



# **Benedictine University**

## **Graduate Course Catalog**

### **2010-2011**





## Graduate Catalog Policies Contents

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**Advising**

A faculty member will guide and assist each student in planning coursework, both before registration and at any time the need arises. Most advising can be done at a student's convenience.

At Benedictine University, academic advising is grounded in Benedictine values and the University mission. It is an interactive process between the advisor and the student and is supported by technology. The goal is to promote each student's academic, career and personal development. Faculty and staff are committed to creating a decisions making framework through which students can identify and realize their educational goals. Although academic advising is a collaborative function of both student and advisor, the final responsibility for satisfying University and program requirements rests with the student.

**Graduation Requirements**

A student must earn 64 quarter credit hours (51-53 quarter credit hours in the Nutrition and Wellness programs, 33 semester credit hours in all MEd Programs, 38 semester hours in the MAEd Elementary Education track, 37 semester credit hours in the MAEd Secondary Education track and 57 semester hours in the MAEd Special Education track, 40 semester hours in the Clinical Exercise Physiology program and 33 semester credit hours in the Science Content and Process Program) for graduation and must maintain a "B" average (3.00) in all Benedictine coursework.

A student must complete a minimum of 32 quarter credit hours (24 semester credit hours in the semester-based programs) of coursework at Benedictine University at the 500 level or above. This requirement is known as the academic residency requirement. For students in dual degree programs, the residency requirement is 64 quarter credit hours.

All coursework with a grade below "C" must be repeated for the course to apply toward graduation and/or certificate requirements. Courses designated as foundation courses, as identified in the catalog, require a grade of a "B" or higher to apply toward graduation/certificate requirements.

**Graduation Honors**

Benedictine University does not grant degree honors at the Masters or Doctoral degree level.

**Transfer Credit and Course Substitutions**

Candidates' previous coursework in related areas will be evaluated on an individual basis to determine transfer credit and course substitutions. Requests for transfer credit or course substitution should be discussed with a faculty advisor.

**Transfer Credit**

In order to qualify for transfer credit, the course must be an appropriate graduate-level course, must have been taken within the last five years and must have resulted in a grade of "B" or higher. Students must submit transcripts for departmental approval prior to the end of the first term after acceptance.

**Course Substitution**

Candidates may request permission to substitute an elective for a required course.

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### **The Grading System**

Final grades for courses are as follows: "A," "B," "C," "D" (lowest passing grade) and "F" (failure). Grade point averages are calculated on an A = 4.0 system and are based on all graduate coursework at Benedictine University.

### **Incompletes**

Under extraordinary circumstances, when a student is unable to complete all course assignments by the final date of the term, a grade of "I" (Incomplete) may be requested by the student and issued with the permission of the instructor. The grade of "I" will become an "F" unless the student has removed it within 180 days of the end of that term. It is the student's responsibility to complete all course requirements. In order to be eligible for an Incomplete, a student must be performing satisfactorily in the course, have completed a sustained portion of the course and be in good academic standing.

### **Deferred Grades**

In certain courses, because of the structure or timing of the course, a deferred grade of "X" will be assigned. A grade of "IP," in Progress, is recorded to indicate that the course is in progress when the term in which the course has been scheduled ends. The "IP" grade will be replaced when the final grade is posted.

### **Audit**

The **Audit (AUD) grade designation** indicates that a student has registered for a course and was eligible to attend class sessions. Auditing a course does not necessarily reflect participation, nor does it indicate anything regarding completion of assignments. Auditors are entitled to participate in class activities to the extent the instructor permits.

Audit registration requires the approval of the instructor. **A student may not change from credit to audit or audit to credit after the end of the add/drop period.** If a course has stated enrollment limits, students taking the course for credit will be enrolled before students auditing the course. Lab courses may not be taken as an audit.

When an Audit (AUD) grade designation is posted on the transcript, it cannot be changed to a letter grade. Audited courses are not available for later credit or proficiency by examination.

### **Grade Appeal Policy**

The purpose of the Grade Appeal Policy is to establish a consistent procedure by which students may seek review of final grades assigned in courses at Benedictine University. Grades other than final course grades may not be appealed. The policy recognizes the right and responsibility of faculty members to exercise their professional judgment in evaluating academic performance and the right of students to have their academic performance judged in a fair and impartial manner.

### **Grade Appeal Process**

First, discuss the incident with the faculty member; bring forward any facts or circumstances that might be pertinent to the faculty member's evaluation and decision.

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If not satisfied with the outcome, either the student or the faculty member may seek consultation with the Department Chair/Program Director, College Dean, and finally the Vice President for Academic Affairs, in that order.

### **Grounds for Appeal**

A student may appeal a final course grade only on the grounds that:

1. The grade was assigned based on a miscalculation or clerical error;
2. The grading standards for the course were not clearly articulated by the instructor in the syllabus, or the grade was assigned in a manner inconsistent with articulated standards.

At all levels of review, the burden of demonstrating that a grade should be changed rests with the student. The deadline for submission of any grade appeals is the end of the semester or quarter following the term in which the grade was originally received.

### **Satisfactory Academic Progress Policy**

Graduate students are expected to maintain a 3.0 grade point average to remain in good academic standing. Any student whose cumulative grade point average falls below a 3.0 will be placed on academic probation. A notice of academic probation will appear on the student's transcript. Students will not graduate unless the cumulative grade point average is at least 3.0. Students participating in a dual degree program must maintain an overall grade point average that meets the requirements of both programs. Grade point averages will not be computed for each program separately. Students concerned about their academic standing are encouraged to talk to their academic advisor.

### **Course Load per Term**

A full-time student is registered for a minimum of either 9 semester credit hours per semester or 9 quarter credit hours per quarter, as follows:

Part-time academic status: 1-8.99 credit hours

Full-time academic status: 9+ credit hours

IMPORTANT NOTE: Above are BU policies for academic status. The Financial Aid Office may use different status levels based on specific financial aid policies.

### **Academic Dismissal**

If a student fails to achieve satisfactory academic standing for three consecutive quarters (or two consecutive semesters), the student is dismissed from the University because of poor scholarship. Any student dismissed for poor scholarship may submit an appeal to the Committee on Academic Standing for a one-term reinstatement. Criteria that the Committee on Academic Standing will consider include the student's current term grade point average (G.P.A.), cumulative G.P.A., the student's explanation for the prior G.P.A. and plans to remedy the situation.

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**Withdrawal from Class**

Students wishing to withdraw from a class must submit the proper paperwork to Benedictine Central or use MyBenU by logging into BenU Connect at [www.ben.edu/BenUConnect](http://www.ben.edu/BenUConnect). Students have until the day prior to the second day of class to drop the class. Students who withdraw on or after the second class [and prior to the last day to withdraw] will receive a "W" on both the grade report and transcript. Students may not withdraw from a course after the last day to withdraw [which is 80 percent through the course]. Simply failing to attend class or notifying the instructor does not constitute an authorized withdrawal and will result in a grade of "F."

**Repeated Courses**

In an authorized repetition of a course, the student will not receive additional credit hours. Only the most recent grade will be used in computing the grade point average. However, for an accurate record of the student's academic history, all attempts in the same course will be shown on the transcript. Only courses repeated at Benedictine University are authorized repetitions.

\*\*Tuition and fees for repeated classes are charged at the current rate.

**Academic Honesty Policy**

The search for truth and the dissemination of knowledge are the central missions of a university. Benedictine University pursues these missions in an environment guided by our Roman Catholic tradition and our Benedictine Heritage.

Integrity and honesty are therefore expected of all University students. Actions such as cheating, plagiarism, collusion, fabrication, forgery, falsification, destruction, multiple submission, solicitation, and misrepresentation are violations of these expectations and constitute unacceptable behavior in the University community.

To access the complete Academic Honesty Policy, which includes student responsibility, responsibility and authority of faculty, violations, reporting and communicating, responsibilities of the provost, appeals, composition of the academic appeals board, procedures of the academic appeals board, and records, please select the following link: [www.ben.edu/ahp](http://www.ben.edu/ahp).

**Academic Accommodation for Religious Observance Policy**

A student whose religious obligation conflicts with a course requirement may request an academic accommodation from the instructor. Students make such requests in writing by the end of the first week of class. Upon receiving such a request, the instructor will offer reasonable academic accommodation, whenever feasible, and communicate this to the student. However, the course requirements listed in the syllabus remain in effect if accommodations cannot be offered.

**Graduate Student Board of Appeals**

The Graduate Student Board of Appeals (GSBA) will hear appeals related to the academic experience of a graduate student when the normal process for settling disputes has been exhausted. Disputes involving

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administrative offices, sexual harassment by a faculty member, nonpayment of debts, etc., should not be referred to the GSBA, but should go directly to the Provost and Vice President for Academic Affairs. Violation of these procedures that do not prejudice any party will not invalidate the procedure.

### **Membership in GSBA**

When the Associate Provost receives a formal appeal from a student or faculty member, the GSBA will be constituted. The Associate Provost shall appoint three members of the graduate faculty to serve on the board.

Each year, the faculty of each program will identify one of their students for potential service. The Associate Provost will appoint two students (neither from the same program as the student or faculty member involved in the appeal) to serve on the GSBA.

The student and faculty member shall each have the right to ask for replacement of any two members of the original selection. The Associate Provost will appoint substitutes as needed. Only two such challenges may be used by either party.

### **Normal Procedure for Resolving Academic Disputes**

Ordinarily, the student must first meet with the faculty member in question and try to resolve the issue. Failing this, the appellant should contact the department chair. (If the faculty member in question is the department chair, the student must first meet with the department chair to try to resolve the issue.) The department chair should hear from both the student and the faculty member and try to resolve the issue in a professional manner. The department chair shall keep a record of the outcome.

If after meeting with the department chair the issue is unresolved, the appellant should contact the college dean. The college dean should hear from both the student and the faculty member and try to resolve the issue in a professional manner. The college dean shall keep a record of the outcome. If an agreement is not reached after meeting with the faculty member, department chair and college dean, then the appellant may file a written notice of appeal.

### **Appeal Process**

If the normal procedure does not resolve the complaint, the appellant may file a written notice of appeal with the Associate Provost within one academic term of the occurrence of the dispute. Upon receipt of the written appeal, the Associate Provost will have 15 working days in which to appoint the GSBA members. The GSBA will meet within 10 working days, select a chair and interview the student, faculty member and any other interested parties.

If an informal agreement cannot be reached at this level within 30 working days of the GSBA's first meeting, the appeal process will continue in a formal manner as follows:

1. Immediate written notification of the appeal by the GSBA to the Provost and Vice President for Academic Affairs.
2. Immediate written notification by the GSBA to any person charged in the appeal.
3. A formal gathering of data and hearing of testimony.

4. A recommendation by the GSBA by a majority vote within 30 working days of the written notification by the GSBA to the Provost and Vice President for Academic Affairs. This recommendation should include the GSBA's rationale for the decision.
5. Immediate notification of the recommendation to all interested parties.
6. After consideration of the recommendation from the GSBA, the Provost Vice President for Academic Affairs will make a decision within 15 working days and inform the student, faculty member, program director, dean and chair of the GSBA of his/her action.

### **Communication Skills**

Excellence in oral and written communication skills is characteristic of effective professional leaders. As a consequence, graduate courses require students to demonstrate a high level of proficiency in communication skills and encourage the development of these skills throughout the program.

It is generally assumed that students admitted to a degree program have developed basic communication skills through undergraduate study and/or experience. Students who are found to be deficient in these skills may be required to take additional coursework or self-study in order to continue in the program. Students who are having difficulty should consult with their advisors.

### **Mathematical Skills**

The graduate programs at Benedictine University are not designed to be highly mathematical. However, many programs require statistics and other courses that rely on a basic knowledge of college algebra. Students who are deficient in these areas may be encouraged or required to do additional coursework to resolve the deficiency prior to admission to the program. Students should consult the department chair for further information.

### **Prerequisites**

Course prerequisites are listed in the catalog to assist students in planning their courses in the optimal sequence. Each required course in the program has a significant content and role well beyond preparation for other coursework. As a result, completion of a course out of sequence does not eliminate the need for its prerequisites. Students should consult their advisors before registering for courses out of sequence.

### **Program Continuity/Time Limit**

Each graduate program consists of a series of interrelated courses and experiences that are designed to assist students in meeting the program goals. Extended breaks between courses or failure to complete the program within a reasonable time may interfere with a student's ability to accomplish the degree objectives. The following guidelines have been established:

1. Students may choose not to register for a given term and will continue to receive registration materials.
2. Students who do not register for several consecutive terms may be required to reapply for admission.
3. Students are required to complete all coursework within six years.

### **Student-at-Large Study**

Graduate students-at-large (GSAL) are those who enroll for graduate coursework before being accepted or applying for admission to a graduate degree program. Students must demonstrate proof of a baccalaureate degree from a regionally accredited college or university and submit an application to the Enrollment Center and must have permission from the department chair/program director to register. Graduate students-at-large do not qualify for financial aid. Credits earned as a GSAL may or may not apply toward degree requirements. Students may count a maximum of 16 quarter-hour or nine semester-hour credits earned as graduate students-at-large toward a degree program, however GSAL credits do not guarantee program admission. Graduate students at large are ineligible for any financial assistance.

### **Certificate Programs**

Students seeking a certificate are not considered degree seeking and therefore are not eligible for financial assistance. Certificate Program students are required to submit an application for admission. Students must demonstrate proof of a baccalaureate degree from a regionally accredited college or university. Students will work with the department chair/program director for advising on course selection. Hours earned in a certificate program can be applied toward a graduate degree at the time of acceptance. A minimum grade point average of 3.0 in certificate applicable coursework is required to receive a certificate. Students may count a maximum of 16 quarter hour or nine semester-hour credits earned toward a degree program.

Students interested in Study at Large, Certificate or Degree Seeking Programs should send all questions, applications and documents to the Enrollment Center:

E-mail: [admissions@ben.edu](mailto:admissions@ben.edu)

Phone: (630) 829-6300

Fax: (630) 829-6301

### **Admissions Requirements for U.S. Citizens and U.S. Residents**

- Application
- \$40 non-refundable application fee
- Official transcripts from all colleges and universities previously enrolled
- Proof of US Baccalaureate degree or equivalent
- Official ECE (Educational Credential Evaluators) Course-by-Course evaluation of any foreign country transcripts, if applicable. Choose the "Course-by-Course" evaluation for all programs except M.A.E.D/M.E.D. for which a subject analysis is required.
- Official results of Standardized test scores, if applicable
- Letters of references from persons who know the applicant from a professional or academic perspective (4 - Clinical Psychology; 3 - Education; 2 - MBA, MCEP, MIS, MOB, MPH, MSA, MSL, MSNW, MSSCP)
- Resume, if applicable
- Personal Interview (may be required of some programs)

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**International Admissions requirements - Non-citizens and Non-Permanent Residents of the U.S.**

- International Graduate Student Application
- \$40 non-refundable application fee
- Official transcripts from all colleges and universities previously attended with English translation.
- Proof of US Baccalaureate degree or equivalent
- Official ECE (Educational Credential Evaluators) Course-by-Course evaluation of any foreign country transcripts, if applicable. Choose the "Course-by-Course" evaluation for all programs except MAED/MED for which a subject analysis is required.
- Official results of standardized test scores – GMAT, GRE, MAT, TOEFL or IELTS (may be required of some applicants)
- Letters of reference from persons who know the applicant from a professional or academic perspective (4 - Clinical Psychology; 3 - Education; 2 - MBA, MCEP, MSMIS, MSMOB, MPH, MSA, MSL, MSNW, MSSCP)
- Evidence of English proficiency
- Written statement of educational and career goals
- Resume, if applicable
- Personal Interview (may be required of some applicants)
- Confidential Financial Statement of Support – with official bank statement, letter of sponsorship or other supporting documents
- International Student Health form -Students must fully complete the health form that includes evidence of all immunizations and a current TB test.
- Proof of Insurance

**Admissions Procedures****International Admissions Procedures**

Once all requirements are met and the applicant's file is complete, the file will be reviewed for admission. Requests for admission are considered without regard to the applicant's race, religion, gender, age, national origin or disability. The applicant will be informed of the admission decision in writing. If admitted, the International Student Advisor will issue an acceptance letter along with an I-20 document, pre-arrival and orientation information. All F-1 graduate students are required by law to be enrolled full time (9 or more graduate credit hours) during the academic year. It is the international student's responsibility to maintain the validity of the I-20, passport, visa and I-94. It is the international students responsibility to be aware of all expiration dates and allowing ample time for renewal/extensions. Failure to do so can result in deportation and/or difficulty returning to the United States.

**Required Academic Credentials****English Competency**

International applicants must present evidence of English competency in one of the following ways:

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1. Official transcripts from the Test of English as a Foreign Language (TOEFL) of International English Language Testing System (IELTS).
2. Recent completion of full-time study at the university level, minimum of two years, in a country where English is the native language as well as the language of instruction.

### **Overseas Credentials**

Academic credentials should include:

- A list of all courses studied each year
- Grades or examination results received (both passing and failing) in each course
- Maximum and minimum grades obtainable
- Certified English translation of all international academic credentials
- If you have studied at a non-U.S. university, you must have your university educational credentials evaluated by a U.S. evaluating company. Benedictine University recommends ECE (Educational Credential Evaluators, Inc.) and will provide a form at your request. ECE information and forms also are available at: [www.ece.org](http://www.ece.org); choose the "Course by Course" evaluation for all programs except M.A.E.D/M.E.D. for which a subject analysis is required. Read the directions on the evaluation form carefully and send all information needed and payment for the evaluation directly to ECE. Allow four to six weeks for your evaluation to be sent to Benedictine University.

### **Graduate Entrance Exams**

For U.S. standardized tests such as the GMAT, GRE, MAT and TOEFL, contact one of the following in your country:

- U.S. embassies and consulate offices
- Fulbright commissions
- Bi-national centers
- Private organizations such as the Institute of International Education. Ask for an international application. Take the test at least five months before the intended start of school

For international applicants living in the U.S., contact one of the following:

- 1-800-GRE-Call or [www.ets.org/gre/](http://www.ets.org/gre/)
- 1-800-GMAT-Now or [www.mba.com](http://www.mba.com)
- 1-800-622-3231 (MAT) or [www.milleranalogies.com](http://www.milleranalogies.com)
- 001-847-869-7700 (TOEFL) or [www.ets.org/toefl](http://www.ets.org/toefl)

### **Expenses**

#### **Tuition and Fees**

Tuition and fees are incurred at the time of registration. Graduate Tuition is due seven (7) days after the first day of class. Benedictine University has partnered with Sallie Mae to provide payment plans through TuitionPay for those students seeking arrangements to balance their tuition payments over an extended period of time.

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A Statement of Accounts is generated once each month. This statement reflects only that activity which has taken place on your student account in the last billing cycle (similar to your checking/savings/credit card statements of account).

**Payment in Full - remit payment to:**

Student Accounts  
Benedictine University  
5700 College Road  
Lisle, IL 60532  
(630) 829-6503

Benedictine University accepts cash, personal checks, money orders, Visa, MasterCard and Discover. Student may view and pay their accounts online at [www.ben.edu/MyBenU](http://www.ben.edu/MyBenU) from any on-campus computer or access MyBenU via BenUConnect at [www.ben.edu/BenUConnect](http://www.ben.edu/BenUConnect) from off-campus. Instructions on how to make an online payment are found at <http://www.ben.edu/MyBenU>.

**Monthly Payment Plans**

Benedictine University has partnered with Sallie Mae to provide interest-free monthly payment options through the TuitionPay Plan. Students may create budgets to manage their tuition costs annually or per term. Students may enroll online at <http://tuitionpay.salliemae.com/ben> or call (800) 635-0120 to speak with a TuitionPay consultant. Be sure to have your estimated expenses ready when you call or visit the Web site. If your budget changes at any time (increase/decrease in financial aid, increase/decrease of tuition charges or fees), please contact TuitionPay to adjust your payment plan accordingly. Please note that if the budget amount does not equal your balance due with BU, a financial hold and late payment fee may apply.

- Annual budgets - For a fee of \$50, students can make monthly payments toward their full-year's tuition balance (June - May).
- Single Term budgets - For a fee of \$30, students can make monthly payments toward their tuition balance for a single term.

TuitionPay Website: <http://tuitionpay.salliemae.com/ben>

Click on Enroll Now for list of available plans

**Employer Tuition Reimbursement**

For a fee of \$30, students can arrange with Sallie Mae's TuitionPay, a single tuition payment plan due at the end of the term (plus a grace period) with proper documentation from their employer. Documentation of your employer's reimbursement policy must be submitted to the Student Accounts Office of Benedictine University prior to enrolling in this plan. An updated copy of the policy must be submitted every Fall term thereafter. Students may fax their employer's policy to Student Accounts at (630) 829-6501. After submitting documentation showing eligibility, student may enroll in the plan that best corresponds with their class and program. If the student's enrollment changes after the initial set up of this plan, the student will be responsible for adjusting the payment plan either online or with a TuitionPay consultant at (800) 635-0120.

