. Placements will encompass the K–21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal, and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the elementary and special educator, with the benefit of supervision. Additionally, this will assure maximum exposure during the candidates' field experiences to both elementary classrooms and the range/severity/age levels of all disabilities covered by the LBS I certification. It should be noted that the student teaching process for both Elementary and Special Education certification extends beyond the duration required for either of the certifications individually. Candidates should anticipate that the field experience will go beyond the published dates for the semester in which they engage in the experience and that this extended experience may result in the graduate date also being extended.

**Semester hours:** 13

**Prerequisite(s):** Admission to the School of Education; a 2.75 GPA in elementary education courses; 3.0 or better GPA in special education courses; officially reported passing score on the pertinent Illinois certification tests (Basic Skills; Assessment of Professional Teaching K-12; Elementary/Middle Grades Content Test; Learning Behavior Specialist I; and Special Education Curriculum Test ); all elementary and special education coursework for the majors; FBI fingerprints check; National Sex Offender list check; TB test; and passing grade on ISBE Child Abuse Reporting regulations; concurrent enrollment in SPED4780.

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## **SPED4780 Student Teaching in Special and Elementary Education Student Teaching Seminar**

The special and elementary education student-teaching seminar will guide the teacher candidate through his or her student teaching experience by facilitating work and

discussions on competencies related to becoming a successful special and elementary educator. As part of this work, the teacher candidate will complete both the edTPA and an electronic professional portfolio structured around the Illinois Professional Teaching Standards, the Council on Exceptional Children (CEC), and EMAG standards. Seminar topics will cover best practices in instructional decision making, analysis of student learning via formative and summative assessments, self-evaluation of teaching practices through the use of action research, supporting diverse learners through a positive, prosocial learning environment, professional and legal obligations as a regular and special educator, fostering positive parent and community relationships, seeking and obtaining a teaching position, managing the first year as a professional educator, and becoming a teacher leader in the first year of teaching and beyond. In particular, the seminar will provide candidates with support in completing their edTPA and comparative case study projects that will be incorporated into their portfolio in Livetext, with a focus on how to conduct effectively action research in the candidate's own classroom, developing culturally responsive collaboration and co-teaching skills, professional ethics, and professional development plans for lifelong learning. Includes support for ISBE TPA.

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education; a 3.0 or better GPA in special education courses; officially reported passing score on the pertinent Illinois certification tests (Basic Skills/TAP); Assessment of Professional Teaching K–12; Learning Behavior Specialist I (content area); and Special Education General Curriculum Test (content area); all special education coursework for the major; concurrent enrollment in SPED4770.

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## **SPN1120 Elementary Spanish I**

Please note that SPN1120 and 1220, the elementary level courses, are designed for students who have no or very little experience with the Spanish language. The fundamentals of Spanish grammar will be taught with an emphasis on the active use of the language. Students will begin to develop their Spanish vocabularies and to read simple Spanish texts as well as learn cultural components of various Spanish-speaking countries.

**Semester hours:** 4

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## **SPN1220 Elementary Spanish II**

Please note that SPN1120 and 1220, the elementary level courses, are designed for students who have no or very little experience with the Spanish language. This course is a continuation of SPN1120 in which students will begin to build and refine their Spanish language skills as they increase their understanding of Spanish grammar, vocabulary and cultural knowledge.

**Semester hours:** 4

**Prerequisite(s):** SPN1120 or consent of instructor.

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## **SPN2200 Intermediate Spanish I**

Please note that SPN2200 and SPN2300, the intermediate level courses, are designed for students who have had successful past experiences with the Spanish language. Frequently students who begin to study Spanish at AU in the SPN2200 course have Advanced Placement or CLEP credit. Advanced Placement or CLEP credit must be earned before enrolling in a Spanish course at AU. This course focuses on Spanish language acquisition by emphasizing the three modes of communication (interpretive, interpersonal and presentational). Oral proficiency, as well as cultural awareness and knowledge are also emphasized. Spanish grammar, vocabulary, and cultural knowledge will be refined in this course. SPN 2200 is designed for students who have past experience in Spanish, such as Advanced Placement or CLEP credit.

**Semester hours:** 4

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## **SPN2300 Intermediate Spanish II**

Please note that SPN2200 and SPN2300, the intermediate level courses, are designed for students who have had successful past experiences with the Spanish language. Frequently students who begin to study Spanish at AU in the SPN2200 course have Advanced Placement or CLEP credit. Advanced Placement or CLEP credit must be earned before enrolling in a Spanish course at AU.