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If the student makes a payment directly to Benedictine rather than to TuitionPay, it is the student's responsibility to contact the Student Accounts Office so that we may notify TuitionPay. Due to new legislation, the Student Accounts Office will not have access to enroll students or make adjustments to these accounts. Please note that tuition is due in full according to the deferred due date specified by TuitionPay regardless of when individual employers reimburse their employees.

**\*\*Failure to meet payment deadlines will result in a late payment fee of \$100 and a financial hold placed on the student's account\*\***

### **Withdrawal and Refund Policy**

Students who withdraw after the first week of class will receive a "W" on both the grade report and the transcript. Students who do not withdraw properly will receive the letter grade of "F."

- Student may drop from a course up to 7 calendar days after the first class meeting for a full refund.
- Student may drop from a course 8 - 14 calendar days after the first class meeting for a 75% refund.
- Students dropping from a course 15 - 21 calendar days after the first class meeting will receive a 50% refund.
- Student dropping from a course 22 calendar days or more after the first class meeting will receive no refund.
- Courses that have a condensed meeting schedule will have no refund available after the first class meeting.

All drops must be done using MyBenU or in person at Enrollment Services (Ben Central).

1. Notifying the instructor that you want to drop a course does not officially withdraw a student from a course.
2. Non-attendance in a course will not constitute a drop.
3. Students who do not officially drop a course in writing will be financially responsible for the entire cost of the course.

Recipients of Federal financial aid who officially withdraw from the university will be subject to Federal Title IV refund guidelines.

Students who are expelled or suspended from the University during the course of an academic term are responsible for all financial obligations.

### **Summer Term**

- Student may drop from a course up to 3 calendar days after the first class meeting for a full refund.
- Student may drop from a course 4 - 6 calendar days after the first class meeting for a 50% refund.
- Students dropping from a course 7 calendar days or more after the first class meeting will receive no refund

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- Courses that have a condensed meeting schedule will have no refund available after the first class meeting.

### **Financial Appeal**

This process is designed to address extenuating circumstances that occurred during a given semester that prevented a student from receiving a partial or full refund for a course(s). Students may write a letter of appeal describing the reason(s) and justification for seeking an exception to the University's withdrawal and refund policy. The burden of proof shall be upon the student to prove his or her case by a preponderance of evidence in the written appeal. Be specific with extenuating circumstances, dates, the name of persons contacted and any steps you took to address the problem at the time it occurred. Attach appropriate documentation from your instructor, medical provider or other professionals as needed.

Student submits the appeal to the Financial Appeal Committee by mail or fax:

Mail the appeal to:

Benedictine University

Attn: Financial Appeals Committee

5700 College Road, Lisle, IL 60532

Or fax it to:

Financial Appeals Committee

(630) 829-6501

### **Financial Aid**

The fundamental purpose of the financial aid program at Benedictine University is to make it possible for every qualified student to obtain a college education regardless of financial means.

To receive financial aid, graduate students must be enrolled, at least half-time, as a degree-seeking student in an eligible program. For financial aid purposes, full-time enrollment is defined as eight quarter or six semester hours and half-time is a minimum of four quarter or three semester hours. Graduate Learning Team students are considered full-time when enrolled in the established curriculum program schedule.

### **Applying for Financial Aid**

All students applying for financial aid are asked to complete the Free Application for Federal Student Aid (FAFSA).

Students must reapply for financial aid each award year. The FAFSA should be completed as soon as possible after January 1.

### **Types of Aid**

All students who apply for financial aid will receive a financial aid award letter. The letter will include the types of assistance and award amounts the student is eligible to receive.

**Federal Direct Stafford Loan Programs**

Graduate students are eligible for up a maximum of \$20,500 in Federal Direct Stafford loans per academic year. There are two types of Direct Stafford loans available:

Direct Subsidized Stafford loans are based on financial need. The federal government will pay the interest while the student is in school, during the grace period, and during authorized periods of deferment.

Direct Unsubsidized Stafford loans are not based on financial need. This loan is available for students who are not eligible or only partially eligible for a Federal Direct Subsidized Stafford loan. The student is responsible for paying the interest from the date the loan is disbursed.

**Federal Direct Graduate PLUS Loan Program**

Graduate students are eligible to borrow funds from the Federal Direct PLUS Loan program. The Direct Graduate PLUS loan has a fixed interest rate. Graduate students may borrow up to the cost of education minus estimated financial aid.

**Federal Perkins Loan**

The Federal Perkins Loan is awarded to students based on financial need. The Federal Perkins Loan has a fixed interest rate of 5%. Perkins Loan funds are very limited.

**Satisfactory Academic Progress Policy for Financial Aid Recipients****Overview**

Federal regulations require that Benedictine University establish standards of satisfactory academic progress for students receiving federal financial aid funds. Minimum standards of academic progress are established to encourage students to successfully complete coursework for which financial aid is received and to make progress toward a degree.

**Financial aid programs included under this policy**

All federal, state and Benedictine University financial aid programs are subject to this policy.

**Students subject to this policy**

All students currently receiving federal, state and/or Benedictine University financial aid funds are subject to this policy.

Benedictine University students who have not previously received financial aid are required to meet the cumulative grade point average requirement of this policy prior to receipt of financial aid.

**Satisfactory Academic Progress Policy for Financial Aid Recipients**

Satisfactory academic progress is reviewed at specified times during the award year. Academic standing (cumulative grade point average) is reviewed at the end of each term. Successful progression towards degree completion and maximum timeframe criteria are reviewed at the end of each academic year.

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**Probation:** If a student fails to meet the requirements of satisfactory academic progress, the student will be placed on financial aid probation for one academic year.

**Cancellation:** If a student on financial aid probation fails to meet the minimum requirements of satisfactory academic progress, the student will be ineligible for continued assistance.

**Reinstatement:** A student may regain eligibility for financial aid once the student has met the minimum requirements of satisfactory academic progress.

It is the student's responsibility to contact the Financial Aid office to request a review of his/her satisfactory academic progress for reinstatement of assistance.

### **Appeal procedure**

Cancellation of financial aid because of a student's failure to meet satisfactory academic progress may be appealed if extenuating circumstances (illness, family problems, death of a family member, etc.) led to academic difficulties. The student's appeal must be in writing and submitted to the Financial Aid office.

### **Definitions for Financial Aid Purposes**

#### **Completion of courses**

Hours completed are based on grades of "A," "B," "C," "D" and "P." Hours with an "F" (failure), "W" (withdrawal), "I" (incomplete), "IP" (in progress) and "X" (deferred) are counted in the number of hours attempted, but not in the number of hours completed. Note: It is the student's responsibility to notify the Financial Aid office when an incomplete grade has been satisfactorily completed.

Class repeats, transfer hours and developmental course hours are counted in the total number of hours attempted/completed.

### **Financial Aid Leave of Absence Policy - for Non-Traditional Students**

A leave of absence is a process designed to allow students to interrupt their academic program for a limited period of time without requiring them to reapply for admission to the University. During the period of the leave, the student is considered to be on active status with the University awaiting their return to study. A leave of absence is intended for future courses, but may be requested while a class is in session. However, a leave of absence is not the same as a request to withdraw from a single class. Students should not use the leave of absence policy to request a withdrawal from the class in which they are currently enrolled if the intent is to remain registered in the following course of the program. The University's course withdrawal policy, which allows a student to withdraw from a course prior to two-thirds completion of the course, should be pursued in that instance.

**Required Documentation**

Students requesting a leave of absence must complete and sign an official Leave of Absence (LOA) form and submit it to the Financial Aid Office to be processed no later than the student's last day of attendance in the course immediately preceding the leave. Students may request a LOA form by contacting their academic advisor. Upon completion, forms may be sent to the Financial Aid Office by mail, fax or delivered in person. In addition to the LOA form, the student must submit a Program Schedule Change (Add/Drop) form to their academic advisor. When completing the add/drop form, students should identify the future class(es) from which they request to be withdrawn. As a general matter of policy, students may not use the leave of absence policy to request a withdrawal from classes that are in process or have already ended.

Once the Financial Aid Office has received the Leave of Absence form, the request will be processed and notification will be sent to, the student, Benedictine Central, Moser Center Accounting Department and the student's academic advisor. Benedictine Central will withdraw the student from any future courses identified on the add/drop form.

If unforeseen, emergency circumstances prevent a student from providing a request for a leave of absence on or before the last date of class attendance as outlined above, the Financial Aid Office, at its discretion, may approve the LOA retroactively. If not approved, the student may submit a written, signed and dated request to his/her academic advisor with appropriate documentation that substantiates the unforeseen circumstance that prevented the student from providing a leave of absence request on or before the last day of attendance. Unforeseen circumstances may include medical and family emergencies, unexpected business travel, and natural disasters. The academic advisor will submit the student's request to the Appeals Committee for approval. If approved, the student will be granted a leave of absence retroactive to the student's last date of attendance, the student will be notified by Financial Aid and the student's academic record will be adjusted accordingly. Further, if the Appeals Committee approves the student's request, no additional fees will be imposed when the student retakes the course.

**Length of Approved Leave**

The Financial Aid Office may grant a qualifying student a leave of absence of up to 180 days in any 12-month period during which the student is considered on active status and no Title IV Return of Funds calculation is required. Time in excess of 180 days will not be approved.

As a matter of policy, the leave of absence period will be calculated from the student's last date of attendance. The count will be based on the number of days between the last date of attendance (LDA) and the re-entry date. The initial LDA is used when determining the start date for the 12-month period referred to above.

**Request for Multiple Leaves of Absence**

The Financial Aid Office may grant multiple leaves at different times as long as all of the leaves added together do not exceed 180 days in a 12-month period. If students request a leave of absence that would exceed this time period, they will be contacted by the Financial Aid Office and advised that either the request is denied or the student will need to officially withdraw from the program. Students who withdraw from the program may reapply for admission to the University at a later date.

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**Completion of Coursework Upon Return**

Title IV regulations indicate that upon the student's return from a leave of absence, the student can begin a new course. Therefore, Benedictine University extends to all students the ability to begin a new course within their academic plan.

**LOA Returns Prior to the Scheduled End Date**

Students, upon notification to their academic advisor, may return early from an approved leave of absence prior to the LOA end date as long as they are able to begin a new course within their program. The LOA will be shortened according to the student's return date and the 180-day limitation will be credited accordingly.

**Failure to Return**

If a student does not return from an approved leave of absence on the expected return date, the student will be considered as withdrawn from the University and a Return of Title IV Funds calculation will be processed.

**Return of Title IV Funds**

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws prior to completing 60% of the payment period, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If a recipient of Title IV grant or loan funds withdraws from the University after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

- The amount of financial aid earned by the student is determined by calculating the number of days attended divided by the number of days in the payment period.
- Institutional breaks of five or more consecutive days, excluding LOA's, are excluded from the calculation for purposes of determining the amount of Title IV Aid earned by the student.
- Unearned aid percentage is calculated by subtracting the earned aid percentage from 100%.
- Institutional charges include tuition and school contracted room and board charges.

The procedures followed when a Title IV recipient withdraws from school or requires an LOA that exceeds Federal requirements are:

- Return of Title IV funds is calculated
- Lender is notified of student's status change
- Post-Withdrawal Disbursements are identified (if applicable)
- Excess funds earned are offered to student (if applicable)

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- Refunds and balance due are identified (funds must be returned no later than 30 days from the date Benedictine University determined the student withdrew).
- Exit Interview is conducted (by mail if necessary)
- Refunds are applied according to the order of Return of Title IV Funds:
  1. Federal Direct Unsubsidized Stafford Loan
  2. Federal Direct Subsidized Stafford Loan
  3. Federal Perkins Loans
  4. Federal Direct Grad PLUS

## **Master of Business Administration (M.B.A.)**

### **Introduction**

For over 30 years, Benedictine M.B.A. Programs has been preparing students to prepare for executive and managerial positions in both the private and public sectors. Leaders in the 21st century must make their way through the maze of market uncertainty, global competition, ethical challenges, and constant change. The Benedictine MBA has prepared over 5,000 students to meet these challenges.

### **Mission Statement**

The mission of the M.B.A. Programs at Benedictine University is to provide men and women with a collaborative educational experience that imparts superior management skills and best practices while instilling a sense of responsible and personal commitment to continuously improving the leadership of organizations.

### **Learning Goal for the Masters in Business Administration (MBA):**

Upon completion of the Benedictine's MBA program students should possess critical and creative thinking skills to solve problems, identify opportunities and make reliable decisions in domestic and global environments using the business concepts embodied in the disciplines of financial, accounting, management, operations, marketing, and economics.

### **Overview**

#### **Why enroll in your M.B.A. degree?**

The M.B.A. is widely recognized as a powerful professional credential in business and other organizations. The MBA combines quantitative and qualitative courses to prepare you for the demands of contemporary business leadership, in a complex, uncertain environment. The M.B.A. conveys practical knowledge and competence to better run organizations in a competitive environment. Essential skills needed in management include accounting, economics, project management, finance, strategy, marketing, and ethics. The M.B.A. is an essential factor for your career growth and leadership development.

#### **What is available to you?**

Choose from Benedictine's six distinctive M.B.A. programs and contemporary certificate programs, each carefully designed and delivered to meet your specific educational and professional needs.

#### **Our six M.B.A. programs are:**

1. **Traditional M.B.A.**  
Online M.B.A.  
Internship M.B.A.  
4+1 M.B.A. Program
2. **Weekend M.B.A.**  
Learning Team M.B.A.  
Dual Degree (M.B.A./M.S.M.O.B., M.B.A./M.P.H., M.B.A./M.S.M.I.S., M.B.A./M.S.A.)

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3. **Traditional (evening/weekend) M.B.A. Program:**

Benedictine University's Traditional M.B.A. Program is designed for working adults with at least two years of significant professional work experience. Evening and weekend classes are ideal for those who seek flexibility in their course schedules, an academic concentration and time to complete their degrees as part-time students. Students usually complete one to two courses per quarter. Classes are conducted one evening per week per class on the main campus in Lisle or in a weekend format. Students may select from more than 17 concentrations to fulfill degree requirements. The M.B.A. program may accept up to 16 quarter credit hours in transfer toward the master's degree for graduate coursework completed at another institution. An additional 16 quarter credit hours may be waived for prior undergraduate coursework taken within the last seven years, pending department chair approval. This means that you can complete your degree in as little as one year, although most students complete the program within two years.

4. **Online M.B.A. Program:**

Benedictine University offers a high quality, fully online M.B.A. with four concentrations: Financial Management, Health Administration, International Business and Marketing Management. The interactive online format of the Online M.B.A. allows you the flexibility to complete your coursework around busy work and personal schedules; and earn your master's degree from an established, reputable university.

5. **Internship M.B.A. Program:**

Our full-time Internship M.B.A. Program is developed specifically for recent college graduates and offers a professional internship experience as the M.B.A. concentration. Students complete 64 credits in 13 core M.B.A. courses plus three internship courses. The Internship experience is supervised by a faculty advisor to prepare students without significant professional career experience for their future roles and responsibilities in the workplace. Classes are conducted in evenings, weekends and on-line to allow for the demands of day time internships.

6. **4+1 M.B.A. Program:**

Well-qualified Benedictine University students who complete their undergraduate degree in accounting or business administration are eligible to complete the M.B.A. degree with one additional year of graduate study. The full-time 4+1 M.B.A. Program is developed specifically for recent college graduates. Admittance to the M.B.A. program is not automatic and an application must be completed during the student's senior year of undergraduate work. M.B.A. classes are conducted in evenings, weekends and online to meet the needs of students.

**International M.B.A. Program:**

Benedictine's International M.B.A. Program prepares students to enter today's dynamic global workplace with the assurance of superior personal and intellectual development, along with the important understanding of today's multi-cultural environment. Students complete 64 credits in 13 core M.B.A. courses, plus three courses focusing on international business. Those students interested in a truly international experience have the opportunity to take their concentration courses at Le Groupe Sup de CO Montpellier, France or



Copenhagen Business School. Summer sessions at Montpellier or Copenhagen Business School offer coursework in an accelerated 12 to 21 day format.

The Asian M.B.A. Program is run in partnership with two universities in Shenyang: Shenyang University of Technology and Shenyang Jainzhu University (formerly Shenyang Architectural and Civil Engineering University). The M.B.A. Program is also being offered in partnership with Vietnam National University (VNU) in Hanoi and Ho Chi Minh City (formerly Saigon) at Binh Dong University. The Higher Learning Commission of the North Central Association approved Benedictine University to offer M.B.A. and Master of Science in Management Information Systems (M.S.M.I.S.) programs throughout China and Vietnam.

#### **Learning Team M.B.A. Program:**

Benedictine University's Learning Team M.B.A. Program offers an evening, learning team-style program to working adults. The M.B.A. degree is completed in less than two years while attending evening classes one course at a time, one time per week, at a location close to home or work. Learning Team study group sessions are conducted weekly. New learning teams start regularly throughout the year at various locations throughout Chicagoland and northern Illinois.

#### **Dual Degree M.B.A. Programs:**

Benedictine University offers four dual M.B.A. degrees with graduate programs in Management Information Systems (M.B.A./M.S.M.I.S), Management and Organizational Behavior (M.B.A./M.S.M.O.B), and Master of Public Health (M.B.A./M.P.H.) and M.S. in Accountancy (M.B.A./M.S.A.). Dual degree programs require of 96 quarter credit hours for completion. Application and admission is required to each graduate program and students must complete all requirements for the selected dual degree.

#### **M.B.A. Certificate Programs**

Certificate programs are designed for a concentrated focus for those professionals looking to expand their knowledge in a specific area or introduce professionals to the core M.B.A. curriculum. Courses may be taken throughout the year, in a traditional or on-line format, and may be applied toward the M.B.A. degree for students who are accepted into the degree-seeking program. Students in Certificate programs must meet all enrollment requirements for Student At Large status. Courses must be completed at a Grade Point Average of 3.0 or higher to apply toward the M.B.A. degree. All students entering into a Certificate Program must schedule an advising appointment with the M.B.A. Program Director before they initiate their first Certificate course. Certificates are offered in the following areas: accounting, business administration, entrepreneurship, financial management, marketing, operations management, project management, sustainable business & leadership.

#### **Curriculum**

##### **M.B.A. Program Curriculum:**

##### **Foundation Courses 24 quarter credit hours:**

MBA 520 Leadership and Ethics in a Global Environment

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MBA 541 Analytical Tools for Management Decisions  
MBA 510 Economics  
MBA 530 Organizational Behavior  
MBA 500 Financial Accounting  
MBA 539 International Business

**The Managerial Process 28 quarter credit hours:**

MBA 601 Managerial Accounting  
MBA 611 Managerial Economics  
MBA 630 Operations Management  
MBA 651 Financial Management  
MBA 661 Marketing Management  
MBA 683 Project Management  
MBA 671 Strategic Management

Plus 12 Elective credits for a total of 64 credit-hours. Elective courses should be confirmed with your academic advisor.

In each of our M.B.A. Programs, basic skills in computer software programs (such as knowledge of Microsoft Word and PowerPoint) and spreadsheet (Microsoft Excel) development are required. Most classes require significant written and verbal presentations. Completion of case analysis by teams is frequently required to enhance your skills in team effectiveness and professional presentations. Ability to work in teams is required.

**The M.B.A. Program:**

The M.B.A. curriculum includes 16 courses, 13 required and three electives, totaling 64 quarter credit hours. M.B.A. students are required to successfully complete the 13 required courses plus twelve hours in elective coursework, at a 3.0 or higher cumulative grade point average.

Each of the 13 required courses are offered year round. Traditional evening M.B.A. classes typically meet one evening per week, from 6:30-9:30pm and are scheduled in quarters that last ten weeks. Online M.B.A. classes are offered year round and typically run six sessions a year, with each session lasting eight weeks. Traditional, learning team and online courses require individual academic work and team projects. The Graduate Course Schedule is posted on the Benedictine University Web Site ([www.ben.edu](http://www.ben.edu)). M.B.A. students wishing to take three or more M.B.A. courses per quarter need approval from the M.B.A. Program Director.

**Course substitutions and waivers**

Course substitutions and waivers for Foundation level courses may be determined by the M.B.A. Program Director, on a case-by-case basis. Students with a graduate business degree or a professional certificate (e.g., Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/waiver. Students with extensive undergraduate equivalent coursework completed at a 3.0 or higher grade point average taken within seven (7) years from the date of application to the M.B.A. program may be eligible for a course substitution/waiver.

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**M.B.A. Program Electives:**

Students in the M.B.A. Program can select 12 quarter credit hours as electives. Electives should be chosen to advance individual professional development and career goals. Academic advisors assist students in making these important decisions. Elective courses are offered at least once a year, and advanced academic planning is recommended to incorporate preferred electives.

**M.B.A. Program Concentrations:**

A unique feature of the Benedictine M.B.A. Program is the option to earn a concentration in one or more of over 17 areas. A concentration is earned by completing 12 elective credits from the specific courses designated for each concentration. For example, the student choosing to complete the M.B.A. with Management Information Systems (M.I.S.) concentration must successfully complete at least 12 credits from the courses listed under the M.I.S. concentration. Earning a concentration is optional, although the majority of M.B.A. students select at least one concentration. Students must comply with all course pre-requisites when planning a concentration.

**Faculty**

Sharon Borowicz, Ph.D., M.B.A., E.A.

Associate Professor and Chair, MBA and MSA Programs

Benedictine University (2005)

B.S., 1982, Elmhurst College, M.B.A., 1992, Roosevelt University; Ph.D., 2003, Benedictine University

John Kevin Doyle, Ph.D.

Professor, MBA and MSA Programs

Benedictine University (2001)

B.S., 1969, University of Notre Dame; M.A., 1972, M.S., 1976, Ph.D., 1976, Syracuse University

John C. Draut, M.B.A.

Instructor, MBA and MSA Programs

Program Director, MSA Programs

Benedictine University (2008)

B.S. 1970, University of Illinois, M.B.A., 1981, DePaul University

Barbara T. Ozog, Ph.D.

Professor and Chair, MIS Program

Benedictine University (1992)

B.S., 1977, Loyola University Chicago; M.S., 1979, Ph.D., 1985, Northwestern University

Thomas Yu, Ph.D.

Assistant Professor, MBA, MIS and MSA Programs

Benedictine University (2008)

B.S. 1971, Montana State University, M.S., 1973, Arizona State University, Ph.D., 1978, Texas A&M

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## University

Lu Zhang, Ph.D.

Assistant Professor, MBA, MIS and MSA Programs

Benedictine University (2008)

B.E. 1982, Jiao-Tong University, M.S., 1985, Iowa State University, Ph.D., 1993, Iowa State University

James Zoda, Ph.D.

Instructor, MBA and MSA Programs

Benedictine University (2001)

B.S.E., 1965, M.A. 1970, Ph.D., 1979, Northern Illinois University

## Lecturers

Philip Anderson, Ph.D.

Brian Blazina, M.B.A.

John Carroll, M.B.A.

George Chakrabarty, M.B.A., M.C.P.M.

Keith Cox, Ph.D.

Cyril V. Crane, M.B.A., C.P.A.

Jane Crabtree, Ph.D., M.B.A., M.A.

Robert Dengler, Ph.D.

David Dibblee, M.B.A., C.P.A.

Marie Di Virgilio, Ph.D.

Chris Fernandez, Ph.D., M.B.A., M.S.

John Frech, M.B.A., C.P.A.

Ann Fulmer, M.S.

R. David Fulton, M.S., C.P.A.

Kenneth Hansen, J.D., M.S.

George Hay, Ph.D.

James Hill, M.B.A.

Ricky Holman, J.D.

Lena Hsiang, M.B.A., C.P.A.

Philip L. Hupfer, M.S.

Thomas Janus, C.P.A., M.T.

Joe Kocinski, M.B.A.

Theresa LaFontaine, M.B.A., C.P.A.

Robert Lennox, Jr., M.B.A.

Chen Lu, Ph.D.

Kao Lu, Ph.D.

Lee-Hsing Lu, M.B.A., Ph.D.

Richard Magner, Ph.D.  
John Malec, M.A.  
Chang Miao, Ph.D.  
Hamid Noorani, M.L.M.  
Peter Papantos, M.B.A.  
Vincent Petrini-Poli, M.S., M.B.A.  
Ronald Revers, Ph.D.  
Greg Sellers, Ph.D., M.S.  
Bernard Silverman, Ph.D., M.A.  
Mark Martin Sowa, M.A., M.B.A.  
Andy Sze, M.B.A., M.S.  
Martin Terpstra, M.S., C.P.A.  
Joseph Youchison, M.S., M.B.A.  
Christopher Yu, Ph.D.

*The Lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

### **Starting the Program**

Because your M.B.A. requires a significant commitment, your initial advising appointment is very important. Whether you are enrolled in a Certificate Program, or accepted as a degree-seeking M.B.A. student, you must schedule an advising appointment before enrolling in the first M.B.A. class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.B.A. resources. M.B.A. course pre-requisites must be met for enrollment in upper level courses. Learning Team M.B.A. students accomplish this in MBA 511, Orientation to Graduate Education. Contact the M.B.A. Program Coordinator at (630) 829-6205 to schedule your advising appointment.

### **Admission application and procedures:**

An application to the Benedictine M.B.A. Program will be considered ready when the following items have been received:

1. A completed application form.
2. A non-refundable application fee.
3. Official transcripts from all previous colleges attended. The student should request that all transcripts, including any from Benedictine University, be mailed directly to the Graduate Admissions Office at Benedictine University.
4. Two letters of reference from persons who know the applicant from a professional or academic perspective.
5. A one-page statement of educational and career goals.

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6. Resume which includes chronological work history.
7. Interview with the M.B.A. Program Director, at the director's discretion.
8. Test scores.

Applicants having a cumulative GPA of 3.2 or better may be waived from the GMAT requirement. Applicants wishing to apply for a GMAT waiver, but who do not have a GPA of 3.2 or better, may be considered pending successful completion of a specified quantitative and/or qualitative course. Many factors are weighed in assessing an applicant: there is not set admission formula and no predetermined cut-off point for test scores.

Applicants who have not completed college algebra within the past seven years may be required to demonstrate math proficiency or participate in a math refresher course, MBA 400 College Algebra.

### **Concentrations**

#### **M.B.A. Concentrations:**

##### **Accounting:**

This concentration provides the skills and knowledge necessary for accounting positions in a variety of settings. The accounting option includes courses that will prepare students for the Certified Public Accountant (C.P.A.) or Certified Managerial Accountant (C.M.A.) examinations and for a variety of positions in corporate accounting. Students who successfully complete Certificates in Accounting will fulfill this concentration. You may earn this concentration by selecting 12 or more credits from the list below:

- MBA 504 Corporate Accounting Theory & Practice I (4)
- MBA 506 Corporate Accounting Theory & Practice II (4)
- MBA 512 Federal Income Taxation (4)
- MBA 513 Auditing Theory & Practice (4)
- MBA 515 Advanced Accounting (4)
- MBA 545 Business Law (4)
- MBA 603 Cost Analysis, Profit Planning & Control (4)
- MBA 604 Theory and Practice of Financial Reporting (4)
- MBA 605 Tax Influences on Decision Making (4)
- MBA 606 Forensic Accounting (4)
- MBA 607 Fraud Examination (4)
- MBA 608 Fraud and the Legal Environment (4)
- MBA 609 Computer Fraud (4)
- MBA 614 Auditing & Assurance I (4)
- MBA 615 Auditing & Assurance II (4)
- MBA 616 Information Systems Auditing (4)
- MBA 617 Internal Auditing (4)
- MBA 620 International Accounting (4)

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**Derivatives Trading:**

In the world of financial management, derivatives trading is perhaps one of the most dynamic and controversial areas. This concentration is designed to prepare students for the Registered Commodities Representative (RCT) or Certified Financial Planner (CFP) license and/or to prepare students to manager their own portfolios. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 656 Investment Analysis (4)

MBA 658 Derivative and Risk Management (4)

MBA 659 Investment Accounting & Business Ethics (4)

MBA 660 Investment Seminar (4)

**Entrepreneurship & Managing Innovation:**

Small businesses and new ventures within large organizations are key to economic growth. Anyone contemplating a new business start-up or revitalizing an existing business will value this concentration. You may earn this concentration by selecting 12 or more credits from the list below (students must successfully complete one of the two \* courses):

MBA 532 Organization Development (4)

MBA 545 Business Law (4)

MBA 559 Entrepreneurship (4)\*

MBA 622 Creativity & Innovation in Business (4)\*

MBA 626 Strategic Managerial Communication (4)

MBA 633 Legal Issues in the Workplace (4)

MBA 634 Strategy, Structure and Decision Making (4)

MGMT 558 Service Management (2)

MGMT 581 Team Building (2)

**Financial Management:**

This concentration provides the skills and knowledge necessary for financial management positions in a variety of settings. The financial management option focuses on financial analysis, financial institutions, investments and corporate finance. You may earn this concentration by selecting 12 or more credits from the list below (students must successfully complete one of the two \* courses):

MBA 603 Cost Analysis, Profit Planning & Control (4)

MBA 604 Theory and Practice of Financial Reporting (4)

MBA 613 Business and Economic Forecasting (4)

MBA 619 International Economics & Finance (4)

MBA 653 Investment Theory and Portfolio Management (4)\*

MBA 654 Problems in Corporate Financial Analysis (4)\*

MPH 608 Financial Planning in Health Care Organizations (2)

MIS 546 Systems Analysis and Design (4)

MIS 642 Financial Information Systems (4)

MIS 656 Information Systems Security (4)

**Health Administration:**

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The health administration concentration examines how financial, legal and marketing activities are transformed when applied in health care organizations. Integration of the systemic view of U.S. health care into the decision-making process prepares students to become mid- and senior level health executives who are able to combine the analytic tools of business with an understanding and appreciation of the human side of health care. You may earn this concentration by selecting 12 or more credits from the list below. (If the Managed Care Certificate is desired, selections must include MPH 671 and MPH 672.):

MPH 602 U.S. Health Care System (4)  
MPH 605 Environmental Health (4)  
MPH 664 Marketing of Health Care Services (4)  
MPH 671 Managed Care Environment (4)  
MGMT 558 Service Management (2)  
MGMT 570 Human Resource Management Overview (2)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems Management (2)  
MIS 650 Issues in Health Information Systems (2)

**Human Resource Management:**

This concentration emphasizes skills and knowledge in the human resource function, such as strategic human resource planning, training and management development, and compensation and benefits. It is most appropriate for students preparing for entry into, or career advancement in, a human resources department. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 582 Conflict Management (2)  
MBA 633 Legal Issues in the Workplace (4)  
MGMT 570 Human Resource Management Overview (2)  
MGMT 571 Labor Relations (2)  
MGMT 572 Compensation & Benefits (2)  
MGMT 573 Performance Appraisal (2)  
MGMT 578 Recruitment & Selection (2)  
MGMT 579 Training & Development Overview (2)  
MGMT 591 Contemporary Trends in Change Management (1)

**Information Systems Security:**

The world is growing more reliant on the Internet and web services for information and communications. While information and communication opportunities are increasing, security challenges are increasing as well. In 2001, more than 34,000 attacks on Internet computers were reported to the Computer Emergency Response Team (CERT). Every day, we are faced with unleashed computer viruses that distribute our home and workplace computer systems. While there is a need for reliable computer systems that provide security and privacy to both businesses and consumers, a need also exists for system security professionals who can help design, configure, implement, manage, support, and secure these computer systems. This Concentration is designed to explore the challenges and possible solutions to information system security.

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MBA 657 Electronic Commerce (4)  
MIS 650 Issues in Health Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 656 Information Systems Security (4)  
MBA 609 Computer Fraud (4)  
MBA 616 Information Systems Auditing (4)

**International Business:**

The globalization of business is ongoing and pervasive. International business courses emphasize understanding the cultures and institutions that shape trade and investment decisions. Students may elect to take the Special Topics Course, which offers opportunities to visit countries abroad to learn directly about business practices and social customs. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 582 Conflict Management (2)  
MBA 591 Special Topics (4)  
MBA 619 International Economics & Finance (4)\*  
MBA 620 International Accounting (4)  
MBA 626 Strategic Managerial Communication (4)  
MBA 632 Supply Chain Management (4)  
MBA 636 Transnational Management & Global Organizations (4)  
MBA 686 International Marketing (4)  
MBA 687 Multicultural Management (4)  
MGMT 586 International Organization Development (2)

*\*Required*

**Management Consulting:**

Management consulting is an exciting, demanding, and growing profession. Downsizing and re-engineering have created the need for professionals trained in consulting techniques and practice management. The Benedictine University concentration in management consulting was the first of its kind in the nation. The courses listed below will be of interest to internal consultants working in large organizations, as well as individuals contemplating beginning a consulting practice. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 532 Organization Development (4)\*  
MBA 545 Business Law (4)  
MBA 582 Conflict Management (2)  
MBA 626 Strategic Managerial Communication (4)  
MBA 634 Strategy, Structure and Decision Making (4)  
MGMT 557 Organizational Culture (2)  
MGMT 558 Services Management (2)  
MGMT 579 Training & Development Overview (2)

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MGMT 583 Organizational Assessment (2)

MGMT 593 Process Consultation (2)

*\*Required*

### **Management Information Systems:**

The current competitive environment in business, health care, and other settings relies on information resources to manage day-to-day operations as well as to plan long-term strategies. For many organizations, substantive competitive advantage is directly associated with the creative application of information technology. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 641 Management of Information Technology (4)\*

MBA 657 Electronic Commerce (4)

MIS 557 Web 2.0 Tools in Business (2)

MIS 546 Systems Analysis & Design (4)

MIS 642 Financial Information Systems (2)

MIS 645 Object-Oriented Design (2)

MIS 648 Information Management in Health Care (2)

MIS 649 Advanced Topics in Health Information Systems Management (2)

MIS 650 Issues in Health Information Systems (2)

MIS 652 Introduction to Data Mining (2)

MIS 654 Enterprise-Wide Information Systems (4)

MIS 656 Information Systems Security (4)

MIS 658 Facilities & Operations Management (2)

MIS 674 Database Management Systems (4)

MIS 677 Knowledge-Based Systems and Business Intelligence (4)

MIS 681 Network Planning (2)

MIS 682 Network Design (2)

MIS 684 Application Development Methodologies (2)

MIS 689 Strategic Information Technologies Mgmt (4)

MIS 691 Management of Information Technology Lecture Series (1-2)

*\*Required*

### **Marketing Management:**

This concentration is for students interested in a broad range of skills in marketing or more focused skills in data analysis for direct mail, advertising and strategic marketing communication. Roles in marketing management, planning and agency marketing are enhanced with this concentration. You may earn this concentration by selecting 12 or more credits from the list below (students must successfully complete one of the two \* courses):

MBA 613 Business & Economic Forecasting (4)

MBA 622 Creativity & Innovation in Business (4)

MBA 657 Electronic Commerce (4)

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MBA 662 Brand Management (4)  
MBA 663 Marketing Communication (4)\*  
MBA 665 Marketing Research (4)\*  
MBA 666 Consumer Behavior (4)  
MBA 668 Sports Marketing (4)  
MBA 670 Advanced Marketing Theory & Practice (4)  
MBA 676 Marketing Strategies in the Digital Age (4)  
MBA 686 International Marketing (4)  
MIS 652 Introduction to Data Mining (4)

**Integrated Marketing Communications:**

Integrated marketing communications (IMC) is a customer-centric, data-driven approach to planning and communicating with consumers. IMC emphasizes internet based marketing communication tools along with the traditional communication tools used by marketing professionals. Student Learning Outcomes include: knowledge of communication theories with emphasis on organizations, marketing, management, digital media technologies, and computer-mediated communication; immersion in new advertising and media planning practices; development, application, and evaluation of traditional and new media research for advertising, marketing, public relations, and organizational communication You may earn this concentration by selecting 12 or more credits from the list below:

MBA 626 Strategic Managerial Communications (4)  
MBA 657 eCommerce (4)  
MBA 670 Internet Marketing Communications (4)  
MIS 557 Web 2.0 Tools in Business (2)  
MIS 652 Data Mining (2)

**Operations Management and Logistics:**

The design and delivery of goods or services that meet changing customer expectations are the focus of this concentration. Successful organizations continuously strive to improve their new product development, operations, and facilities planning. You may earn this concentration by selecting 12 or more credits (students must successfully complete one of the two \* courses):

MBA 603 Cost Analysis, Profit Planning & Control (4)  
MBA 632 Supply Chain Management (4)\*  
MBA 636 Transnational Management & Global Organizations (4)  
MBA 641 Management of Information Technology (4)  
MGMT 558 Service Management (2)  
MGMT 571 Labor Relations (2)

**Organizational Leadership:**

The practice of leadership has undergone revolutionary change over the last decade. Managing a for-profit or not-for-profit organization requires competence in the behavior sciences, which is the basis for this

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concentration. The courses listed below offer knowledge and skills for students to redesign the organization's work systems and create an effective leadership role for themselves. This concentration is earned by selecting 12 or more credits from the list below:

MBA 532 Organizational Development (4)  
MBA 582 Conflict Management (2)  
MBA 626 Strategic Management Communication (4)  
MBA 634 Strategy, Structure and Decision Making (4)\*  
MGMT 553 Organization Design (2)  
MGMT 557 Organizational Culture (2)  
MGMT 581 Team Building (2)  
MGMT 585 High Performance Work Systems/Large Group Interventions (2)

*\*Required*

#### **Project Management:**

Project management is one of the world's most in-demand skill sets spanning all industries and sectors of business today. Project management leadership is a highly sought-after skill as intense global competition demands that new projects and business development be completed on time and within budget. The courses listed below offer the student an understanding of organizational behavior as it relates to the individual, effective team building skills, conflict management and resolution, as well as skills to effectively manage the financial side of projects. This concentration is earned by selecting 12 or more credits from the list below:

MBA 591 Special Topics: Finance for Project Managers (4)  
MBA 634 Strategy, Structure, and Decision-Making (4)  
MGMT 580 Group Dynamics (4)  
MGMT 581 Team Building (2)  
MGMT 582 Conflict Management (2)

#### **Sustainable Business:**

Sustainability - the pursuit of economic prosperity, environmental stewardship, and social justice - is a driver of strategy, innovation, and profit in today's global business economy and it is a topic of discussion and debate by CEOs, governments, employees, and consumers just about everywhere you go. The green wave is here, and individuals and companies that are prepared will profit the most. Just as the internet changed the way people work and communicate in the 20th century, sustainability will be one of the core drivers of business in the 21st century. Benedictine University's MBA Concentration in Sustainable Business will prepare students to excel at the leading edge of the new sustainability revolution. This concentration is earned by selecting 12 or more credits from the list below:

MBA 675 Understanding the New Revolution in Sustainability (4)  
MBA 678 Building the Sustainable Enterprise (4)  
MBA 677 Sustainability as a Driver for Innovation, Entrepreneurship, and Market Growth (4)

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**Sustainable leadership Development:**

Few managers emerge from business schools prepared to be values-driven leaders and to integrate broader societal change into business opportunities. This concentration offers students the conceptual framework and insight to develop into effective leaders who can direct the course of a company, community or country in ways that restore and enhance all forms of capital - human, natural and financial - to generate stakeholder value and contribute to the well-being of current and future generations. This concentration will focus on ethics, culture, and values; team learning and leadership; strategic management; imagination and creativity; emotional intelligence; and systems thinking. There is an emphasis on individual development throughout the coursework. This concentration is earned by selecting 12 or more credits from the list below:

MBA 672 Essentials of Sustainable Leadership (4)

MBA 673 Developing Sustainable leaders (4)

MBA 674 Leading Sustainable Organizations (4)

**Certificate Programs****Accounting Certificates (16 credits)**

Two Certificate Programs in Accounting are designed for those preparing for their Certified Public Accountant examination, and for intensive accounting knowledge. Four courses are required for each Certificate. The Certificate in Accounting must be completed before the Advanced Accounting Certificate. Advanced Accounting Certificate applicants must be accepted as degree-seeking students. Successful completion of either Certificate in Accounting fulfills the Concentration on Accounting. Courses should be taken in the order listed:

**Certificate in Accounting:**

MBA 500 Financial Accounting (4)

MBA 504 Corporate Accounting Theory and Practice I (4)

MBA 506 Corporate Accounting Theory and Practice II (4)

MBA 512 Federal Income Taxation (4)

**Certificate in Advanced Accounting:**

The Certificate in Advanced Accounting requires admission to the M.B.A. program as a degree-seeking student. Pre-requisites for courses listed below are to be met in the M.B.A. Program curriculum before completing Advanced Accounting Certificate courses listed below:

MBA 513 Auditing Theory and Practice (4)

MBA 603 Cost Analysis, Profit Planning and Control (4)

MBA 604 Theory and Practice of Financial Reporting (4)

MBA 605 Tax Influences on Decision Making (4)

**Business Administration (16 credits):**

This Certificate Program in Business Administration is designed for people in management roles who desire basic business skills and knowledge for career mobility and confidence. Four courses are required to earn the

certificate and all four courses can be applied toward the M.B.A. degree should the student be accepted as an M.B.A. degree-seeking student. Courses are offered each quarter so that students may enroll throughout the year. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below are required to earn the certificate. The courses required to complete the certificate are as follows:

MBA 500 Financial Accounting (4)\*

MBA 510 Economics (4)\*

MBA 520 Leadership and Ethics in a Global Environment (4)\*

One other four-credit course (or two, two-credit courses) of your choice in the M.B.A., M.S.M.I.S., M.S.M.O.B. or M.P.H. graduate programs.