This course is a continuation of SPN 2200, and will emphasize and require students to refine their Spanish skills and communicative proficiency in preparation for subsequent required upper level Spanish coursework. Advanced grammar and vocabulary as well as oral proficiency and cultural awareness and knowledge continue to be emphasized in SPN 2300.

**Semester hours:** 4

**Prerequisite(s):** SPN2200 or consent of instructor.

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## **SPN3200 Advanced Spanish: Conversation and Phonetics**

This course focuses on increasing students' prescriptive oral proficiency through intensive conversation practice as well as on the linguistic elements of the Spanish language system. Students will complete exercises that will demonstrate understanding of Spanish speech patterns via written and spoken assignments. This course will be taught in Spanish. Prerequisite: SPN 2300 or consent of instructor.

**Semester hours:** 4

**Prerequisite(s):** SPN2300 or consent of instructor.

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### **SPN3300 Spanish Translation**

Students will practice translating documents from English into Spanish and Spanish into English as the documents require. The goals of this course are for students to apply the correct grammatical conventions of the English and Spanish languages.

**Semester hours:** 4

**Prerequisite(s):** SPN2300.

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### **SPN3450 Conversation and Culture through Spanish Language Films**

This course utilizes Spanish language films to enable students to make cultural comparisons and demonstrate their understanding of the interrelatedness of the perspectives, products and practices of various Spanish-speaking cultures while engaging in interpretive, interpersonal and presentational communication activities.

**Semester hours:** 4

**Prerequisite(s):** SPN2300 or consent of instructor.

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### **SPN3500 Advanced Spanish Literature**

This course will focus on Spanish literature, allowing students to demonstrate their understanding of texts on literary and cultural themes through reading, discussion and research while acquiring advanced level vocabulary and grammatical structures through context. All activities will be conducted in Spanish. Prerequisite: SPN 2300 or consent of instructor.

**Semester hours:** 4

**Prerequisite(s):** SPN2300 or consent of instructor.

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### **SPN3600 Latin American Civilization and Culture**

This course will explore the history and current cultural components of Latin American countries, with special emphasis on the products, practices and perspectives of various Spanish-speaking cultures and in making comparisons between these cultures and students' native cultures. This course will be taught in Spanish. Prerequisite: SPN2300

or consent of instructor.

**Semester hours:** 4

**Prerequisite(s):** SPN2300 or consent of instructor.

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## **SPN3620 Elementary Methods & K-12 Reading in World Languages**

Introduce teacher candidates to applicable standards, including the Illinois State Board of Education (ISBE) Standards for Foreign Languages (State Goals 28, 29 and 30), the Illinois Professional Teaching Standards (IPTS), and the American Council on the Teaching of Foreign Languages Standards (ACTFL) 5 Cs (Communication, Connections, Culture, Comparisons, Communities); introduce teacher candidates to numerous methods of teaching foreign languages, such as TPR, TPRS, and Movie Talk, Introduce students to the edTPA; introduce students to the professional organizations for teaching Spanish and World Languages (AATSP; ICTFL; ACTFL); introduce teacher candidates to strategies (other than TPRS) for teaching reading in world languages, and Spanish in particular; introduce teacher candidates to the three modes of communication; allow teacher candidates the opportunity to plan lessons and teach them to elementary school students through participation in an after school enrichment program at the STEM school on the AU campus or at a local elementary school; introduce teacher candidates to classroom management techniques for elementary students; and integrate the material learned and practiced in the EDU3620 course (Methods 1) with material learned and practiced in this course, including mini edTPA.

**Semester hours:** 4

**Co-requisite:** EDU3620.

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## **SPN3650 Language and Community Immersion**

This course will feature volunteer opportunities in organizations within Aurora's Spanish-speaking community requiring students' oral and written Spanish communication. Teacher licensure students will also have the opportunity to practice their Spanish teaching skills within the University community, offering Spanish lessons to University faculty and staff. Classroom portion will focus on intensive advanced level oral communication through discussions about the politics, history and culture of the Spanish-speaking world.

**Semester hours:** 4

**Prerequisite(s):** SPN3200.

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## **SPN3800 Advanced Grammar and Composition in Spanish**

This course focuses on mastery of advanced Spanish grammar and written proficiency. Basic structural differences between Spanish and English will be emphasized. This course will be taught in Spanish, although English will also be used to provide specific examples when comparing structures.