*\*Required*

#### **Derivatives Trading (16 credits):**

In the world of financial management, derivatives trading is perhaps one of the most dynamic and controversial areas. This concentration is designed to prepare students for the Registered Commodities Representative (RCT) or Certified Financial Planner (CFP) license and/or to prepare students to manage their own portfolios. The courses required to complete the certificate are as follows:

MBA 656 Investment Analysis (4)

MBA 658 Derivative and Risk Management (4)

MBA 659 Investment Accounting & Business Ethics (4)

MBA 660 Investment Seminar (4)

#### **Entrepreneurship & Management Innovation(16 credits):**

Entrepreneurship is the first of our four new certificate offerings. Whether you are currently a small business owner, just thinking about starting your own business, or involved in the management of a small business, the entrepreneurship certificate will offer you the basics needed in launching and maintaining a successful business. Courses may not be offered each quarter so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below are required to earn the certificate. The courses required to complete the certificate are as follows:

MBA 545 Business Law (4)

MBA 559 Entrepreneurship (4) \*

MBA 622 Creativity & Innovation in Business (4)\*

MBA 634 Strategy, Structure & Decision Making (4)

MBA 655 Financing New Ventures (4)

MBA 657 Electronic Commerce (4)

MBA 683 Project Management (4)

*\*Required*

#### **Financial Management (16 credits):**

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Government labor projections tell us that the fastest growing profession in the next 7 years will be financial and business analysts. Will you be ready when opportunity knocks? The certificate in financial management offers you the credential many employers will be looking for! Courses may not be offered each quarter so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. The courses required to complete the certificate are as follows:

MBA 601 Managerial Accounting (4) \*  
MBA 603 Cost Analysis, Profit Planning & Control (4) \*  
MBA 604 Theory & Practice of Financial Reporting (4)  
MBA 651 Financial Management (4) \*  
MBA 653 Investment Theory & Portfolio Analysis (4)  
MBA 654 Problems in Corporate Financial Analysis (4)  
MPH 608 Financial Planning in Health Care Org (4)

*\*Required*

#### **Marketing (16 credits):**

Interested in a career in marketing? Test the waters with a certificate in marketing. Seasoned faculty with a wealth of experience in marketing will offer you insight only real life experience can offer. Courses may not be offered each quarter so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. The courses required to complete the certificate are as follows:

MBA 613 Business & Economic Forecasting (4)  
MBA 622 Creativity & Innovation in Business (4)  
MBA 626 Strategic Managerial Communications (4)  
MBA 657 Electronic Commerce (4)  
MBA 662 Brand Management (4)  
MBA 663 Marketing Communication (4)\*  
MBA 665 Marketing Research (4)\*  
MBA 666 Consumer Behavior (4)  
MBA 668 Sports Marketing (4)  
MBA 670 Advanced Marketing Theory & Practice (4)  
MBA 686 International Marketing (4)  
MIS 652 Introduction to Data Mining (4)

*\*Required*

#### **Operations Management and Logistics (16 credits):**

Line managers, manufacturing middle-management as well as supply chain professionals will find the operations management certificate an important addition to their professional credentials. Courses may not be offered each quarter so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate

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degree. The courses required to complete the certificate are as follows:

MBA 601 Managerial Accounting (4) \*  
MBA 630 Operations Management (4) \*  
MBA 632 Supply Chain Management(4) \*  
MBA 635 Advanced Operations Management and Logistics (4)  
MGMT 571 Labor Relations (2)  
*\*Required*

**Project Management (16 credits):**

Managers and those in coordination and peer leadership roles will find the project management certificate an important addition to their professional credentials. Project management deals with how to initiate, plan, make financial decisions on, control, and close projects, within budget and on schedule. Topics in organization behavior, financial decision making, group dynamics, and team building complete the certificate.

MBA 530 Organizational Behavior (4)  
MBA 683 Project Management (4)  
MGMT 580 Group Dynamics (4) or  
MGMT 581 Team Building (2) and  
MGMT 582 Conflict Management (2)  
MBA 591 Special Topics: Finance for Project Managers (4) or  
MBA 651 Financial Management (4)

**Sustainable Business & Leadership (16 credits):**

The green revolution is here. Social responsibility and environmental concerns will shape the way we do business in the 21st century. The Sustainable Business & Leadership certificate provides students with an understanding of the broad impact of sustainability, strategic opportunities to make sustainability profitable, and integrate sustainability principles, thinking and action throughout their organizations. Students may choose any four (4) of the courses listed below to meet the requirements of the certificate.

MBA 675 Understanding the New Revolution in Sustainability (4)  
MBA 678 Building the Sustainable Enterprise (4)  
MBA 677 Sustainability as a Driver for Innovation, Entrepreneurship, and Market Growth (4)  
MBA 672 Essentials of Sustainable Leadership (4)  
MBA 673 Developing Sustainable leaders (4)  
MBA 674 Leading Sustainable Organizations (4)

**Dual Degree Programs**

Benedictine University offers four dual M.B.A. degrees with its other graduate degree programs in Management Information Systems (M.B.A./M.I.S.); Management and Organizational Behavior (M.B.A./M.S.M.O.B.); M.S. in Accountancy (M.B.A./M.S.A.); and Master of Public Health (M.B.A./M.P.H.). Dual degree programs consist of 96 quarter credit hours for completion.

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Application and admission is required to each graduate program, and students must complete all requirements for the selected dual degree.

## **Master of Science in Accountancy**

### **Introduction**

It is a fact that the average adult changes their career 3 times before retirement. Many undergraduate students focus their studies in areas of finance, economics, and international business only to find that their career path has led them to a career in accounting. This program is structured for individuals who have a business-related undergraduate degree but little previous study or experience in accounting. The M.S. in Accountancy program provides an integrated sequence of courses at the graduate level, which emphasize topics relevant to the work of a professional accountant, including the competence required for successful preparation for the CPA Examination. The M.S. in Accountancy program provides the academic prerequisites for candidates who wish to take the United States Uniform Certified Public Accountant (CPA) examination, the Certified Management Accountant (CMA) examination and the Certified Internal Auditor (CIA) examination. The M.S. in Accountancy degree is vital in furthering your career in accounting.

### **Learning Goal for the Masters of Science in Accountancy (MSA):**

Upon completion of the Benedictine's MSA program students should possess critical and creative thinking skills to solve problems, identify opportunities and make reliable decisions in both a domestic and global business environment using the business concepts embodied in the disciplines of financial and managerial accounting, tax management, auditing, leadership and ethics, and economics.

### **Overview**

The M.S. in Accountancy program focuses on broad-based accounting knowledge. Courses in other business disciplines (economics, leadership) are integrated into the program to complement a professional accounting career. Students are taught by acknowledged experts in the field of accounting. Students will gain an understanding of the major technical, conceptual, and practical issues in accounting while gaining an appreciation for the ethical and legal considerations of the accounting profession and of the professional judgment and independent attitude necessary to deal objectively with these considerations. The M.S.A. program provides students with the professional skills, knowledge, and competencies necessary to be successful, professional accountants in today's complex business environment.

### **Evening/weekend M.S. in Accountancy Program:**

Benedictine University's Traditional M.S.A. Program is designed for working adults who have a business-related undergraduate degree but limited coursework or experience in accounting. Evening and weekend classes are ideal for those who seek flexibility in their course schedules, and plan to register as a part-time student. Students usually complete one to two courses per quarter. Classes are conducted one evening per week per class on the main campus in Lisle or in a Friday evening/Saturday morning format.

The M.S.A. program may accept up to 16 quarter credit hours in transfer toward the master's degree for graduate coursework completed at another institution. An additional 16 quarter credit hours may be waived for prior undergraduate coursework taken within the last seven years, pending department chair approval. This means that you can potentially complete your degree in as little as one year.

### **4+1 M.S.A. Program:**

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Well-qualified Benedictine University students who complete their undergraduate degree in accounting or business administration are eligible to complete a M.S. in Accountancy degree with one additional year of graduate study. The full-time 4+1 M.S.A. Program is developed specifically for recent college graduates. Admittance to the M.S.A. program is not automatic and an application must be completed during the student's senior year of undergraduate work. M.S.A. classes are conducted in evenings, weekends and on-line to meet the needs of students.

#### **Dual Degree Programs (M.S.A/M.B.A., M.S.A./M.S.M.I.S.)**

The Dual Degree Programs combine the comprehensive accounting core of the M.S.A. with the competencies of Business Management or Information Systems. Students enrolling in the dual degree program can develop powerful credentials and specialized expertise enabling them to successfully meet the challenges of today's marketplace. The dual degree program can be completed in 36 months or less. Dual degree programs consist of 96 quarter credit hours for completion. Application and admission is required to each graduate program, and students must complete all requirements for the selected dual degree.

#### **Curriculum**

The M.S. in Accountancy program requires 64 quarter credit hours of graduate course work. The program consists of four major components:

1. Core Accounting Competency: five (5) courses focused on U.S. accounting standards
2. Advanced Accounting Topics: four (4) courses focused on in depth concepts, theories and issues in accounting
3. Managerial Process: four (4) courses focused on management skills & knowledge necessary for those student seeking managerial positions in accounting
4. Electives: students are required to choose three (3) elective courses suited to their personal or professional interests

#### **Core Accounting Competency:**

MBA 500 Financial Accounting (4)

MBA 601 Managerial Accounting (4)

MBA 504 Corporate Accounting Theory & Practice I (4)

MBA 513 Auditing Theory & Practice (4)

MBA 515 Advance Accounting (4)

Advanced Accounting Topics:

MBA 506 Corporate Accounting Theory & Practice II (4)

MBA 603 Cost Analysis, Profit Planning & Control (4)

MBA 604 Theory & Practice of Financial Reporting (4)

MBA 605 Tax Influences on Decision Making (4)

Managerial Competency:

MBA 510 Economics (4)

MBA 520 Leadership & Ethics in a Global Environment (4)

MBA 530 Organizational Behavior (4)

MBA 611 Managerial Economics (4)

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Twelve quarter-credit hours of electives are required for completion of the degree. Electives may be chosen from the M.B.A., M.S.A., M.S.M.I.S., or M.S.M.O.B. programs based on students needs.

**Faculty**

Sharon Borowicz, Ph.D., M.B.A., E.A.

Associate Professor and Chair, MBA and MSA Programs

Benedictine University (2005)

B.S., 1982, Elmhurst College, M.B.A., 1992, Roosevelt University; Ph.D., 2003, Benedictine University

John Kevin Doyle, Ph.D.

Professor, MBA and MSA Programs

Benedictine University (2001)

B.S., 1969, University of Notre Dame; M.A., 1972, M.S., 1976, Ph.D., 1976, Syracuse University

John C. Draut, M.B.A.

Instructor and Program Director, MSA Program

Benedictine University (2008)

B.S. 1970, University of Illinois, M.B.A., 1981, DePaul University

Barbara T. Ozog, Ph.D.

Professor and Program Director, MIS Program

Benedictine University (1992)

B.S., 1977, Loyola University Chicago; M.S., 1979, Ph.D., 1985, Northwestern University

Thomas Yu, Ph.D.

Assistant Professor, MBA and MSA Programs

Benedictine University (2008)

B.S. YEAR, Montana State University, M.S., YEAR, Arizona State University, Ph.D., YEAR, Texas A&M University

Lu Zhang, Ph.D.

Assistant Professor, MBA and MSA Programs

Benedictine University (2008)

B.E. YEAR, Jiao-Tong University, M.S., YEAR, Iowa State University, Ph.D., YEAR, Iowa State University

James Zoda, Ph.D.

Assistant Professor, MBA and MSA Programs

Benedictine University (2001)

B.S.E., 1965, M.A. 1970, Ph.D., 1979, Northern Illinois University

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**Lecturers**

Cyril V. Crane, M.S.A., C.P.A.  
David Dibblee, M.S.A., C.P.A.  
John Frech, M.B.A., C.P.A.  
R. David Fulton, M.S., C.P.A.  
Kenneth Hansen, J.D., M.S.  
Donald Henschel, M.S.A., C.P.A.  
Theresa LaFontaine, M.B.A., C.P.A.  
Richard Magner, Ph.D.  
Martin Terpstra, M.S., C.P.A.

*The Lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

**Starting the Program**

The academic calendar is organized around four 10-week academic quarters. The Benedictine M.S.A. program offers a rolling admission so students may be admitted into any of these quarters. It is possible to follow either a part-time or full-time program.

**ADMISSION APPLICATION AND PROCEDURES:**

An application to the Benedictine M.S. in Accountancy Program requires the following items have been received:

1. A completed application form.
2. A non-refundable application fee.
3. Official transcripts from all previous colleges attended. The student should request that all transcripts, including any from Benedictine University, be mailed directly to the Graduate Admissions Office at Benedictine University.
4. Two letters of reference from persons who know the applicant from a professional or academic perspective.
5. A one-page statement of educational and career goals.
6. Resume which includes chronological work history.
7. Interview with the M.S. in Accountancy Program Director, at the director's discretion.
8. Test scores (i.e., TOEFEL).

Applicants having a cumulative GPA of 3.2 or better may be waived from the GMAT requirement. Applicants wishing to apply for a GMAT waiver, but who do not have a GPA of 3.2 or better, may be considered pending successful completion of a specified quantitative and qualitative course.

Applicants who have not completed college algebra within the past five years may be required to demonstrate math proficiency or participate in a math refresher course MBA 400 College Algebra.

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### Concentrations

#### **Forensic Accounting:**

MBA 606 Forensic Accounting

MBA 607 Fraud Examination

MBA 609 Computer Fraud

MBA 608 Fraud and the Legal Environment

(Students must complete 3 courses of those listed above to qualify for a concentration in forensic accounting)

#### **Auditing:**

MBA 614 Auditing and Assurance I

MBA 615 Auditing and Assurance II

MBA 616 Information System Auditing

MBA 617 Internal Auditing

(Students must complete 3 courses of those listed above to qualify for a concentration in auditing)

### Certificate Programs

#### **Auditing Certificate (16 credits)**

The certificate in auditing is for those students interested in sitting for the CPA exam or CIA exam but who are not interested in participating in a masters-degree program. Four courses are required for completion of the certificate in auditing. Students must successfully complete the following courses:

MBA 614 Auditing and Assurance I (4)

MBA 615 Auditing and Assurance II (4)

MBA 616 Information System Auditing (4)

MBA 617 Internal Auditing (4)

#### **Forensic Accounting Certificate (16 credits)**

The certificate in forensic accounting is for those students interested in sitting for the CPA exam or CFE exam but who are not interested in participating in a masters-degree program. Four courses are required for completion of the certificate in forensic accounting. Students must successfully complete the following courses:

MBA 606 Forensic Accounting

MBA 607 Fraud Examination

MBA 609 Computer Fraud

MBA 608 Fraud and the Legal Environment

### **Policies**

The M.S. in Accountancy curriculum includes 16 courses, 13 required and three electives, totaling 64 quarter credit hours. Course substitutions and waivers for Foundation level courses may be determined by the M.S.A. Program Director, on a case-by-case basis. Demonstration of a graduate degree, a professional certificate (such

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as Certified Public Accountant) or extensive undergraduate completion of equivalent coursework at a 3.0 or higher grade point average is required for any M.S.A. course substitution/ waiver or transfer.

Each of the 13 required courses are offered year round. Traditional, evening M.S.A. classes typically meet one evening per week, from 6:30-9:30pm and are scheduled on a quarter systems that lasts 10 weeks. Selected courses are offered on the weekend each quarter for those students whose professional commitments make it difficult to attend weekday courses. M.S.A. courses require individual academic work and team projects.

M.S.A. students are required to successfully complete the 13 required courses plus three elective courses, at a 3.0 or higher cumulative grade point average.

Elective courses are offered at least once a year, and advanced academic planning is recommended to incorporate preferred electives.

The M.S.A. Program requires basic skills in computer software programs (such as knowledge of Microsoft Word and PowerPoint) and spreadsheet (Microsoft Excel) development are required. Most classes require significant written and verbal presentations. Completion of case analyses by teams is frequently required, to enhance your skills in team effectiveness and professional presentations. Ability to work collaboratively in teams is required.

The Graduate Course Schedule is posted on the Benedictine University website. M.S.A. students wishing to take three or more M.S.A. courses per quarter require approval from the M.S.A. Program Director.

## **Master of Science in Clinical Exercise Physiology (M.S.C.E.P.)**

### **Introduction**

Benedictine University's Master of Science in Clinical Exercise Physiology (M.S.C.E.P.) program is a two-year, adult evening program designed in accordance with the American College of Sports Medicine [ACSM] for certification as a Registered Clinical Exercise Physiologist. Students of this program will develop the skills and qualifications to work in the prevention of cardiovascular, pulmonary, and other lifestyle diseases such as obesity and diabetes. Students also receive extensive hands-on training in the rehabilitation of individuals who have experienced problems related to these diseases. The program is academically demanding and requires considerable commitment on the part of the student. If you are a highly motivated person who takes pride in building a sound scientific knowledge base about exercise physiology, we encourage you to contact us to arrange an interview and tour our facilities.

### **Overview**

The Master of Science in Clinical Exercise Physiology (M.S.C.E.P.) program is part of the Department of Biological Sciences at Benedictine University. The curriculum was developed with the input of an advisory committee composed of practicing exercise physiology professionals and in accordance with the guidelines designated by the American College of Sports Medicine. The program is based on the Benedictine philosophy that man is spirit, mind and body and that the realization of human potential is based on an integration of the three components.

Graduates from this program can be found in a wide variety of leadership roles in many different professional settings including hospitals, independent cardiac rehabilitation programs, agencies, schools, corporations and health clubs. In addition to professional preparation, the program also provides an excellent educational background for those who wish to pursue further study at medical school or at the doctorate level.

### **Curriculum**

The M.S.C.E.P. program uses a variety of different teaching methods including case studies in combination with laboratories to better integrate academic information with practical application. It also requires two internships for further application of learned concepts in the workplace setting.

Our graduate students are exposed to the latest information in the natural sciences through coursework in physiology, pathophysiology, biochemistry, pharmacology and nutrition. The mind and spirit aspects are addressed by a course in behavioral modification and preventative complementary health care. Additional coursework assists the students in program development and administration, and exposes students to specialized intergenerational needs. The ethics of research and health care administration are also addressed.

The Laboratory for Human Physiological Research at Benedictine University provides modern equipment available for the assessment of the physiological responses to the stress of exercise. Our students gain expertise in laboratory procedures required at internship sites, for professional practice and in basic research through coursework and our community testing program. Additional clinical and research opportunities are available in the M.S.C.E.P. program's Activities of Daily Living Performance Enhancement Center in the Villa St.

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Benedict retirement community located across the street from Benedictine's Lisle campus.

The critical nature of the responsibility to the patient that our graduates accept in professional practice dictates that this program be academically demanding. Successful completion of the program requires that each student successfully complete the 40 semester credit hours of coursework and pass an academic and skills competency exam in clinical exercise physiology. This exam includes core sections that allow a student to practice for the ACSM Exercise Specialist and Registered Clinical Exercise Physiologist exams. This experience is designed to help the student integrate the knowledge learned throughout the program. An essential part of the graduate program is for students to improve decision-making skills and to learn to critically analyze the literature. Students have many opportunities during their education to practice their written and oral communication skills.

### **Clinical Exercise Physiology Recommended Course Sequence**

#### Year One

##### *Fall*

EXPH 521 Exercise Physiology Lab I – Fitness Testing (1)  
EXPH 560 Advanced Cardiovascular and Respiratory Physiology (3)  
EXPH 580 Current Topics in Exercise Physiology (2)

##### *Spring*

EXPH 522 Exercise Physiology Lab II - EKG(1)  
EXPH 561 Cardiopulmonary Pathophysiology and Prevention (3)  
EXPH 591 Exercise Biochemistry and Metabolism (3)

##### *Summer*

EXPH 623 Exercise Physiology Lab III - Graded Exercise Testing (2)\*\*  
EXPH 681 Behavior Modification and Preventive Complementary Health Care (3)  
EXPH 685 Laboratory Ethics/Laboratory Procedures (2)

#### Year Two

##### *Fall*

EXPH 662 Advanced Exercise Physiology (3)  
EXPH 663 Exercise Pharmacology (3)  
EXPH 690 Internship (2)

##### *Spring*

EXPH 664 Special Populations (3)  
EXPH 690 Internship (2)  
NUTR 542 Applied Nutritional Physiology (3)

##### *Summer*

EXPH 624 Exercise Physiology Lab IV - Comprehensive Exam (1)\*  
EXPH 684 Program Development and Administration (3)

\*Students are required to complete and pass ("B" grade or higher) this exam within 6 months of completing

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the EXPH 624 class.