**Semester hours:** 4

**Prerequisite(s):** SPN2300.

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## **SPN3820 Methods of Teaching Spanish in Middle and High School**

This course will explore theoretical bases of the teaching of modern foreign languages at the middle and high school level, including an introduction to the most prominent theories of second language acquisition (SLA); introduce teacher candidates to instructional materials and classroom methods and techniques employed in language teaching at these levels; provide teacher candidates with opportunities to practice various methods and techniques for an audience of their peers; provide teacher candidates with a combined 50 clock hours of pre-student teaching clinical practice in both a middle school and a high school; feature guest speakers (currently teaching foreign language in Illinois public schools) who will provide teacher candidates with extensive examples of communicative activities, teaching techniques and methods, classroom management strategies, and ways of incorporating culture and using technology in the modern foreign language classroom; provide students with a final opportunity to produce a mini edTPA, which will be required of every teacher candidate during the student teaching semester; assist students with developing a unique, foreign language focused Philosophy of Teaching Statement; assure that teacher candidates are familiar with multiple forms of technology and able to use them to plan and instruct lessons.

**Semester hours:** 4

**Prerequisites:** SPN3620 & EDU 3620.

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## **SPN3880 Travel/Study Experience**

This course will expose students to a variety of Spanish experiences that cannot be duplicated in a classroom setting. Immersed in target language culture, students will participate in a variety of service learning experiences (dependent on the travel/study location), demonstrate knowledge and understanding of the country's history and culture, and acquire new vocabulary and increased oral proficiency by daily via immersion and daily interaction with native speakers of Spanish. Students may elect to take the Oral Proficiency Interview upon return to the United States.

**Semester hours:** 4

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### **SPN4990 Spanish Capstone Seminar**

This is a capstone course in which the students demonstrate the acquisition of the second language, the knowledge of how the process occurred, the different perspectives concerning bilingualism, and the abilities to research and create in Spanish.

**Semester hours:** 4

**Prerequisite(s):** SPN2300.

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### **SUS/ENV2150 Environmental Ethics**

This course is an introduction to environmental ethics in developed and developing countries. Lectures will emphasize current philosophical environmental ethics, understanding the values and responsibility of individuals toward the environment, and an understanding of how to balance the use of natural resources to development ethics and obligations to dealing with environmental issues. In addition, student's will explore society's movements and values toward these issues.

**Semester hours:** 4

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### **SUS2200 Environmental Chemistry**

This course is intended to provide students with a basic understanding of atmospheric chemistry principles, water chemistry principles and soil chemistry principles. Specifically, this course will use a quantitative approach to examining pollutants in air, water and soils. Students will develop skills for sampling, quantitative detection and data analysis in environmental chemistry. Students will have an understanding of biogeochemical cycles and human effects to these cycles.

**Semester hours:** 4

**Prerequisite(s):** CHEM1200/1200Z.

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### **SUS2300 Natural Resources Economics**

This course introduces the concepts and components of economics and dealing with non-recyclable, recyclable and replenishable resources. This course will discuss economic tools and techniques that can be used to make better management decisions, valuing the environment and dealing with environmental issues. Concepts of

property rights, externalities, natural resource capital and markets will be discussed. This course will include case studies dealing with air pollution, water pollution, toxic substances and environmental justice in regard to risk.

**Semester hours:** 4

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## **SUS2400 Literature and the Environment**

This course examines the relationship between literature and the environment by addressing both stylistic and cultural concerns. In doing so, the course will examine the conventions of three major genres: poetry, fiction and non-fiction. Throughout the course, students will gain experience writing both about and in each of these literary genres in order to gain greater understanding of the relationship between literature and the environment.

**Semester hours:** 4

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## **SUS3100 Introduction to Geographic Information Systems**

This course introduces the concepts and components of a geographic information system (GIS). It also teaches the essential skills of spatial data management, analysis, and visualization through the use of GIS software. Upon completion of this course, students will understand the fundamental concepts of GIS, including spatial data models, spatial analysis and cartographic principles.

**Semester hours:** 4

**Prerequisite(s):** Majors only or consent of instructor.

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## **SUS3200 Ecology and Conservation Biology**

This course will provide an introduction to the ecology and conservation of natural resource. Basic principles of ecology and conservation techniques will be discussed with an emphasis on humans as part of this system. The course will utilize experiential methods in examining global and local ecosystem issues and current management practices.

**Semester hours:** 4

**Prerequisite(s):** BIO1220/1220Z.

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## **SUS3300 Environmental Statistics**

This course introduces different types of statistical analyses used in the environmental field. This course will begin with basic concepts of statistics, including formulating and



testing hypothesis, random variables and inferential statistics. This course will also address more advanced topics, including sampling design, limits of detection and spatial statistics. The course focuses on applications in a variety of different environmental fields.

**Semester hours:** 4

**Prerequisite(s):** Majors only or consent of instructor.

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## **SUS3400 Environmental Soils and Food Production**

This course is an introduction to urban and rural soil science. Lectures will emphasize the inter-relationships of hydrology, landforms, vegetation, climate, and geologic materials with soils. The course will also focus on using soil resource information in making wise land-use decisions. In addition, the impact of humans on soils will be discussed. Students will examine organic versus conventional food production.

**Semester hours:** 4

**Prerequisite(s):** Majors only or consent of instructor.

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## **SUS4100/WRI3210 Grant Writing and Fundraising**

This course prepares students for writing grants and participating in fundraising activities. The course will utilize experiential methods and real world examples in teaching the skills necessary to maximize successful outcomes in the grant writing process. Additionally, the course will teach fundamental components of the fundraising process through a combination of experiential learning and research instruction, as students participate in activities, such as designing newsletters or organizing and presenting in public forums.

**Semester hours:** 4

**Prerequisite(s):** Majors only.

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## **SUS4200 Water Resources and Environment**

This course is intended to provide students with a broader understanding of water as a natural resource and its importance to our lives and the Earth's complex environment. Specifically, this course will cover physical properties of water, the hydrologic cycle, and issues related to water distribution, water usage, and water management. Students will understand the social/economical, legal, and political aspects of water resources.

**Semester hours:** 4

**Prerequisite(s):** SUS2200.

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## **SUS4210 Terrestrial Ecosystems**

This course will introduce students to flora/fauna-soil ecosystems and focus on water, carbon and nitrogen processes. Students will learn the dynamics of change in a terrestrial ecosystem including soil pedology, and edaphology. Field sampling and research will be done in forest, prairie, wetland as well as urban ecosystems.

**Semester hours:** 4

**Prerequisite(s):** A chemistry course; SUS2200; CHM1320/1320Z or equivalent.

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## **SUS4300 Senior Capstone in Environmental Issues**

This course explores the interrelationships of the environment and society through the study of a complex problem that addresses issues of importance to the environment, ethics and society. Information regarding the problem will be gathered through peer-reviewed sources, reliable news sources, personal communications and field experience. The course will culminate in a major presentation, project and written piece regarding both the research and field experience.

**Semester hours:** 4

**Prerequisite(s):** SUS3100; SUS3200; SUS3300; and SUS3400.

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## **SUS4400 Environmental Literacy and Critical Inquiry**

This course examines the relationship between contemporary environmental issues and effective argumentation. In doing so, the course will examine the conventions of environmental scientific, popular, philosophical and literary authors used in the presentation of various modes and contexts. Throughout the course, students will gain experience writing both about and in each of these modes in order to gain greater understanding of the relationship between rhetoric, argumentation and effective communication regarding environmental issues.

**Semester hours:** 4

**Prerequisite(s):** GEN1500.

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## **SUS/ENV4500 Environmental Solutions**

This course is designed to provide an overview of the environmental management of natural resources by addressing issues such as technical, political, administrative and social forces influencing the quality of the environment and the use of resources. It includes coverage of government and industrial programs to combat pollution of the air, soil and water, and the legislative and regulatory regimes.

**Semester hours:** 4

**Prerequisite(s):** ENV1000; BIO2250; PSC3100 or SOC3580

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## **SUS4600 Civilizations and Their Environment**

Through an historic and artistic lens, this course examines the interrelationship between civilizations and the environment on global, national and local levels. In doing so, the course will examine the relationship between the indigenous people and nature as well as that between developing nations and nature. In addition to this historical content, the course will look at the ways in which these relationships reflect the ideology behind contemporary man's relationship with nature.

**Semester hours:** 4

**Prerequisite(s):** Majors only.

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## **SUS4700 Energy and Changing Technology**

This course introduces students to the latest research on evolving patterns of energy use and new energy producing and harnessing technologies. Historical examples of engineered projects, chemical processes or electronics which have changed to utilize fewer or more environmentally sustainable materials will be studied along with alternative energy, transportation planning and sustainable criteria for new construction and renovations. Social and technological changes and adaptations that human communities may have to make as the Earth's climate continues to change in the coming years will be the focus of class projects.

**Semester hours:** 4

**Prerequisite(s):** Majors only.

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## **SWK2050 Drugs and Human Behavior: Substance Abuse Evaluation and Treatment**

This course provides an overview of the history of both the use and abuse of a range of psychoactive drugs based upon current research. Various mood altering substances as well as theories used to explain drug use and addiction are examined. This course emphasizes the physical, emotional, and psychological dimensions of

addiction, the impact of substance abuse on the individual, the family, and the community, and the controversies regarding national and international drug policies.