*\*\*Due to the critical patient safety aspects of this course, a "B" grade or higher is required to meet degree requirements.*

In order to enhance the professional development of students, a degree completion requirement is membership in a professional society related to clinical exercise physiology and/or attendance at a regional or national meeting of one of those societies. A list of recognized societies may be obtained from the program website at [www.ben.edu/programs/graduate/mcep](http://www.ben.edu/programs/graduate/mcep).

#### **Faculty**

Allison K. Wilson, Ph.D.

Interim Director,

Clinical Exercise Physiology Program;

Department Chair and Professor, Biology Department

Ph.D., Physiology and Biophysics, 1990, University of Illinois at Chicago

Regina Schurman, M.S., R.C.E.P., C.P.A.

Program and Research Coordinator,

Student Internship Coordinator,

Clinical Exercise Physiology Program;

Coordinator, The Activities of Daily Living Performance Enhancement Research Center,

B.S., 1990, DePaul University; M.S., 2007, Benedictine University

Laura Gruss, Ph.D.

Assistant Professor, Biological Sciences

B.A., 1994, University of Virginia, Ph.D., 2005, Duke University

Deepa Handu, Ph.D., R.D., L.D.N.

Assistant Professor, Nutrition

B.S., 1995, M.S., 1997 Maharaja Sayajirao University, India; Ph.D., 2005, Michigan State University

Jayashree Sarathy, Ph.D.

Lecturer

Ph.D, Physiology, 1999, University of Illinois at Chicago

#### **Lecturers**

Philip DuPont, M.D., Ph.D.

Christine A. Pelligrini, Ph.D.

Aaron M. Saikin, M.S.

Jeffrey D. Samburg, M.S., C.E.S.

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Brian Saso, M.S.

David Zanghi, M.S., M.B.A., A.T.C./L., C.S.C.S., F.A.A.C.V.P.R.

\*Lecturers are specifically chosen to teach classes in their respective fields of expertise. This provides students with the opportunity to gain valuable lectures and hands-on experiences from well-trained experts in clinical exercise physiology.

*The Lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

### **Starting the Program**

Admissions and Prerequisites Clinical Exercise Physiology Program:

Completed undergraduate degree.

Completed undergraduate courses in statistics, general chemistry, biochemistry, nutrition, anatomy and physiology. A combined health science organic/biochemistry class may be substituted for biochemistry.

Undergraduate courses in exercise physiology and biomechanics/kinesiology are required but may be waived if the applicant has experience in exercise physiology.

Applicants may be admitted on a conditional status if they have up to two prerequisites outstanding.

Prerequisite courses may be taken at Benedictine University or any accredited university. Time is allotted the first year of the program to take care of these needs. The Graduate Record Examination (G.R.E.) is not required.

Follow the application procedures as found in the Graduate Catalog. A one-page essay discussing your education and career goals is required as is a personal or phone interview with the director of the Clinical Exercise Physiology program. Two letters of recommendation are required; preferably one that can address your academic potential (from a science instructor) and one that can address your interpersonal skills and work ethic (from an employer).

Priority application consideration for work study and research awards will be given to students who apply by February 1 of each academic year. All student applications submitted by the February 1 deadline will be notified by March 15 regarding his or her acceptance status. Students may apply after the February 1 deadline. All acceptances will be based on a student's qualifications, experience and incoming student space availability.

## **Master of Science in Clinical Psychology (M.S.C.P.)**

### **Introduction**

If you are making a commitment to professional training, it is a significant life decision. It takes more to become a successful clinical counselor than any college or university can teach you. Beyond the textbooks and assessments, individuals must dedicate themselves willingly to human service.

Anyone entering the field of clinical counseling also must understand that despite the expertise of the counselor, or the advances in available treatment, the accessible knowledge and wisdom in the profession will always fall short of public hope and expectation. This fosters a healthy modesty about the value and power of this helping profession. But it also makes it essential that counselors maintain a willingness to learn, develop and hold themselves with both the competence and the courage they will need to act upon the wisdom their experiences have afforded them.

### **Overview**

For more than 30 years, the Clinical Psychology program at Benedictine University has been preparing students for careers in counseling, psychotherapy, mental health services, and social services for all age groups. The Clinical Psychology program consists of academic and professional education that emphasizes client-centered skill training. However, care is taken to introduce students to a variety of theoretical orientations. Extensive field experience in mental health settings is also an essential part of the requirements. The curriculum provides all the courses that the state of Illinois requires of applicants to take the licensing examinations. This includes both the Licensed Professional Counselor (LPC) examination and the Licensed Clinical Professional Counselor (LCPC) examination. The program also offers an excellent foundation for future doctoral study. With a superior reputation for preparing students for the workforce, our graduates are employed primarily in private practice, public mental health centers, hospitals, residential treatment facilities and social service agencies serving individuals and families.

### **Curriculum**

Organized by Licensure Category

*\* indicates program core requirement*

#### **Group:**

MSCP 516 Group Processes (2)\*

MSCP 633 Group Counseling & Psychotherapy (3)\*

#### **Professional Practice , Ethics & Law:**

MSCP 601 Professional, Ethical & Legal Issues in Counseling I (3)\*

MSCP 602 Professional, Ethical & Legal Issues in Counseling II (2)\*

#### **Psychopathology:**

MSCP 603 Clinical Interviewing and DSM (3)\*

MSCP 651 Maladaptive Behavior and Psychopathology (3)\*

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**Counseling Techniques:**

MSCP 607 Counseling Laboratory (3)\*  
MSCP 560 Principles of Behavior Modification (3)  
MSCP 620 Cognitive Therapy (2)  
MSCP 621 Brief Counseling & Psychotherapy (2)  
MSCP 655 Theory and Practice of Play Therapy with Children (3)  
MSCP 650 Art Therapy (2 hrs)

**Counseling Theory:** (minimum 5 quarter hours required)

MSCP 629 Theory and Practice of Counseling and Psychotherapy (4)\*  
MSCP 630 Theory and Techniques of Counseling and Psychotherapy (3)\*  
MSCP 650 Art Therapy (2)

**Career Counseling:**

MSCP 658 Career Counseling, Testing & Planning (2)\*  
MSCP 659 Job Search Strategies (3)\*

**Psychological Appraisal:**

MSCP 664 Psychological Assessment: Techniques in Clinical Interviewing and Evaluation (2)\*  
MSCP 665 Psychological Assessment: Personality Evaluation and Report Writing (3)\*

**Family:**

MSCP 672 Marriage & Family: Systems Theory (3)\*  
MSCP 673 Workshop in Marital Therapy (3)\*

**Social and Cultural Foundations:**

MSCP 683 Social and Cultural Foundations (3)\*  
MSCP 684 Workshop in Counseling the Culturally Diverse Populations (2)\*

**Human Growth and Development:** (2 classes required)

MSCP 646 Human Development: Infancy and Childhood (3)  
MSCP 647 Human Development: Adolescence (3)  
MSCP 648 Human Development: Adulthood (3)

**Substance Abuse:**

MSCP 550 Addiction and the Family (2)\*  
MSCP 551 Substance Abuse: Alcoholism & Other Substances of Abuse (4)\*

**Practical experience & Internship:** (10 Quarter Hours required)

MSCP 690 Supervised Field Experience in Mental Health I (1-6) \*  
MSCP 691 Supervised Field Experience in Mental Health II (1-6) \*

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**Concurrent with Placement:**

MSCP 695 Field Work Seminar: Issues Facing the Intern (1)\*

**Research Development and Utilization:**

Two tracks are available for completion of the research requirement.

Track A: Non-thesis option:

MSCP 606 Methods of Research (4)\*

MSCP 635 Research in Counseling and Psychotherapy (2)\*

Track B: Requires the two above and:

MSCP 688 Master's Thesis (4)

MSCP 688 credit hours are counted against electives.

**Master's Thesis (4) MSCP 688 credit hours are counted against electives****Elective courses:**

MSCP courses not listed under "required courses":

MSCP 510 The Physiology and Pharmacology of Psychotherapeutic Drugs (3)

MSCP 580 Psychology of Women (3)

MSCP 585 Grief and Loss (3)

MSCP 600 Independent Study (1-4)

MSCP 610 Social, Psychological and Cultural Aspects of Aging (4)

MSCP 616 Stress Management (4)

MSCP 638 Problems in Counseling and Psychotherapy (1-4)

MSCP 649 Human Sexuality (3)

MSCP 653 Behavior Disorders of Childhood (3)

MSCP 677 The Therapist as a Problem in Psychotherapy (3)

MSCP 687 Readings in Counseling Psychology (1-4)

MSCP 693 Supervised Field Experience in Human Services, Student Personnel, Supervision, Teaching and Research (1-2)

Certain courses offered by Benedictine University's various graduate programs also may qualify as electives.

**Faculty**

Our faculty do not simply lecture, they involve you. In the classroom, you will be guided through a learning environment that builds as much on your own experience and understanding as on theirs. Most importantly, they couple exemplary credentials with up-to-date knowledge, keeping them at the cutting edge of their professions and their disciplines. All faculty are members of the North American Association of Master's in Psychology (NAAMP).

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Jane Boumgarden, M.S.W., L.C.S.W., A.C.S.W.

Associate Professor, Sociology & Psychology

B.A., 1973, Michigan State University; M.S.W., 1983, The Ohio State University

James Crissman, Ph.D.

Professor and Chair of Psychology/Sociology programs.

B.S., 1972, M.A., 1973, East Tennessee State University; Ph.D., 1980, The University of Akron

Kelly Kandra, Ph.D.

Assistant Professor, Psychology and Sociology

B.A., Millersville University

Ph.D., 2007, University of North Carolina

Dianne Moran, Ph.D.

Associate Professor, Psychology and Human Development

B.A., 1979, University of Illinois (Chicago); M.A., 1984, Ph.D., 1988, University of Notre Dame

Margaret Salyer, M.S., L.C.P.C.

Program Director, MSCP

B.A., 1971, Northern Illinois University; M.S., 1996, Benedictine University

Alexey Shukin, Ph.D.

Professor, Clinical Psychology

B.S., 1954, M.S., 1956, Springfield College; Ph.D. 1959, University of Chicago

Michael C. Smith, Ph.D.

Associate Professor, Clinical Psychology

B.A., 1984, University of Illinois-Springfield

Ph.D., 1991, Illinois Institute of Technology

#### **Lecturers**

Steve Eisenberg M.S.

Donna Gluck L.C.P.C., C.A.D.C.

Barbara Leiber L.C.P.C.

Linda Moran, L.C.P.C.

Linda Plachetta Ph.D.

Nancy Wajler M.S.

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**Starting the Program**

Students are admitted to Benedictine's Clinical Psychology program four times per year, at the beginning of the fall, winter, spring and summer quarters. Both day and evening classes are available.

**Concentrations****Subspecialty Tracks**

The subspecialty tracks allow students to develop special expertise in psychological approaches to understand and treat specific populations. Students who enroll in a subspecialty track complete the core courses required of all students. In addition, they complete a series of classes in the subspecialty and acquire clinical experience relevant to the area.

**Courses required for a Child Subspecialty are as follows:****From the core courses:**

MSCP 646 Human Development: Infancy and Childhood (3)

MSCP 647 Human Development: Adolescence (3)

MSCP 664 Psychological Assessment: Techniques in Clinical Interviewing and Evaluation (2)

**From the elective courses:**

MSCP 560 Principles of Behavior Modification (3)

MSCP 650 Art Therapy(2)

MSCP 653 Behavior Disorders of Childhood (3)

MSCP 655 Theory and Techniques of Play Therapy with Children (3)

**Clinical field placement:**

MSCP 690 or 691 Supervises Field Experience in Mental Health in a setting treating children and adolescents

**Courses required for a Marriage and Family Subspecialty are as follows:****From the core courses:**

MSCP 550 Addiction and the Family (2)

MSCP 551 Alcoholism & Other Substances of Abuse (4)

MSCP 648 Human Development: Adulthood (3)

MSCP 672 Marriage and Family: Systems and Theory (3)

MSCP 673 Workshop in Marital Therapy (3)

**From the electives:**

MSCP 580 Psychology of Women (3)

MSCP 649 Human Sexuality (3)

**Clinical field placement:**

MSCP 690 or 691 Supervises Field Experience in Mental Health in a setting treating families and couples.

Declaring a subspecialty is not a requirement.

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**Policies**

All students are required to have satisfactorily completed undergraduate courses in Introduction to Psychology, Personality Theory, Abnormal Psychology and Statistics. Students who do not take their undergraduate class in Statistics here at Benedictine, must take a proficiency examination. Such courses may be taken concurrently with graduate work. Recognizing that there are professional competencies and conduct not measurable by academic achievement, the graduate program and the University reserve the right to discontinue students who, in the judgment of the faculty, do not meet the standards promulgated by professional organizations in the human services field in which the student is studying.

**Career Opportunities**

Graduates are employed primarily in private practice and public mental health centers, hospitals, residential treatment facilities and social service agencies serving individuals, families and special clientele of various age groups. Others are in academic institutions, staff training and development or are engaged in doctoral studies.

## **Master of Education (M.Ed.) and Master of Arts in Education (M.A.Ed.)**

### **Introduction**

The M.A.Ed. and M.Ed. degrees provide opportunities for students to explore issues in education, to develop and examine enduring and innovative instructional approaches, to utilize technology, and to apply knowledge in diverse educational settings.

### **Overview**

The School of Education offers two degree programs that are designed for individuals at different stages of professional growth. The Master of Arts in Education (M.A.Ed.) program leads to Illinois State Certification in elementary, secondary or special education (Learning Behavior Specialist I). The second degree program, the Master of Education (M.Ed.), provides a course of study with a number of options that will enhance a teacher's understanding of children's differences, personal systems of communication and the social or political issues that affect the field of education. In both programs, students take an active role in their own learning process and are prepared for shaping the lives of tomorrow's generation.

The M.A.Ed. program prepares liberally educated teachers to assume leadership roles in the schools. This program provides an in-depth understanding of curriculum development and implementation while affording ample opportunities for developing innovative teaching strategies and process-oriented assessment techniques. Moreover, the program includes a field-based component in public, parochial and/or private school sites. Students are enabled to implement effective teaching strategies under the guidance of master teachers and university faculty.

The M.Ed. program is designed for teachers seeking enhancement of their leadership potential and their understanding of methods of teaching to individual needs. The program options familiarize students with models for collaboration, effective communication strategies, methods for addressing unique learning styles and technological advancements in education and school administration. The M.Ed. program requires 33 semester hours of graduate coursework including 11 to 17 semester hours of professional core courses and 16 to 22 semester hours of specialized courses. M.Ed. programs include Leadership and Administration, Curriculum and Instruction, Special Education/Collaborative Teaching, and Reading and Literacy (learning team program only).

With either program, students will learn the skills necessary to shape the lives of those involved in the educational system. From first-grade teachers to administrators in the front office, Benedictine University's School of Education prepares students for the challenges that lie ahead. A master's degree from Benedictine University does not just inform you today; it gives you the power to transform tomorrow.

### **Master of Arts in Education:**

The Master of Arts in Education (M.A.Ed.) program offers three tracks: one for adults seeking a Type 03 teaching certificate in elementary education; a second for those seeking a Type 09 teaching certificate in secondary education; and a third for adults seeking a Type 10 (K-12) special certificate leading to the Illinois

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Learning Behavior Specialist I (LBS I) teaching certificate. The program to teach Spanish is also a Type 10 (K-12) program.

The elementary education track requires a total of 38 semester hours; 37 semester hours are required for secondary education and a total of 57 semester hours is required for the special education option. The additional coursework in the special education track is required for certification as a LBSI (unlimited) teacher.

**Elementary track:**

- 25 semester hours of professional core courses
- 13 semester hours of specialized courses
- 120 clock-hours of practicum experiences
- 12 weeks of student teaching

**Secondary track:**

- 25 semester hours of professional core courses
- 12 semester hours of specialized courses
- 120 clock-hours of practicum experiences
- 12 weeks of student teaching

**Special Education track:**

- 25 semester hours of professional core courses
- 32 semester hours of specialized courses
- 205 clock-hours of practicum experiences
- 12 weeks of student teaching

Students in the Elementary Education track also must have completed 71 semester hours of general education coursework to meet certification requirements for Benedictine's approved program with the Illinois State Board of Education (ISBE). This includes an 18 semester hour concentration or a major in a single academic discipline. Nine of the 18 semester hours must be in upper-division coursework.

The secondary track requires 47 semester hours of general education coursework. An additional prerequisite for a secondary certificate is a baccalaureate degree in Biology, Chemistry, Physics, Mathematics, Social Science, English/Literature, Spanish or Business.

Students in the special education option must have completed 47 semester hours of general education coursework.

Any of the required general education courses that have not been completed as part of an undergraduate degree program must be completed prior to application for certification.

**Middle-grade Endorsements:**

Students seeking an elementary or secondary certificate may qualify for middle grade endorsements by completing a minimum of 18 semester hours in the subject area of their major teaching assignment. In

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addition, coursework relating to early adolescent development, middle school philosophy and methodology is required. These areas are integrated with existing coursework in the program options.

### **Curriculum**

#### **Master of Arts in Education (M.A.Ed.)**

##### **Professional Core (semester-hours):**

EDUC 400 Preclinical Experience (1)

EDUC 517 Introduction to Technology (1)

EDUC 540 Survey of Exceptional Children (3) or EDUC 660 Preparing Teachers for Inclusion (3)\*

EDUC 605 Ethics, Education and Social Change (3)

EDUC 610 Learning and Development (3)

EDUC 630 Research Methods (3)

EDUC 640 Assessment Measures (3)

*\*This course can be substituted for EDUC 540 if a three semester-hour course in the Survey/Characteristics of Exceptional Children was completed at the undergraduate level.*

##### **Culminating experiences:**

EDUC 670 or 671/672 or 673 Student Teaching (6)

EDUC 699 Master's Thesis/Project (2)

##### **Elementary Education**

Certification in K-9 (13 semester-hours):

EDUC 520 Holistic Reading Strategies (3)

EDUC 525 Teaching Mathematics: An Interactive Process (with preclinical 425) (3)

EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)

EDUC 620 Instructional Strategies across the Curriculum (4)

##### **Special Education**

Certification in K-12 (32 semester-hours):

EDUC 520 Holistic Reading Strategies (3)

EDUC 525 Teaching Mathematics: An Interactive Process (with preclinical 425) (3)

EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)

EDUC 550 Working with Families of Persons with Disabilities (3)

EDUC 555 Classroom Management (with preclinical 455) (3)

EDUC 560 Learning Behavior Characteristics of Individuals with Physical and Mental Retardation Disabilities (3)

EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)

EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)

EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (with preclinical 426) (4)

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EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation (with preclinical 460) (4)

### **Secondary Education**

Certification in 6-12 (12 semester-hours):

EDUC 531-536 Content Area Methods (with preclinical) (3)

Select one course from the following:

EDUC 531 Curriculum and Instructional Methods in Mathematics (3)

EDUC 532 Curriculum and Instructional Methods in English and Language Arts (3)

EDUC 533 Curriculum and Instructional Methods in Social Science (3)

EDUC 534 Curriculum and Instructional Methods in Science (3)

EDUC 535 Curriculum and Instructional Methods in Spanish K-12 (3)

EDUC 536 Curriculum and Instructional Methods in Business, Marketing and Computer Education (3)

**and**

EDUC 543 Middle School Philosophy, Curriculum, and Instruction (with preclinical 443) (3)

### **Electives for secondary education: 6 credits:**

Select 6 semester-hours of elective coursework from the following:

EDUC 512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum (3)

EDUC 518 Survey of Instructional Technology (1)

EDUC 520 Holistic Reading Strategies (3)

EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)

EDUC 552 Leadership (1)

EDUC 555 Classroom Management (with preclinical 455) (3)

EDUC 557 Organizational Culture (1)

EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)

EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)

EDUC 573 Performance Appraisal (1)

EDUC 581 Team Building (1)

EDUC 582 Conflict Management (1)

EDUC 583 Organizational Assessment (1)

EDUC 592 Managing Diversity (1)

EDUC 615 Curriculum Development (3)

EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (4)

EDUC 650 Leadership and Motivation (3)

### **Requirements - Other:**

#### **Teacher Education Program Application and Matriculation:**

Candidates seeking a teaching career must have a sincere desire to teach, show intellectual promise, and display personal, professional and academic characteristics indicative of competent teachers.