**Semester hours:** 4

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### **SWK2150 Violence in America**

This course provides an overview of the various aspects of violence in American society. The course places violence in a historical context and emphasizes the causes and possible solutions. Violence related to family violence, including child abuse and spousal battering, police brutality, gun violence and gun control, media violence, school violence, workplace violence, youth and gang violence, drug violence, hate crimes, murder and capital punishment are addressed. Differential causes and impact of violence related to culture, race, gender, and age are examined. This course emphasizes the role of social workers when intervening with victims of violence.

**Semester hours:** 4

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### **SWK2500 Survey of Contemporary Social Work**

This course provides an overview and historical perspective of the social work profession, discussion of social work values, knowledge and skills. The course is an introduction to generalist social work practice, human diversity within the social work profession and fields of practice. It will include discussion of relevant issues facing social workers today. Students will prepare for the social work field with professional skill-building focused on professional identity, communication skills and professional goal setting. To be taken in the sophomore year.

**Semester hours:** 4

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### **SWK3140 Social Work with Groups**

This course provides an overview of group work theory, including group development, leadership, group formation, group process, group roles, communication, non-verbal behavior and ethics. Development of group leadership skills, as well as group dynamics are taught through the use of experiential group activities.

**Semester hours:** 4

**Prerequisite(s):** SOC1100; SWK2500; majors only.

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## **SWK3150 Social Welfare: Institutions and Policies**

This course addresses social welfare and community services as social institutions (societal response to social problems): values, motivations, and methods by which institutions are developed, issues and social policies affecting programs and services, including analysis of policy-making process.

**Semester hours:** 4

**Prerequisite(s):** SWK2500; majors only.

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## **SWK3210 Human Behavior in the Social Environment I: Infancy to Adolescence**

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

**Semester hours:** 4

**Prerequisite(s):** PSY1100 General Psychology; SWK2500; majors only.

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## **SWK3400 Human Behavior in the Social Environment II: Adult Lifespan**

This course is designed to provide the student with an understanding of the normal processes of physical, emotional, and socio-cultural development from young adulthood through old age. This course also incorporates systems theory in looking at individual and systems of all sizes.

**Semester hours:** 4

**Prerequisite(s):** PSY1100; SWK2500; SWK3210; majors only or consent of instructor.

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## **SWK3600/HAS3600/REC3600 Animal Assisted Therapy**

This course is designed to provide students with foundational knowledge as well as practical application of animal assisted therapeutic interventions as they are utilized with a variety of vulnerable populations and settings. Students will be introduced to standards for practice, practice methods, and research conducted to study the impact of animal assisted therapy on vulnerable populations. Skills for intervention

design, implementation and assessment of efficacy will be developed and practiced in this course.

**Semester hours:** 4

**Prerequisite(s):** HAS2210; PSY3460 or SPED2120.

**Co/Prerequisite:** REC2250 or REC2400

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## **SWK3750 Addictions Counseling**

This course will cover basic information regarding alcohol use as a substance and its psychological and physiological impact. Roles and dynamics are examined in families where alcohol and drug use is problematic. Intervention strategies and the range of techniques used to address addiction are covered. State rules and regulations in the treatment of addictions are discussed. Community resources for the addicted population are reviewed.

**Semester hours:** 4

**Prerequisite(s):** SWK2050; SWK2500; or consent of instructor; majors only.

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## **SWK3760 Effects of Trauma on Children**

This course will focus on children and adolescents who have been exposed to significant trauma and/or loss. Child trauma theory, impact of trauma and loss, and assessment of traumatized children will be explored. Factors such as the therapeutic relationship, working with caregivers, self-care for social workers and the critical need for supervision will be examined. Skills will be developed to directly treat children of trauma to assist with the management of their symptoms, healing from trauma/loss memories and increasing coping skills to prepare for future challenges.

**Semester hours:** 4

**Prerequisite(s):** Majors only.

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## **SWK4010 Social Work with Communities and Organizations**

This course explores basic concepts and principles of community organization and organizational theory, including social structures and processes, social change, social control, social stratification and socialization through community organizations and institutions. The course emphasizes community and organizational assessment and intervention, ethics and the roles of the social worker in working within an organizational context and within a community.