The School of Education's major goal, according to its conceptual framework, is to create effective practitioners who are committed to scholarship, lifelong inquiry, leadership and social responsibility. These enduring outcomes are developed and nurtured through the curriculum. Educators develop scholarship by acquiring a breadth and depth of knowledge in the field. As scholars, they develop lifelong inquiry by immersing themselves in a process of on-going questioning and reflection that results in informed thinking and decision-making. They assume leadership roles in a variety of venues where they can affect change and improve practice. Their leadership is guided by a sense of social responsibility to create fair and equitable environments that support and enhance learning in order to maximize each individual's potential.

As candidates progress through the program they will develop an understanding of the Illinois Professional Teaching Standards, the Language Arts Standards for All Illinois Teachers, the Technology Standards for All Illinois Teachers, and the Content-Area Standards for Educators. In addition to successful completion of their course work, they will also develop a professional portfolio that demonstrates their growth in teaching and service to education as well as their understanding of the Illinois standards. Similarly, technology will be an integral part of their development through the use of LiveText as a part of their course work along with the preparation of their portfolio. Their preparedness to teach will also be demonstrated through passage of the Illinois Certification Testing System's (ICTS) Basic Skills Test, Content-Area Test, and Assessment of Professional Teaching Test.

Candidates desiring to enter the program for teacher education should consult with their academic advisors early in their academic career to ensure that they enroll for the appropriate courses needed for admission to teacher education. The initial courses are EDUC-400(1), Preclinical Experience, and EDUC-605(3), Ethics, Education and Social Change. Candidates, at this time, should also take the ICTS Basic Skills Test if they have not already passed this test. Likewise, secondary education (graduate) program students need to pass their content area test at this time.

Candidates must successfully meet the requirements through six (6) checkpoints to (a) be admitted to the Teacher Education Program (TEP), (b) to maintain enrollment in the TEP, and (c) to successfully complete the program with Illinois teacher certification. A seventh checkpoint is utilized by the School of Education to follow-up with teacher candidates in their first year of teaching in reference to the Illinois Teaching Standards. This provides the SOE with valuable information for on-going assessment of the program. The seven (7) checkpoints (with their requirements) are as follows:

#### **Checkpoint #1: Admission into the Teacher Education Program**

Acceptance into Benedictine University Graduate Program

- EDUC 605, Ethics, Education and Social Change. Completed with minimum grade of "B".
- EDUC 400, Pre-clinical Experience. Completed with minimum grade of "B".
- Successful completion of portfolio artifacts and rationale statements for three of the Illinois Professional Teaching Standards via LiveText.
- Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in EDUC 605 via LiveText.
- Minimum Cumulative Grade Point Average of 3.0 based on Benedictine University courses.

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- Successful completion of ICTS Basic Skills Test.
- Three Supportive Letters of Recommendation.
- Background Check (clearance).
- Completion of Undergraduate Basic Skills Courses ("C" or higher in Written and Oral Communication, 9 sh, Mathematics, 3 sh).
- For Secondary Education Only: Successful completion of ICTS Subject-Matter Knowledge Test.

**Checkpoint #2: Application to Student Teaching**

- Successful completion of Pre-clinical Experiences.
- Successful completion of graduate education coursework.
- 3.0 Cumulative GPA.
- Successful completion of 18 Semester Emphasis (Elementary); Subject Area Specialization (Secondary); and General Education Requirements.
- Approved for Admission into the Teacher Education Program
- For Elementary and Special Education Students: Successful completion of ICTS Content Area Test/s.
- Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in all Methods courses via LiveText.
- Successful completion of portfolio artifacts for six of the Illinois Professional Teaching Standards via LiveText.

**Checkpoint #3: Admission into Student Teaching**

Completion of portfolio artifacts for all eleven Illinois Professional Teaching Standards via LiveText.

- Successful completion of all requirements for Checkpoint #2.

**Checkpoint #4: Completion of Student Teaching**

- Successful completion of student teaching, including the presentation portfolio, with a "B" or higher.
- Presentation Portfolio includes at least 6 artifacts from student teaching via LiveText.

**Checkpoint #5: Completion of Degree/Program Requirements**

- No program deficiencies for certification.
- Successful completion of Checkpoint #4

**Checkpoint #6: Completion of Certification Requirements\***

- Successful completion of the Assessment of Professional Teaching (APT) Test
- \*The candidate for a certificate must also be a U.S. citizen (or declaration of intent); be 19 years of age; no felony conviction

**Checkpoint #7: First Year Teaching**

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- Successful performance on IPT standards as assessed by first year teachers and their respective supervisor(s).

**Master of Education (M.Ed.)**

**Professional Core (11 to 17 semester-hours):**

**Select courses in A or B to total 11 to 17 semester hours, as per program requirement:**

- A. EDUC 605 Ethics, Education and Social Change (3)  
OR
- B. EDUC 522 Ethics and Social Responsibility in Management (1)  
EDUC 557 Organizational Culture (1)  
EDUC 592 Managing Diversity (1)
  
- A. EDUC 640 Assessment Measures (3)  
OR
- B. EDUC 573 Performance Appraisal (1)  
EDUC 583 Organizational Assessment (1)  
Approved elective as needed (1)
  
- A. EDUC 610 Learning and Development (3)  
OR
- B. EDUC 516 Adult Learning Strategies (1)  
EDUC 517 Introduction to Technology (1)  
EDUC 518 Survey of Instructional Technology (1)

A. and B. EDUC 630

Culminating experiences (as required):

EDUC 680 Seminar/Research in Education (3)

EDUC 681 Administrative Internship (3)

EDUC 699 Master's Thesis/Project (2)

*\*EDUC 630 and 699 are not required for the Leadership and Administration option.*

**Leadership and Administration Administrative certificate**

(22 semester hours):

EDUC 501 Organization and Administration of Schools (2)\*\*

EDUC 509 School Law (2)\*\*

EDUC 511 School Finance (2)\*\*

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EDUC 548 Issues and Trends in School Improvement (2)\*\*

EDUC 552 Leadership (1)

EDUC 557 Organizational Culture (1)

EDUC 581 Team Building (1)

EDUC 582 Conflict Management (1)

EDUC 584 Strategies for Change (1)

EDUC 591 Family, School and Community (3)\*\*

EDUC 615 Curriculum Development (3)

EDUC 650 Leadership and Motivation (3)

\*\*Students may transfer up to 12 semester hours of coursework completed through Benedictine University's Teacher Inservice for DuPage Educators/TIDE program.

This option leads to a Type 75 administration certificate (general administrative endorsement), which requires a minimum 100 clock-hour internship (EDUC 681).

### **Curriculum and Instruction**

(19 semester hours):

EDUC 552 Leadership (1)

EDUC 581 Team Building (1)

EDUC 582 Conflict Management (1)

EDUC 591 Family, School and Community (3)\*\*

EDUC 615 Curriculum Development (3)

EDUC 620 Instructional Strategies Across the Curriculum (4)

EDUC 645 Collaborative/Consultative Teaching (3)

EDUC 660 Preparing Teachers for Inclusion (3)

\*\*Students may transfer up to six semester hours of related coursework completed through Benedictine University's Teacher Inservice for DuPage Educators/TIDE Program. Additional coursework is available (EDUC 501 and EDUC 515) for persons who hold a special certificate and want to add a supervisory endorsement.

### **Special Education/Collaborative Teaching**

(19 semester hours):

Recommended for teachers certified in elementary or secondary education.

EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (4)

EDUC 645 Collaborative/Consultative Teaching (3)

EDUC 650 Leadership and Motivation (3)

EDUC 660 Preparing Teachers for Inclusion (3)

Select two courses from the following:

EDUC 560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental

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Retardation (3)

EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)

EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)

EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental

Retardation (4)

*\*Students may transfer up to nine semester hours of related coursework completed through Benedictine University's Teacher Inservice for DuPage Educators/TIDE program.*

*\*\*This program can be integrated into a Type 10 (K-12) Learning Behavior Specialist I certificate for certified teachers.*

Preclinical experiences for certified teachers enrolled in this program will be individually determined based on the teacher's background and experience in consultation with the academic advisor.

### **Field-Based Graduate Programs:**

Margaret and Harold Moser College of Adult and Professional Studies offers three M.Ed. programs for teachers who are interested in an accelerated master's degree in a learning team format. The following programs of study are available:

- Leadership and Administration (Type 75 certificate)
- Reading and Literacy (Type 10 certificate)

All M.Ed. degree programs are 33 semester hours, are completed in 15 to 17 months, and are designed for teachers seeking enhancement of their leadership potential and their understanding of methods of teaching to individual needs. Programs also are technology-integrated and based on constructivist learning perspectives. Students must have ongoing access to a computer equipped with Microsoft Office Suite.

### **Leadership and Administration: Type 75**

#### **General Administrative Certificate:**

This program is based on the Illinois Professional School Leader Standards and the Illinois Principals Standards and leads to the Type 75 General Administrative Certificate. The faculty in this program are recognized as being among the finest in the Chicago area and are practicing superintendents, assistant superintendents, principals and other full-time administrators. Students are required to complete a (minimum) 100 hour internship and a professional portfolio based on the standards.

#### **Leadership Administration Course List**

EDUC 682 Internship in Leadership and Administration\*

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\*Total for all seminars 3 credits

EDUC 651 Leadership Theory (3)  
EDUC 503 Schools as Organizations (3)  
EDUC 682 Internship Seminar #2\*  
EDUC 617 Curriculum, Assessment and Instruction (3)  
EDUC 559 School Improvement Trends (3)  
EDUC 632 Supervision and Staff Development (3)  
EDUC 682 Internship Seminar #3\*  
EDUC 519 Financing Education (3)  
EDUC 586 School and Community Stakeholders (3)  
EDUC 508 Legal Issues in Education (3)  
EDUC 682 Internship Seminar #4\*  
EDUC 562 Educational Policy and Politics (3)  
EDUC 608 Ethical Issues and Social Change (3)  
EDUC 682 Internship Seminar #5\*

#### **Reading and Literacy:**

Type 10 Reading Specialist Certificate:

The M.Ed. in Reading and Literacy is based on the Illinois Content Standards for a Reading Specialist and leads to a Type 10 K-12 certificate. The reading specialist endorsement is valid not only for teaching reading to students but also for providing technical assistance and/or professional development to other teachers. The program offers students a focus on reading as a process and a strong research/inquiry base as technology is integrated throughout the curriculum. Completion of a thesis, a practicum, and a professional portfolio is required.

#### **Reading and Literacy Course List**

EDUC 631 Action Research and Inquiry (3)  
EDUC 524 Emergent Literacy (3)  
EDUC 564 Content Area Literacy and Learning (3)  
EDUC 558 Integration of the Language Arts (3)  
EDUC 567 Literacy and the English Language Learner (3)  
EDUC 553 Multicultural Literature for Children and Adolescents (3)  
EDUC 578 Literacy Assessment (K-12) (3)  
EDUC 602 Assessment for Diagnosis (3)  
EDUC 603 From Diagnosis to Instruction (3)  
EDUC 611 Literacy Coaching and Collaboration (3)  
EDUC 616 Curriculum Design and Instruction (3)

#### **Alternative Certification:**

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Benedictine University offers an alternative route to teacher certification program in the areas of mathematics and science. This program is designed for individuals who have earned at least a bachelor's degree in science, math, or related fields; who possess five years of related work experience; and who are interested in teaching in grades 6 through 12.

The program is 12-14 months in duration and includes an orientation, an intensive course of study in educational theory, instructional methods and teaching practices during an eight-week summer session, and a yearlong paid internship in a middle school or high school. Successful completion of the program leads to an Illinois type 09 High School certificate and 24 semester hours of graduate course credit toward a master's degree in education at Benedictine University.

### **Alternative Certification Program Course List**

EDUC 665 Alternative Certification Program Pre-Service Summer Term (18)

EDUC 675 Alternative Certification Program/Internship Fall Term(3)

EDUC 675 Alternative Certification Program/Internship Spring Term(3)

#### **Faculty**

Richard Campbell, Ed.D.

Certification Officer/School Administration

B.A., M.A., Eastern Illinois University;

Ed.D., Illinois State University

Alan Gorr, Ph.D., M.P.H.

Professor and Chair, Public Health

Dean of the College of Education and Health Services

B.A., University of Iowa; M.A., University of Toronto; M.P.H., University of Illinois; Ph.D., University of Iowa

MeShelda Jackson, Ph.D.

Associate Professor/Special Education, Department Chair

B.S., Alabama A&M University; M.S., Nova South Eastern University; Ph.D., University of Pittsburgh

Joyce Jeewek, Ed.D.

Assistant Professor/Elementary/Reading

B.S., Northern University; M.S. Ed., Northern University; Ed.D., Northern University

Eileen Kolich, Ph.D.

Professor, Dean of the College of Adult and Professional Studies

B.S., Rutgers University; M.S., Chicago State University; Ph.D., Pennsylvania State University

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James Pelech, Ed.D.

Assistant Professor/Math Education

B.A., St. Norbert College; M.B.A., Governors State University; C.A.S./Math, Concordia University; Ed.D., National Louis University

Fr. David Turner, O.S.B., Ph.D.

Associate Professor, Assistant to the Provost

A.B., St. Procopius College (now Benedictine University); M.A., Ph.D., University of Minnesota; M.Div., Mount Angel Seminary; D.Min., Princeton Theological Seminary

Alandra Weller-Clarke, Ph.D.

Associate Assistant Professor/Educational Psychology, Special Education

B.A., Elmhurst College; M.Ed., Benedictine University; Ph.D., Loyola University

Ovid Wong, Ph.D.

Associate Professor/Science Education

B.S., University of Alberta; M.Ed., University of Washington; Ph.D., University of Illinois

John Zigmond, Ed.D.

Secondary Education/Director of Alternative Certification

B.A., St. Procopius College (now Benedictine University); M.A.T., John Carroll University; Ed.D., National Louis University

#### **Lecturers**

Glennon Acksel Ed.D.

Bruce Bandy M.A.

Maria Carter M.Ed.

Tracey Cook M.S.Ed.

Anne Durst M.Ed.

Cherie Esposito M.A., M.S.

Mark Flood M.A.

Janice Grossi M.S.

Paula Hennessey M.Ed.

Mary Kulaga M.A.

Kathleen Liace Ed.D.

Patricia Mansfield M.B.A.

John Meggesin M.S.

Adrienne Murphy Ed.D.

Linda Murphy M.S.

Kelly Neylon M.S.

James Polzin Ed.D.

William Renner Ed.D.

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Trevor Steinbeck Ed.D.  
Gene Swierczewski  
Deborah Tyrrell M.S.  
William Ward M.A.Ed.  
Craig Weber M.Ed.  
Attila Weninger Ph.D.  
Mary Winiecki

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### **Certificate Programs**

Benedictine University offers a certificate program in advanced studies in education. This program has been developed for those individuals who:

1. Already have a master's degree and wish to do further graduate work without committing to another degree program  
or
2. Wish to engage in graduate study beyond the baccalaureate degree with no commitment to a master's degree program.

This program is especially suited for educators who wish to enhance previously gained skills, acquire new skills and keep abreast of the latest educational theory and practice. There are no specific course requirements. Rather, a program of study specific to the needs of each student is developed (15 semester hours for Certificate I, 30 semester hours for Certificate II). All coursework for the certificate must be at the graduate level. Up to six semester hours of transferred graduate credit can be applied to the certificate program.

### **Career Opportunities**

#### **State of Illinois Reports Demand for Teachers**

According to the Illinois State Board of Education, through 2008, it is estimated that Illinois will need 37,000 regular and 8,500 special education teachers. Historically, re-entries have filled more than 40 percent of teacher vacancies each year, so Illinois schools will need approximately 18,400 re-entries and 27,500 first-time teachers over the next four years. In that same period, Illinois is expected to need about 2,700 administrators and 3,500 other certified staff.

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## **Master of Science in Leadership (M.S.L.)**

### **Program Overview**

Assuming leadership roles in the workplace can be challenging, especially for women. Opportunities exist to improve collaboration, communication, expectations and the workplace culture; establish mentor relationships; and create a support system. Benedictine University empowers students to overcome these challenges.

To uplift and empower women to more deeply participate in and lead the world into the future, Benedictine University has established a program specifically designed for women by women. The Master of Science in Leadership (M.S.L.) program is designed to provide the knowledge base and skills that will contribute to the professional and personal development needs of women in today's society. This philosophy offers an exceptional academic experience emphasizing a specific gender orientation.

Being a woman in our society requires unique preparation that is not made available through other programs. The M.S.L. degree program provides the resources to adequately prepare female leaders. Women pursuing this degree are interested in gaining hands-on experience and the intellectual capacity to achieve leadership locally, regionally and globally. According to Women's College Coalition, more than 20 percent of women at executive levels have graduated from a women's-centered academic program. An analysis of data from the National Survey for Student Engagement shows that women enrolled in women's programs rate their experience higher than women in coeducational programs.

All courses are infused with a woman's perspective that incorporates leadership, professionalism, commitment and embrace the concept of "women lifting women as they climb." Program courses are designed to be theoretical and applicable to real-life experiences in the community, the workplace and across the globe.

The program was developed by a team of noted educators in consultation with women in leadership positions from both public and private sectors. Students who complete this program will be empowered and equipped with the requisite knowledge, expertise and confidence that will position them to effectively lead at advanced levels in their personal and professional lives.

The program is distinctive because it is taught in flexible accelerated formats by women who are experts and leaders in their professions. Highly-esteemed female and male guest speakers and panelists provide their expertise in various courses. Each student is assigned an academic advisor and a mentor who is a proven leader. All students are provided an opportunity to engage in internships and externships.

### **Curriculum**

The Master of Science and Leadership program consists of 16 four-hour courses. Most courses meet six weeks (weeknights) or two weeks (weekends). Students must maintain a G.P.A. of 3.0 for degree completion. The program is offered in a learning-team format at the Moser Center in Naperville, Illinois. Students progress through the program at the same rate. The program meets on Saturdays and Sundays approximately every

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third weekend of the month. There is also a weeknight option. The flexible and accelerated program schedule makes earning a degree more convenient for students with busy lifestyles.

## **Master of Science in Management and Organizational Behavior (M.S.M.O.B.)**

### **Introduction**

In this competitive and complex era, companies are demanding managers who can effectively achieve financial results and efficiently manage human resources. The Master of Science in Management and Organizational Behavior (M.S.M.O.B) program at Benedictine University is recognized both locally and nationally as a leader in providing education geared toward managing the human side of organizations.

### **Overview**

Competence in the "human side of enterprise", including global interdependence, workforce diversity and the management of change, has become the hallmark of excellent managers and leading-edge companies. The Management and Organizational Behavior (M.O.B.) program blends a practitioner orientation with a combined academic, theoretical and research focus to provide a relevant and balanced approach to managerial skill development. The curriculum provides students with a solid foundation in the traditional areas of management skills, such as strategic planning, managerial accounting and information management. Most of all, the program fosters collaborative faculty-student relationships aimed at achieving a common goal: learning to create and sustain excellence in management.

The M.O.B. program has its roots in the Group Work Administration program at George Williams College. The primary mission of this program was the training of administrators for the management of community service agencies. In 1971, the mission of the department expanded dramatically when it was refocused to include education in the "human side of management" and management for business, as well as not-for-profit organizations. The emphasis on the human element of management with its origins in humanism and the applied behavioral sciences is a constant which characterizes all major facets of the curriculum.

Dr. Peter F. Sorensen, Jr., became director of the program in 1970 and was instrumental in shaping and implementing this new direction. In 1986, the program moved to Benedictine University, where it has flourished. Not only does Benedictine's M.O.B. program boast world-renowned faculty members, it is ranked among the top three programs of its kind by the Organization Development Institute.

Students seeking a master's degree in Management and Organizational Behavior (M.S.M.O.B) can choose the "traditional" or "accelerated" M.O.B. format. Classes in the traditional format are scheduled in the evenings and on weekends at our Lisle campus. Most students will complete their degree in two to four years of part-time enrollment and eighty-five percent of the degree can be completed through weekend coursework. The accelerated program is a weekend cohort format with coursework completed in approximately 13 months and is offered at the Lisle campus and Springfield College in Illinois.

In addition to the Master's in Management and Organizational Behavior, the program also offers several certificate programs. These certificate programs address the education and skill development needs of people who have completed undergraduate degrees but may not wish to pursue a graduate degree. Further, many people who have graduate degrees find the certificate programs to be educational solutions for career development without having to complete an additional master's or doctoral degree.

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Through the many course offerings and certificate programs, the M.O.B. program at Benedictine University is sure to be an important steppingstone in the professional development of any degree-seeking professional. The demand for educated professionals who can effectively change and lead organizations is the perfect reason to get an M.O.B. degree from Benedictine University.

### **Curriculum**

The Master's degree of Science in Management and Organizational Behavior requires 64 quarter-hour credits. It consists of a general management core and a choice of seven concentrations. A minimum of 12 credits is required in a concentration; the management core contains 34 credit-hours.

#### **Management core:**

MGMT 500 Accounting for Managers (4)  
MGMT 521 Career and Human Resource Planning (2)  
MGMT 522 Ethics and Social Responsibility in Management (2)  
MGMT 530 Organizational Behavior (4)  
MGMT 540 Data Processing and Management (4) or MBA 641 Information Technology Management (4) or MBA 683 Project Management (4)  
MGMT 591 Contemporary Trends in Change Management (1) (students must successfully complete a minimum of two MGMT 591 classes during the program)  
MGMT 612 Methods of Organizational Research (4)  
MGMT 634 Strategy, Structure and Decision Making (4)  
MGMT 671 Strategic Management (to be taken as last core course) (4)  
MPH 511 Introduction to Statistical Analysis (4) or MBA 541 Analytical Tools for Management Decisions (4)

### **Faculty**

Peter F. Sorensen, Jr., Ph.D.  
Professor and Chair of Management and  
Organizational Behavior Program (1985)  
Director, Ph.D. Program in Organization Development  
B.A., 1961, M.A., 1966, Roosevelt University; Ph.D., 1971, Illinois Institute of Technology

Therese F. Yaeger, Ph.D.,  
Associate Professor and Associate Director,  
Ph.D. Program in Organization Development  
B.A., M.S., and Ph.D., 2001, Benedictine University

### **Lecturers**

Philip T. Anderson, Ph.D., M.Ed.

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Mark Bennett, J.D.  
Kathleen M. Buchman, Ph.D., M.S.M.O.B.  
Christopher L. Fernandez, Ph.D., M.B.A., M.S.  
Connie Fuller, Ph.D., M.B.A.  
George W. Hay, Ph.D., M.S.  
Gina Hinrichs, Ph.D..  
Ida M. Kisiel, Ph.D, M.A.  
Jennifer Smith, M.S.M.O.B.  
John Morrow, Ph.D., M.S., M.A.  
Cheryl Richardson, Ph.D., M.S.  
Christopher A. Robinson-Easley, Ph.D., M.S.  
Marilyn J. Runkel, Ph.D., M.Ed., M.S.M.O.B.  
Donald Strauss, M.A.  
Patricai A. Svehla, M.B.A.  
Richard Magner, Ph.D.  
Stephen H. Treacy, M.S.O.D.  
Steven DiBiase, Ph.D.  
Robert Verner, Ph.D., M.S.M.O.B.  
Matthew G. Vosmik, M.B.A., M.A.  
Nancy Voss, M.S.O.D.

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### **Concentrations**

The concentrations available include:

- Health Administration
- Human Resource Management
- Human Service Administration
- Management and Organizational Behavior
- Management in a Professional Technical Environment
- Organization Development

### **Concentration in Health Administration:**

#### **Objectives:**

This concentration emphasizes basic management skills and knowledge in the health administration field. It combines courses in management with courses in health administration and is most appropriate for students preparing for careers in health administration. Note: Other M.P.H. and M.O.B. courses may be substituted

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with the approval of the M.O.B. program director. To earn the managed care certificate within the Health Administration concentration, selections must include MPH 671 and MPH 672:

MGMT 558 Service Management (2)  
MGMT 561 Marketing - Concepts and Planning (2)\*  
MGMT 635 Business Process Redesign (2)  
MPH 602 Health Systems (4)  
MPH 603 Ethical & Political Issues in Public Health (4)  
MPH 605 Environmental Health (4)  
MPH 632 Public Health Education Methods (2)  
MPH 634 Professional Health Education Preparation (4)  
MPH 662 Management of Health Service Organizations (4)  
MPH 664 Marketing of Health Care Services (4)  
MPH 671 Finance in Public Health & Health Care Delivery (4)  
MIS 542 Foundation of Information Technology (4)  
MIS 648 Information Management in Health Care (2)  
MIS 650 Issues in Health Information Systems (2)  
*\*Highly Recommended*

#### **Concentration in Human Resource Management:**

##### **Objectives:**

This concentration emphasizes developing skills and knowledge in the human resource function. Coursework addresses core areas such as strategic human resource planning, training, and compensation and benefits, as well as such current critical areas as diversity, labor relations, and performance management.

This curriculum is most appropriate for students who are preparing for entry into or career advancement in this field. In addition, the emphasis on human resource management offers key skill development for line managers who are increasingly responsible for human resource functions such as recruitment or performance evaluation.

MGMT 571 Labor Relations (2)\*  
MGMT 572 Compensation & Benefits (2)\*  
MGMT 573 Performance Management Systems (2)  
MGMT 574 Affirmative Action (2)\*  
MGMT 578 Recruitment & Selection (2)\*  
MGMT 579 Training & Development Overview (2)\*  
MGMT 592 Managing Diversity (2)  
MBA 633 HR Management & Development (4)  
*\*Highly Recommended*

#### **Concentration in Human Service Administration:**

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**Objectives:**

This concentration emphasizes basic management skills within not-for-profit and community service organizations. It combines courses in management skills and knowledge with those in counseling psychology and is most appropriate for those seeking career advancement in social service and community organizations.

MGMT 527 Funding & Grantsmanship (2)\*  
MGMT 552 Leadership (2)\*  
MGMT 553 Organization Design (2)  
MGMT 556 Strategy & Implementation (2)\*  
MGMT 557 Organizational Culture (2)  
MGMT 558 Service Management (2)  
MGMT 559 Entrepreneurship (2)  
MGMT 561 Marketing - Concepts & Planning (2)\*  
MBA 633 HR Development & Management (4)  
MBA 668 Services Marketing (2)  
MPH 664 Marketing of Health Care Services (4)

*\*Highly Recommended*

**Concentration in Management and Organizational Behavior:****Objectives:**

This concentration emphasizes developing basic line management skills and knowledge with advanced work in organizational behavior. It is most appropriate for students preparing for management positions.

MGMT 552 Leadership (2)\*  
MGMT 553 Organization Design (2)\*  
MGMT 555 Power Strategies (2)\*  
MGMT 556 Strategy & Implementation (MBO) (2)\*  
MGMT 557 Organizational Culture (2)\*  
MGMT 558 Service Management (2)  
MGMT 559 Entrepreneurship (2)

*\*Highly Recommended*

**Concentration in Management in a Professional Technical Environment:****Objectives:**

This concentration is designed to develop conceptual and applied skills in the management of highly skilled professional personnel working in complex, technical work environments. Students interested in acquiring additional coursework in special areas, for example, Management Information Systems, Human Resource or Organization Development may contact an advisor to discuss additional work in their area of interest.

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MGMT 532 Organization Development (4)  
MGMT 552 Leadership (2)  
MGMT 553 Organization Design (2)  
MGMT 556 Strategies & Implementation (MBO) (2)  
MGMT 557 Organizational Culture (2)\*  
MGMT 573 Performance Appraisal (2)  
MGMT 578 Recruitment & Selection (2)  
MGMT 580 Group Dynamics (4)  
MGMT 581 Team Building (2)  
MGMT 582 Conflict Management (2)  
MGMT 584 Strategies for Change (2)  
MGMT 633 Legal Issues in the Work Place (4)  
MIS 542 Foundations of Information Technology (4) MIS 657 Electronic Commerce (4)  
MIS 691 Management of Information Technology Lecture Series (1-2)  
*\*Highly Recommended*

#### **Concentration in Organization Development:**

##### **Objectives:**

This concentration emphasizes basic and advanced organization development skills in managing organizational change within groups and organizations. This curriculum encompasses a broad range of courses which address a variety of topics, methods and career development needs. The management of change within complex organizational environments is the focus of the more advanced courses.

You are invited to seek advising for assistance in planning beyond the basic skills courses.

MGMT 532 Organization Development (4)\*  
MGMT 579 Training & Development Overview (2)  
MGMT 580 Group Dynamics (4)\*\*  
MGMT 581 Team Building (2)\*  
MGMT 582 Conflict Management (2)\*  
MGMT 583 Organizational Assessment (2)\*  
MGMT 584 Strategies for Change (2)\*  
MGMT 585 High Performance Work Systems/Large Group Interventions (2)\*\*  
MGMT 586 International Organization Development (2)\*\*  
MGMT 593 Process Consultation (2)\*\*  
MGMT 635 Business Process Redesign (2)\*\*  
MGMT 691 Advanced Topics in Organization Development (1-2)\*\*

*\*Highly Recommended*

*\*\*Indicates classes additional to required classes for students registered for the Organization Development Professional track.*

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### **Accelerated MOB Program:**

#### **Objectives:**

The Accelerated Master of Science in Management and Organizational Behavior (A.M.O.B.) is a 13-month program consisting of four quarters. The program is committed to providing students with the most current information on the timeliest of Organization Development topics and mirroring the trends and activities apparent in management today.

Designed in a cohort, weekend format, the A.M.O.B. program furnishes instruction and professional supervision to present and future O.D. practitioners for leadership roles as consultants (internal and external) and managers in a variety of settings.

MGMT 500 Accounting (4)

MGMT 521 Career and Human Resource Planning (2)

MGMT 522 Ethics and Social Responsibility in Management (2)

MGMT 530 Organizational Behavior (4)

MGMT 540 Data Processing and Management (4)

MGMT 581 Team Building (2)

MGMT 585 High Performance Work Systems/Large Group Interventions (2)

MGMT 586 International Organization Development (2)

MGMT 591 Contemporary Trends in Change Management (1) - (Students will complete three classes during the program)

MGMT 593 Process Consultation (2)

MGMT 600 Independent Study/Conference Attendance (2)

MGMT 612 Methods of Organizational Research (4)

MGMT 634 Strategy, Structure and Decision Making (4)

MGMT 671 Strategic Management (4)

MGMT 690 Management Internship ("Independent Study") (4) - Each quarter students will complete four credit hours devoted to field experience.

MGMT 691 Advanced Topics in Organization Development (1) - Students will complete three classes during the program.

#### **Certificate Programs**

The certificate programs at Benedictine University are an excellent way to get started on a degree or gain that extra edge in a profession. Designed to meet the growing need for effective, cutting-edge management skills, our programs are always being updated to reflect current job market needs.

Some students choose the certificate programs as a shorter, more focused alternative to a graduate degree programs. Some students plan to apply the certificate credits to a degree program at a later date. Others, who may already have an advanced degree, enter the program to update their skills or embark on a new area of specialization.

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Students seeking a certificate are not required to submit an application for degree-seeking status, which means students can start classes right away. A course may be applied to one certificate only.

**Health Administration (16 credits):**

This program is designed for both current health administrators who want to increase their career mobility and functional specialists desiring career advancement in health administration. The courses are as follows:

MGMT 500 Accounting for Managers (4)\*  
MGMT 527 Funding and Grantsmanship (2)  
MGMT 530 Organizational Behavior (4)\*  
MGMT 558 Service Management (2)  
MGMT 561 Marketing - Concepts and Planning (2)\*  
MPH 602 Health Systems (4)\*  
MPH 610 Health Policy (4)  
MPH 662 Management of Health Service Organizations (4)  
MPH 664 Marketing of Health Care Services (4)  
MPH 671 Finance in Public Health and Health Care Delivery (4)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems Management (2)

*\*Highly Recommended*

**Human Resource Management (16 credits):**

This certificate is appropriate for students or working professionals in the personnel field. From the current selection of 11 weekend courses, two courses are highly recommended. The courses are as follows:

MGMT 521 Career and Human Resource Planning (2)\*  
MGMT 571 Labor Relations (2)  
MGMT 572 Compensation and Benefits (2)  
MGMT 573 Performance Appraisal (2)  
MGMT 574 Affirmative Action (2)  
MGMT 578 Recruitment and Selection (2)  
MGMT 579 Training and Development Overview (2)  
MGMT 592 Managing Diversity (2)  
MGMT633 Legal Issues in the Work Place (4)

*\*Highly Recommended*

**Management in a Professional Technical Environment (16 credits):**

This certificate is designed to address the needs of line and staff managers in complex technical environments. The emphasis is on the integration of technical and organizational behavior knowledge toward the development of high performance work units. The courses are as follows:

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MGMT 530 Organizational Behavior (4)  
MGMT 552 Leadership (2)  
MGMT 580 Group Dynamics (4)  
MGMT 556 Strategy & Implementation (2)  
MGMT 581 Team Building (2)  
MGMT 582 Conflict Management (2)  
MGMT 584 Strategies for Change (2)  
MIS 542 Foundation of Information Tech (4)  
MIS 657 Electronic Commerce (4)

**Organization Development and Consulting (16 credits):**

This certificate is designed to meet the needs of students and professionals interested in organization development. Both entry-level and advanced courses are available. The courses are as follows:

MGMT 532 Organization Development (4)\*  
MGMT 580 Group Dynamics (4)  
MGMT 581 Team Building (2)  
MGMT 582 Conflict Management (2)  
MGMT 583 Organizational Assessment (2)  
MGMT 584 Strategies for Change (2)  
MGMT 585 High Performance Work Systems/Large Group Interventions (2)  
MGMT 586 International Organization Development (2)  
MGMT 593 Process Consultation (2)  
MGMT 691 Advanced Topics in Organization Development (1-2)\*

*\*Highly Recommended*

**Professional Practice Management (16 credits):**

This certificate is designed to develop and enhance the management skills of independent practitioners. The courses are as follows:

MGMT 500 Accounting for Managers (4)  
MGMT 532 Organization Development (4)  
MGMT 552 Leadership (2)  
MGMT 558 Service Management (2)  
MGMT 561 Marketing - Concepts and Planning (2)  
MGMT 633 Legal Issues in the Workplace (4)  
MBA 668 Services Marketing (2)

**Service Management (16 credits):**

As the nation has moved from the industrial age to an environment of service providers, a need has developed for a greater understanding of how these service-based companies best operate. Through this program, students will prepare themselves to fill that void by: enhancing skills in the areas of marketing, quality

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management, customer responsiveness and strategic management of service organizations; building knowledge of the theory and practice of sound business principles for highly successful service organizations; developing expertise suited for the unique recruitment, retention and employee development needs of service organizations. The courses are as follows:

MGMT 500 Accounting for Managers (4)  
MGMT 530 Organizational Behavior (4)  
MGMT 552 Leadership (2)  
MGMT 558 Service Management (2)\*  
MGMT 559 Entrepreneurship (4)  
MGMT 561 Marketing - Concepts and Planning (2)  
MGMT 592 Managing Diversity (2)  
MGMT 635 Business Process Redesign (2)  
MBA 633 Legal Issues in the Workplace (4)  
MBA 668 Services Marketing (2)\*  
MIS 546 Systems Analysis and Design (4)

#### **Training and Development (16 credits)**

This certificate is designed to help line managers, organization development professionals and human resource practitioners develop or enhance skills in the design and delivery of training. The emphasis is on the role of training as an integral component of an overall organizational improvement strategy. The courses are as follows:

MGMT 521 Career and Human Resource Planning (2)  
MGMT 532 Organization Development (4)  
MGMT574 Affirmative Action (2)  
MGMT 579 Training and Development Overview (2)  
MGMT580 Group Dynamics (4)  
MGMT 581 Team Building (2)  
MGMT 582 Conflict Management (2)  
MGMT 592 Managing Diversity (2)  
MGMT593 Process Consultation

#### **Scholars**

**1997/1998**

Dr. James Clawson  
Associate Professor of Business  
Administration, Darden Graduate School,  
University of Virginia

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Dr. Robert E. Quinn  
Professor of Organizational  
Behavior and Human Resource  
Management, University of Michigan School of Business

**1998/1999**

Dr. Peter Vaill  
Management Education, Graduate School of Business, University of St. Thomas,  
Minneapolis-St. Paul, Minnesota

Dr. Peter Cappelli  
Professor of Management,  
Director of Wharton's Center for  
Human Resources, University of Pennsylvania

**1999/2000**

Dr. David Cooperrider  
Weatherhead School of Management,  
Case Western Reserve University

Richard H. Axelrod  
The Axelrod Group

**2000/2001**

Billie T. Alban  
Alban and Williams Ltd.

Dorothy Marcic and Richard Daft  
Vanderbilt University

**2001/2002**

Dr. Michael Beer  
Harvard Business School

Dr. Robert Blake  
President, Scientific Methods, Inc.

Dr. W. Warner Burke  
Professor of Psychology and  
Education, Columbia University

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**2002/2003**

Kathleen Dannemiller  
Dannemiller Tyson Associates

Peter Block  
Partner, Designed Learning

**2003/2004**

Edith & Charles Seashore  
NTL Institute

Dr. David Bradford  
Stanford University Graduate School of Business

**2004/2005**

Dr. Edgar Schein  
Massachusetts Institute of Technology

Dr. David Cooperrider  
Weatherhead School of Management  
Case Western Reserve University

**2005/2006**

Dr. Thomas G. Cummings  
Marshall School of Business  
University of Southern California

Dr. Denise Rousseau  
Carnegie Mellon University

## **Master of Science in Management Information Systems (M.S.M.I.S.)**

### **Overview**

Information systems professionals face the challenges of providing reliable, accurate and timely information to meet the demands of society's growing dependence on information technology.

The Master of Science program in Management Information Systems (M.S.M.I.S.) at Benedictine University has been preparing professionals for rapid advances in technology, intense global competition and more complex business environments for more than twenty years.

The M.S.M.I.S. Program continues to draw upon Benedictine University's strong undergraduate computer science and computer information systems programs, as well as the strengths of established graduate interdisciplinary business and health administration programs.

The M.S.M.I.S. Program is designed for professionals who understand the strategic value of information resources and the importance of managing these resources throughout an organization. Benedictine offers an innovative course of professional graduate study that integrates the body of knowledge in information technology with the student's choice of a concentration, such as Accounting and Financial Systems, Business Administration, Health Administration, Information Systems Security, Integrated Marketing Communications, Management and Organizational Behavior, and Professional Internship. These concentrations are not only applicable to students' professions, but are also key in broadening students' perspectives. By effectively combining management information systems with a concentration, students become technically proficient and able to address issues such as the creative and appropriate application of information technology, the effective management of information technology and the organizational and societal impacts of information technology.

The program's unique philosophy, integrative teaching methods and commitment to individual development are the basis for the professional achievements of its graduates. This approach gives students the unique opportunity to interact with the larger group of graduate students in all of Benedictine's business and health administration programs. The exposure to other students with different talents, experiences and job responsibilities is a key element in each student's development of information technology management skills.

The educational approach of the program emphasizes practical application of various business management theories and technical tools to a variety of hypothetical and real life information problems. Students gain an appreciation of the complexity of challenges associated with the management of information technology through group interaction, comprehensive projects, case analysis, research and active participation in the sharing of individual experience. It is through this variety of teaching methods that students are prepared to be leaders in the 21st century.

### **Learning Goals for the MSMIS Program**

The learning goals for the program are:

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- To understand the strategic value of information resources and the importance of managing these resources throughout an organization.
  - To integrate the foundational knowledge of related disciplines (information technology, business administration, management and organizational behavior, and health care) to prepare professionals to work in rapidly changing complex and global business environments.
- To emphasize practical application of various business management theories and technical tools to a variety of hypothetical and real life information problems.

### **Curriculum**

The M.S.M.I.S. Program requires 64 quarter-hour credits, integrating 48 quarter-hour credits of core and elective M.I.S. courses with 16 quarter-hour credits of courses in one of several concentrations: Accounting and Financial Systems, Business Administration, Health Administration, Information Systems Security, Integrated Marketing Communications, Management and Organizational Behavior, and Professional Internship Program.

The core body of knowledge in management information systems includes 28 to 32 quarter-hour credits of coursework tailored to the specific needs of the student's choice of concentration. For all concentrations, the core includes computer organization and architecture, systems analysis and design, database management systems, project management, and network planning and design. A capstone course in the strategic management of information technology is also required.

The remaining 16 to 20 quarter-hour credits of M.I.S. courses come from a wide range of elective courses. These elective topics include information technology in health care, data mining, financial information systems, electronic commerce, enterprise-wide information systems, and technology facilities management. A lecture series provides a forum for consideration of timely information technology topics. Independent study and internship opportunities are also available.

Our courses are scheduled so that a student may complete the program in two years as a full-time student (eight credit hours per quarter) or a bit longer as a part-time student.