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**Semester hours:** 4

**Prerequisite(s):** SOC1100; SWK2500; SWK3150; majors only.

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### **SWK4110 Social Work with Individuals and Families**

This course develops and builds on skills, knowledge, values and ethics of the social work profession. The course emphasizes developing practice competence by studying the generic principles of the helping process and applying systems theory; the ecological and strengths perspectives; and problem solving methods of working with individuals, families, groups and communities. The engagement and assessment phases of social work are addressed. Practice issues prompted from the field experiences are an integral part of the course.

**Semester hours:** 4

**Prerequisite(s):** SWK3210; SWK3400; majors only.

**Co-requisite(s):** SWK4210.

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### **SWK4120 Integrative Seminar in Social Work**

This course further facilitates the student's integration of classroom and field learning. It emphasizes improved demonstration of the social work professional role(s) and the overall development of practice competence as well as the middle and the ending phases of intervention with families, individuals, groups and communities. A continued focus on ethical considerations; theory and skill development, the development of the student's own practice theory are addressed.

**Semester hours:** 4

**Prerequisite(s):** SWK4110; majors only.

**Co-requisite(s):** SWK4220.

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### **SWK4200 Research Methods in Social Work**

This course provides students with research knowledge and skills essential to the beginning professional worker for research informed practice and practice informed research. Research practices of gathering relevant data, describing, monitoring, and accounting for one's own practice and participating in research are the principle content of this course. Statistical literacy is developed through instruction of standard statistical analysis.

**Semester hours:** 4

**Prerequisite(s):** SWK3400; majors only.

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## **SWK4210 Field Instruction I**

This course is taken in conjunction with SWK4110; minimum of 225 clock hours in service at a social service organization for each semester (fall). Learning experiences in the field setting are under the instruction of an MSW with at least two years' experience. Experiences include direct work with individuals, groups, families and communities, as well as participation in staff activities. Students will attend weekly class meetings focused on professional development and skill building.

**Semester hours:** 4

**Prerequisite(s):** SWK2500; SWK3140; SWK3150; majors only.

**Co-requisite(s):** SWK4110.

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## **SWK4220 Field Instruction II**

This course is taken in conjunction with SWK4120; minimum of 225 clock hours in service at a social service organization for each semester (spring). Learning experiences in the field setting are under the instruction of an MSW with at least two years' experience. Experiences include direct work with individuals, groups, families and communities, as well as participation in staff activities. Students will attend weekly class meetings focused on professional development and skill building.

**Semester hours:** 4

**Prerequisite(s):** SWK4210; majors only.

**Co-requisite(s):** SWK4120.

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## **SWK4700 Addictions Counseling II**

This is the second course designed to specifically address treatment approaches utilized while working with the addicted population. In this course, students will continue building their expertise of addictions treatment by studying specific treatment approaches found to have had positive outcomes with the addicted populations.

**Semester hours:** 4

**Prerequisite(s):** SWK2050; SWK3750; concurrent enrollment in SWK4210; majors only.

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## **SWK4710 Expressive Therapies for Children**



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

**Semester hours:** 4

**Prerequisite(s):** Majors only.

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## **SWK4720 Social Work with Vulnerable Children and Families**

This course will focus on the practice implications for social workers within the juvenile justice system and substance abuse treatment programs. Current and historical policies and research specific to the juvenile justice system will be examined. Coursework and lectures will investigate all phases of the contemporary juvenile justice system and examine juvenile rights, the nature and explanation of delinquency, truancy, classifications of juvenile offenders, juvenile courts and corrections, as well as effective treatment programs. Students will gain an understanding of the legal process, including due process, adjudication, alternatives to incarceration and forensic evaluation. Collaboration with protective services, treatment programs and court services will be evaluated.

**Semester hours:** 4

**Prerequisite(s):** Majors only.

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## **SWK4725 Child Welfare Services**

This course is designed to present an overview of policy and practice issues in the field of child welfare from a historical, theoretical, political and practice perspective. Emphasis is placed on the role and function of the child welfare worker in each content area presented. Child welfare services are components of a network or continuum of services designed to provide services to children and their families for a variety of child-related issues. The course will provide a conceptual framework of child welfare as an area of study in the field of social work and will describe the various agencies and services that make up the child welfare field of study. Additional work in the critical analysis related to decision making in the child welfare field will be provided. This course builds upon the social work foundation core course work in social welfare policy and human development.

**Semester hours:** 4

**Prerequisite(s):** Majors only.

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## **THE1200 Introduction to Theatre**

This course is designed to introduce the student to a brief history of theatre and the functions of the playwright, actor, director, producer, critic and designers. The course will help develop an appreciation and understanding of the theatrical experience.

**Semester hours:** 4

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## **THE1300 Introduction to Acting**

This course is an introduction to the study and fundamentals of acting. Through exercises in movement, voice, imagination, and game playing, the student actor will develop control over body and movement, learn techniques to reduce performance anxiety and stage fright, sharpen focus and concentration, heighten imagination, and develop skills needed to define and support the life of a character.

**Semester hours:** 4

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## **THE1310 Improvisation**

This course is an introduction to improvisational skills necessary for both traditional comedic improv and the character building and compositional tools used in acting for theatre and film.

**Semester hours:** 4

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## **THE1500 Stagecraft I**

This course is an introduction to the terminology and techniques used in technical theatre. The course examines two-dimensional and three-dimensional scenery, the physical theater, stage and scene shop equipment, project organization and process, technical theater graphics, materials, and theatrical construction techniques. Students in this course will be actively involved in AU Theatre Department productions and students will be required to schedule scene shop time outside of class.

**Semester hours:** 4

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## **THE2210 Play Analysis**

This course explores the relationships between dramatic text and the play in performance. Representative plays are studied in their genre, historical and social contexts. An emphasis is placed on basic structural terminology and methodology.

**Semester hours: 4**

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### **THE2300 Scene Study for the Actor**

This course focuses on acting technique for scene analysis and character development. Emphasis is placed upon expanding the actor's capabilities through scene work, monologues and character study.

**Semester hours: 4**

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### **THE2310 Voice and Movement for the Actor**

This course develops the actor for the vocal and physical demands of the stage. The actor's voice is explored through exercises in relaxation, breathing, articulation and projection. The actor's body is explored through techniques of movement in an effort to make the actor's body a more flexible and efficient instrument of expression.

**Semester hours: 4**

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### **THE2400 Introduction to Musical Theatre Performance**

An introductory course in musical theatre scene study, in which acting, singing, and movement skills are blended in the performance of songs and scenes. The course will require students to research musical theatre productions and characters, train in vocal technique and work with a collaborative pianist.

**Semester hours: 4**

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### **THE2440 Musical Theatre Dance Styles I**

This course will include study of classical ballet and jazz at the beginner level in order to prepare the musical theatre student for more advanced study. Students will be taught dance combinations from musical theatre repertoire in order to enhance technical skills while preparing for performance.

**Semester hours: 2**

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### **THE2500 Stagecraft II**

Students will explore advanced construction techniques and practices, such as welding, ornamental carpentry and furniture construction. Special emphasis will be placed on creative approaches and problem solving. Students will demonstrate their knowledge through individual and group projects. Students in this course will be actively involved in AU Theatre Department productions and they will be required to schedule scene shop time outside of class.

**Semester hours:** 4

**Prerequisite(s):** THE1500 or instructor approval.

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## **THE2510 Design for the Stage**

Using a variety of media, students will explore design skills, creative process and essentials of costume, lighting and scenic design. Students will explore the process of translating a script into a visual design. Topics will include designer responsibilities, research techniques, communication tools, creative problem solving, and the director/ designer relationship.

**Semester hours:** 4

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## **THE2810 Special Topics in Theatre**

This course is developed by faculty to examine a specialty theatre subject outside of the usual courses. This is an elective course that may not be used toward the requirements for the theatre major.

**Semester hours:** 4

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## **THE3300 Classical Acting**

This course is advanced training for students who have taken the core 1000 and 2000 level acting courses. Special attention for this course will be placed on classical acting using works from Shakespeare.

**Semester hours:** 4

**Prerequisite(s):** THE1300; THE2300; THE2310.

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## **THE3310 Directing**

This course is an introduction to the process of directing. It will begin with analysis and research, and move into the actual staging and rehearsal process. The class will also concentrate on analysis, the foundation for the entire process.

**Semester hours:** 4

**Prerequisite(s):** THE1300; THE1500; THE2210; and THE2510 or instructor approval.

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### **THE3400 Musical Theatre Scene Study**

A practical application of musical theatre scene study and historical musical theatre styles. Students will learn to critically evaluate musical theatre text and song and incorporate the two elements through the application of multiple acting and singing techniques. Students will explore a range of musical theatre styles from the 1940's through present day.

**Semester hours:** 4

**Prerequisite(s):** THE2400.

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### **THE3440 Musical Theatre Dance Styles II**

This course will include study of hip hop and jazz dance technique at the beginner level in order to prepare the musical theatre student for more advanced study. Students will be taught dance combinations from musical theatre repertoire in order to enhance technical skills while preparing for performance.

**Semester hours:** 2

**Prerequisite(s):** THE2440.

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### **THE3500 Scenic Design**

This course examines the practice of designing theatrical scenery. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop scenic ideas for the stage. Special attention will be placed on refining visual communication, presentation skills and theatrical drafting.

**Semester hours:** 4

**Prerequisite(s):** ART2100; THE1500; THE2210; and THE2510 or instructor approval.

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### **THE3520 Costume Design**

This course will examine the practice of designing and creating theatrical costumes. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop costume ideas for the stage. This class will also examine basic sewing, pattern creation/modification, and other processes used

to create costumes for the stage.

**Semester hours:** 4

**Prerequisite(s):** ART2100; THE1500; THE2210; and THE2510 or instructor approval.

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### **THE3525 Lighting Design**

This course will examine the practice of designing and creating theatrical lighting. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop lighting ideas for the stage. This course will also examine lighting instruments, command equipment and theatrical drafting.

**Semester hours:** 4

**Prerequisite(s):** ART2100; THE1500; THE2210; and THE2510 or instructor approval.

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### **THE3550 Stage Management**

This course will examine the practice of stage managing in a variety of different types of theatre productions. Students will explore responsibilities and common paperwork and tools used by professional stage managers.

**Semester hours:** 4

**Prerequisite(s):** THE1300 and THE1500 or instructor approval.

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### **THE3600 History of Theatre: Antiquity to Renaissance**

This course will give an overview of theatre history from Antiquity through the Renaissance. The highlights of different periods of history will be explored, which will include the study of plays and their playwrights, acting styles, staging conventions, architecture and costuming.

**Semester hours:** 4

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### **THE3610 History of Theatre: Restoration to Present**

This course will give an overview of theatre history from Restoration through the Modern theatre. We will explore the highlights of different periods of history, which will include the study of plays and their playwrights, acting styles, staging conventions, architecture and costuming.

**Semester hours:** 4

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## **THE3640 Musical Theatre History**

This class is a survey of the development of musical theatre as a performing art form in America. In addition, by looking at musical theatre from multiple perspectives – historical, cultural, political, social, aesthetic – the class will explore the ways in which musicals both reflect and embody values, tastes and trends in the cultures and eras from which they spring.

**Semester hours:** 4

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## **THE4300 Advanced Contemporary Scene Study**

This course is advanced training for students who have taken the core 1000 and 2000 level acting courses.. Special emphasis will be placed on 20th and 21st century literature and honing the individual skills needed by professional actors.

**Semester hours:** 4

**Prerequisite(s):** THE1300; THE2300; THE2310.

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## **THE4400 Advanced Musical Theatre Performance**

A practical study of audition techniques, cabaret performance, and role research. Students will master 5 audition songs from various musical theatre genres. They will also write and develop their own cabaret performance which will be performed as the course final.

**Semester hours:** 4

**Prerequisite(s):** THE2400, THE3400 or permission by the instructor.

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## **THE4440 Musical Theatre Dance Styles III**

An advanced study of a variety of musical theatre dance styles. Students will be taught dance combinations from musical theatre repertoire in order to enhance technical skills while preparing for performance. Students will also learn the basic of choreography and will be asked to choreograph and teach one dance combination.

**Semester hours:** 2

**Prerequisite(s):** THE3450.

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## **THE4500 Advanced Study in Design or Technical Theatre**

This course is a continuation of training from THE2500, THE3500, THE3520, THE3525 or THE3550. Students will be working on advanced projects in their specific area of design or technical theatre. Although not guaranteed, students may be given an assignment as part of an AU theatre or student production.

**Semester hours:** 4

**Prerequisite(s):** THE2500; THE3500; THE3520; THE3525 or THE3550.

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### **THE4900 Capstone Preparation**

This course is designed to help the graduating theatre student prepare and organize a capstone project. Special emphasis will be placed on project and skill development and advisor selection.

**Semester hours:** 1

**Prerequisite(s):** Completion of all other theatre requirements and consent of theatre faculty.

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### **THE4990 Senior Capstone Project**

This course will serve as the culminating performance, project or written work for the theatre major. With approval and guidance from the faculty, student will develop and execute a substantial individual project that will reflect the academic and practical knowledge gained through the theatre program. This project may be realized as a theatrical performance, a design or technical project, a directorial work, a written thesis or a critical/historical document. Faculty will assist in developing specific goals and requirements for completion of the capstone project.

**Semester hours:** 3

**Prerequisite(s):** Completion of all other theatre requirements and consent of theatre faculty.

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