### **4+1 M.S.M.I.S. Program**

Well-qualified Benedictine University students who complete an undergraduate degree in business administration, business and economics, computer science, or computer information systems are eligible to complete the M.S.M.I.S. degree with one additional year of full-time graduate study. The full-time 4+1 M.S.M.I.S. Program is developed specifically for recent college graduates. Admission to the M.S.M.I.S. Program is not automatic and an application must be completed during the student's senior year of undergraduate coursework. M.S.M.I.S. classes are conducted evenings and weekends to meet the needs of students.

### **Professional Internship Program:**

Our full-time internship program is developed specifically for recent college graduates and offers a professional internship experience as the M.S.M.I.S. concentration. Students complete 64 credits in

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M.S.M.I.S. courses including twelve credits in internship courses. The internship experience is supervised by a faculty advisor to prepare students without significant professional career experience for their future roles and responsibilities in the workplace. Classes are conducted evenings and weekends to allow for the demands of day-time internships.

#### **Faculty**

Sharon Borowicz, E.A., Ph.D.

Assistant Professor and Department Chair, Department of Business Administration (2005)

B.S., 1982, Elmhurst College; M.B.A., 1992, Roosevelt University; Ph.D., Benedictine University (2003)

Eileen G. Clark, M.S.

Associate Professor, Computer Science (1971)

B.S., 1969, State University of New York at Albany; M.S., 1971, Purdue University

J. Kevin Doyle, Ph.D.

Professor, Department of Business Administration (2001)

B.S., 1969, University of Notre Dame; M.A., 1972, M.S., 1976, Ph.D., 1976, Syracuse University

John C. Draut, M.B.A.

Instructor, Department of Business Administration (2008)

M.B.A., 1981, DePaul University; B.S., 1970, University of Illinois

Barbara T. Ozog, Ph.D.

Professor and Program Director, Management Information Systems (1992)

B.S., 1977, Loyola University Chicago; M.S., 1979, Ph.D., 1985, Northwestern University

Ralph D. Meeker, Ph.D.

Acting Dean, College of Science, Professor, Physics and Computer Science (1970)

B.S., 1967, St. Procopius College; Ph.D., 1970, Iowa State University

Daniel E. Nohl, Ph.D.

Professor and Program Director, Computer Science and Information Systems (1987)

B.S., 1973, M.S., 1977, University of Illinois; Ph.D., 1990, Illinois Institute of Technology

Therese F. Yaeger, Ph.D.

Associate Professor, Department of Management and Organizational Behavior (2007)

B.A., M.S., Ph.D., 2001, Benedictine University

Thomas Yu, Ph.D.

Instructor, Department of Business Administration (2008)

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B.S., 1971, Montana State University; M.S., 1973, Arizona State University; Ph.D., 1978, Texas A&M University

Lu Zhang, Ph.D.

Instructor, Department of Business Administration (2008)

B.E., 1982, Jiao-Tong University; M.S., 1985, Ph.D., 1993, Iowa State University

James C. Zoda, Ph.D.

Assistant Professor, Department of Business Administration (2001)

B.S.E., Northern Illinois University (1965); M.S., Northern Illinois University (1970); Ph.D., Northern Illinois University (1975)

### **Lecturers**

Ruth Chen, Ph.D.

George Chakrabarty, M.B.A., M.C.P.M.

Tsun Chow, Ph.D.

Robert A. Dengler, Ph.D.

Bryan J. Eckert, M.B.A.

Chris Fernandez, Ph.D.

Ann H. Fulmer, M.S.

Edwin J. Kocinski, M.B.A.

William H. Kuglich, M.S.

Chen Lu, Ph.D.

Kao Lu, Ph.D., M.S.

Lee-Hsing Lu, M.B.A., Ph.D.

John Malec, M.A.

Chang Miao, Ph.D., M.B.A.

Sam Russo, M.S., M.B.A.

Greg Sellers, Ph.D.

Bernard Silverman, Ph.D.

Martin Mark Sowa, M.A., M.B.A.

Andy Sze, M.B.A., M.S.

*The Lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

### **Starting the Program**

The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your

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M.S.M.I.S. degree requires a significant commitment, your initial advising appointment is very important. Whether you are enrolled in a certificate program, or accepted as a degree-seeking M.S.M.I.S. student, you must schedule an advising appointment before enrolling in your first M.S.M.I.S. class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.S.M.I.S. resources. M.S.M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact Theresa Smallwood, Program Coordinator for MBA/MSA/MSMIS Programs, at 630-829-6220 to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.

### **Concentrations**

#### **Accounting and Financial Systems:**

This concentration addresses the financial information needs of organizations that expect meaningful, timely, and accessible financial information. Furthermore, these organizations expect appropriate responses to privacy, security, regulatory, and legal requirements. This concentration is most appropriate for those students who currently hold or expect to hold accounting or financial management positions or for those students in information systems areas with significant interaction with the financial functions of their organizations.

#### **M.S.M.I.S. Core (32 credits):**

MIS 545 Computer Organization and Architecture (4)  
MIS 546 Systems Analysis and Design (4)  
MIS 642 Financial Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 656 Information Systems Security (4)  
MIS 674 Database Management Systems (4)  
MIS 681 Network Planning (2)  
MIS 682 Network Design (2)  
MIS 683 Project Management (4)  
MIS 689 Strategic Information Technology Management (4)

#### **Accounting and Financial Systems (16 credits):**

MBA 500 Financial Accounting (4)  
MBA 504 Corporate Accounting Theory and Practice I (4)  
MBA 506 Corporate Accounting Theory and Practice II (4)  
MIS 510 Accounting Information Systems (4)  
MBA 512 Federal Income Taxation (4)  
MBA 513 Auditing Theory and Practice (4)  
MBA 515 Advanced Accounting (4)  
MBA 520 Leadership and Ethics in a Global Environment (4)\*  
MBA 601 Managerial Accounting (4)  
MBA 603 Cost Analysis, Profit Planning & Control (4)

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MBA 604 Theory & Practice of Financial Reporting (4)

MBA 605 Tax Influences on Decision Making (4)

*\*Required*

M.S.M.I.S. Electives (16 credits):

MIS 510 Accounting Information Systems (4)

MIS 543 Computer Programming (4)

MIS 544 Programming and Data Structures (4)

MIS 557 Web 2.0 Tools in Business (2)

MIS 600 Independent Study (1-4)

MIS 609 Computer Fraud (4)

MIS 616 Information System Auditing (4)

MIS 648 Information Management in Health Care (2)

MIS 649 Advanced Topics in Health Information Systems Management (2)

MIS 650 Issues in Health Information Systems (2)

MIS 654 Enterprise-Wide Information Systems (4)

MIS 655 Computer and Network Systems Security (4)

MIS 657 Electronic Commerce (4)

MIS 658 Management of IT Facilities (2)

MIS 677 Knowledge Management and Business Intelligence (4)

MIS 684 Application Development Methodologies (2)

MIS 690 Management Information Systems Internship (1-4)

MIS 691 Management of Information Technology Lecture Series (1-2)

**Business Administration:**

This concentration provides a broad business background with exposure to major business functions, such as accounting, finance, marketing, operations and organizational behavior. It is most appropriate for those students who have or expect to have significant interaction with all functions within an organization. It is also appropriate for those students who are considering an M.B.A. degree as a dual degree.

M.S.M.I.S. Core (28 credits):

MIS 545 Computer Organization and Architecture (4)

MIS 546 Systems Analysis and Design (4)

MIS 656 Information Systems Security (4)

MIS 674 Database Management Systems (4)

MIS 681 Network Planning (2)

MIS 682 Network Design (2)

MIS 683 Project Management (4)

MIS 689 Strategic Information Technology Management (4)

**Business Administration (16 credits):**

MBA 500 Financial Accounting (4)

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MBA 510 Economics (4)  
MBA 520 Leadership and Ethics in a Global Environment (4)\*  
MBA 530 Organizational Behavior (4)  
MBA 541 Analytical Tools for Management Decisions (4)  
MBA 601 Managerial Accounting (4)  
MBA 611 Managerial Economics (4)

*\*Required*

**M.S.M.I.S. Electives (20 credits):**

MIS 510 Accounting Information Systems (4)  
MIS 543 Computer Programming (4)  
MIS 544 Programming and Data Structures (4)  
MIS 557 Web 2.0 Tools in Business (2)  
MIS 600 Independent Study (1-4)  
MIS 609 Computer Fraud (4)  
MIS 616 Information System Auditing (4)  
MIS 642 Financial Information Systems (2)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems Management (2)  
MIS 650 Issues in Health Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 654 Enterprise-Wide Information Systems (4)  
MIS 655 Computer and Network Systems Security (4)  
MIS 657 Electronic Commerce (4)  
MIS 658 Management of IT Facilities (2)  
MIS 677 Knowledge Management and Business Intelligence (4)  
MIS 684 Application Development Methodologies (2)  
MIS 690 Management Information Systems Internship (1-4)  
MIS 691 Management of Information Technology Lecture Series (1-2)

**Health Administration:**

This concentration lays a foundation for managing information technology in the administration of health care services. It is important for information systems professionals and health care professionals to effectively manage and apply information technologies specific to health care. This concentration is also appropriate for students considering an M.P.H. degree as a dual degree.

**M.S.M.I.S. Core (32 credits):**

MIS 545 Computer Organization and Architecture (4)  
MIS 546 Systems Analysis and Design (4)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems Management (2)  
MIS 656 Information Systems Security (4)

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MIS 674 Database Management Systems (4)  
MIS 681 Network Planning (2)  
MIS 682 Network Design (2)  
MIS 683 Project Management (4)  
MIS 689 Strategic Information Technology Management (4)

**Health Administration (16 credits):**

MPH 511 Introduction to Statistical Analysis (4)  
MPH 601 Health Behavior (4)  
MPH 602 U.S. Health Care System (4)\*  
MPH 603 Ethical and Political Issues in Public Health (4)\*  
MPH 604 Epidemiology (4)  
MPH 605 Environmental Health (4)  
MPH 606 Methods of Research in Public Health (4)  
MPH 607 Community Health Analysis (4)  
MPH 609 Cultural Context of Health (4)  
MPH 610 Health Policy (4)  
MPH 611 Biology of Public Health (4)  
MPH 662 Management for Health Professionals (4)

*\*Required*

**M.S.M.I.S. Electives (16 credits):**

MIS 510 Accounting Information Systems (4)  
MIS 543 Computer Programming (4)  
MIS 544 Programming and Data Structures (4)  
MIS 557 Web 2.0 Tools in Business (2)  
MIS 600 Independent Study (1-4)  
MIS 609 Computer Fraud (4)  
MIS 616 Information System Auditing (4)  
MIS 642 Financial Information Systems (2)  
MIS 650 Issues in Health Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 654 Enterprise-Wide Information Systems (4)  
MIS 655 Computer and Network Systems Security (4)  
MIS 657 Electronic Commerce (4)  
MIS 658 Management of IT Facilities (2)  
MIS 677 Knowledge Management and Business Intelligence (4)  
MIS 684 Application Development Methodologies (2)  
MIS 690 Management Information Systems Internship (1-4)  
MIS 691 Management of Information Technology Lecture Series (1-2)

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**Information Systems Security:**

Business and consumers increasingly rely on Internet and Web services. Needs exist for system security professionals who can help design, configure, implement, manage, support and secure computer systems. Students with a background in accounting may take advanced courses in forensic accounting and auditing offered by the M.B.A. and M.S.A. Programs. This concentration is designed to explore the challenges and possible solutions to information systems security.

**M.S.M.I.S. Core (32 credits)**

- MIS 545 Computer Organization and Architecture (4)
- MIS 546 Systems Analysis and Design (4)
- MIS 655 Computer and Network Systems Security (4)
- MIS 656 Information Systems Security (4)
- MIS 674 Database Management Systems (4)
- MIS 681 Network Planning (2)
- MIS 682 Network Design (2)
- MIS 683 Project Management (4)
- MIS 689 Strategic Information Technology Management (4)

**Information Systems Security (16 credits):**

- MBA 520 Leadership and Ethics in a Global Environment (4)\*
- MBA 606 Forensic Accounting (4)
- MBA 607 Fraud Examination (4)
- MBA 608 Fraud and the Legal Environment (4)
- MBA 614 Auditing and Assurance I (4)
- MBA 615 Auditing and Assurance II (4)
- MBA 617 Internal Auditing (4)
- MIS 609 Computer Fraud (4)\*\*
- MIS 616 Information System Auditing (4)\*\*
- MIS 642 Financial Information Systems (2)

*\*Required*

*\*\*Highly Recommended*

**M.S.M.I.S. Electives (18 credits):**

- MIS 510 Accounting Information Systems (4)
- MIS 543 Computer Programming (4)
- MIS 544 Programming and Data Structures (4)
- MIS 557 Web 2.0 Tools in Business (2)
- MIS 600 Independent Study (1-4)
- MIS 609 Computer Fraud (4)
- MIS 616 Information System Auditing (4)
- MIS 642 Financial Information Systems (2)
- MIS 648 Information Management in Health Care (2)

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MIS 649 Advanced Topics in Health Information Systems Management (2)  
MIS 650 Issues in Health Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 654 Enterprise-Wide Information Systems (4)  
MIS 657 Electronic Commerce (4)  
MIS 658 Management of IT Facilities (2)  
MIS 677 Knowledge Management and Business Intelligence (4)  
MIS 684 Application Development Methodologies (2)  
MIS 690 Management Information Systems Internship (1-4)  
MIS 691 Management of Information Technology Lecture Series (1-2)

**Integrated Marketing Communications:**

Integrated marketing communications (IMC) is a customer-centric, data-driven approach to planning and communicating with consumers. IMC is the management of all organizational communications to build positive relationships with customers and other stakeholders, stressing marketing to the individual by understanding their needs, motivations, attitudes, and behaviors. IMC emphasizes internet based marketing communication tools along with the traditional communication tools used by marketing professionals.

**M.S.M.I.S. Core (28 credits)**

MIS 545 Computer Organization and Architecture (4)  
MIS 546 Systems Analysis and Design (4)  
MIS 656 Information Systems Security (4)  
MIS 674 Database Management Systems (4)  
MIS 681 Network Planning (2)  
MIS 682 Network Design (2)  
MIS 683 Project Management (4)  
MIS 689 Strategic Information Technology Management (4)

**Integrated Marketing Communications (16 credits):**

MBA 520 Leadership & Ethics in a Global Environment (4)

*\*Required*

MBA 626 Strategic Managerial Communications (4)  
MBA 661 Marketing Management (4)  
MBA 670 Internet Marketing Communications (4)  
MIS 557 Web 2.0 Tools in Business (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 657 Electronic Commerce (4)

**M.S.M.I.S. Electives (20 credits):**

MIS 510 Accounting Information Systems (4)  
MIS 543 Computer Programming (4)  
MIS 544 Programming and Data Structures (4)

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MIS 600 Independent Study (1-4)  
MIS 609 Computer Fraud (4)  
MIS 616 Information System Auditing (4)  
MIS 642 Financial Information Systems (2)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems Management (2)  
MIS 650 Issues in Health Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 654 Enterprise-Wide Information Systems (4)  
MIS 655 Computer and Network Systems Security (4)  
MIS 658 Management of IT Facilities (2)  
MIS 677 Knowledge Management and Business Intelligence (4)  
MIS 684 Application Development Methodologies (2)  
MIS 690 Management Information Systems Internship (1-4)  
MIS 691 Management of Information Technology Lecture Series (1-2)

**Professional Internship Program:**

Our full-time internship program is developed specifically for recent college graduates and offers a professional internship experience as the M.S.M.I.S. concentration. Students complete 64 credits in M.S.M.I.S. courses including twelve credits in internship courses. The goal of the internship experience is to prepare students without significant professional career experience for their future roles and responsibilities in the workplace.

**M.S.M.I.S. Core (28 credits):**

MIS 545 Computer Organization and Architecture (4)  
MIS 546 Systems Analysis and Design (4)  
MIS 656 Information Systems Security (4)  
MIS 674 Database Management Systems (4)  
MIS 681 Network Planning (2)  
MIS 682 Network Design (2)  
MIS 683 Project Management (4)  
MIS 689 Strategic Information Technology Management (4)

**Professional Internship Program (16 credits):**

MBA 520 Leadership and Ethics in a Global Environment (4)\*  
MIS 690 Management Information Systems Internship (12)

*\*Required*

**M.S.M.I.S. Electives (20 credits):**

MIS 510 Accounting Information Systems (4)  
MIS 543 Computer Programming (4)  
MIS 544 Programming and Data Structures (4)

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MIS 557 Web 2.0 Tools in Business (2)  
MIS 600 Independent Study (1-4)  
MIS 609 Computer Fraud (4)  
MIS 616 Information System Auditing (4)  
MIS 642 Financial Information Systems (2)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems Management (2)  
MIS 650 Issues in Health Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 654 Enterprise-Wide Information Systems (4)  
MIS 655 Computer and Network Systems Security (4)  
MIS 657 Electronic Commerce (4)  
MIS 658 Management of IT Facilities (2)  
MIS 677 Knowledge Management and Business Intelligence (4)  
MIS 684 Application Development Methodologies (2)  
MIS 691 Management of Information Technology Lecture Series (1-2)

**Management and Organizational Behavior**

The Management and Organizational Behavior concentration emphasizes organizational behavior, organization development and human resource skills critical in creating high performance work teams to design, construct and implement information technology projects successfully. It is most appropriate for those students who wish to emphasize people-related skills. It is also appropriate for those students who are considering a dual degree with Management and Organizational Behavior.

**M.S.M.I.S. Core (28 credits):**

MIS 545 Computer Organization and Architecture (4)  
MIS 546 Systems Analysis and Design (4)  
MIS 656 Information Systems Security (4)  
MIS 674 Database Management Systems (4)  
MIS 681 Network Planning (2)  
MIS 682 Network Design (2)  
MIS 683 Project Management (4)  
MIS 689 Strategic Information Technology Management (4)

**Management and Organizational Behavior (16 credits):**

MGMT 521 Career and Human Resource Planning (2)  
MGMT 522 Ethics and Social Responsibility in Management (2)\*  
MGMT 530 Organizational Behavior (4)\*  
MGMT 532 Organization Development (4)  
MGMT 552 Leadership (2)  
MGMT 556 Strategy and Implementation (2)  
MGMT 557 Organization Culture (2)

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MGMT 581 Team Building (2)  
MGMT 582 Conflict Management (2)  
MGMT 583 Organizational Assessment (2)  
MGMT 584 Strategies for Change (2)  
MGMT 591 Contemporary Trends in Change Management (1)  
MGMT 612 Methods of Organizational Research (4)  
MGMT 634 Strategy, Structure, and Design (4)  
MGMT 671 Strategic Management (4)  
MBA 500 Financial Accounting (4)  
MBA 541 Analytical Tools for Management Decisions (4)

*\*Required*

M.S.M.I.S. Electives (20 credits):

MIS 510 Accounting Information Systems (4)  
MIS 543 Computer Programming (4)  
MIS 544 Programming and Data Structures (4)  
MIS 557 Web 2.0 Tools in Business (2)  
MIS 600 Independent Study (1-4)  
MIS 609 Computer Fraud (4)  
MIS 616 Information System Auditing (4)  
MIS 642 Financial Information Systems (2)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems Management (2)  
MIS 650 Issues in Health Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 654 Enterprise-Wide Information Systems (4)  
MIS 655 Computer and Network Systems Security (4)  
MIS 657 Electronic Commerce (4)  
MIS 658 Management of IT Facilities (2)  
MIS 677 Knowledge Management and Business Intelligence (4)  
MIS 684 Application Development Methodologies (2)  
MIS 690 Management Information Systems Internship (1-4)  
MIS 691 Management of Information Technology Lecture Series (1-2)

### **Certificate Programs**

Sixteen credit hours are required to earn any certificate and all courses may be applied toward the M.S. degree in M.I.S. Courses are offered throughout the year so that students may enroll in a timely fashion.

#### **Business Analyst Certificate (16 credits):**

This certificate program provides students with an understanding of business issues and information technology solutions. A business or systems analyst is a bridge between these areas, working with both sides to propose changes to processes and systems to meet the needs of the business.

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MIS 546 Systems Analysis and Design (4)\*

MIS 654 Enterprise-Wide Information Systems (4)\*

MIS 674 Database Management Systems (4)\*

4 credit hours in M.I.S. electives

*\*Required*

**Electronic Commerce Certificate (16 credits):**

This certificate program provides students with an understanding of electronic commerce.

MIS 557 Web 2.0 Tools in Business (2)

MIS 652 Introduction to Data Mining (2)\*

MIS 656 Information Systems Security (4)\*

MIS 657 Electronic Commerce (4)\*

6 credit hours in M.I.S. electives

*\*Required*

**Health Information Systems Management Certificate (16 credits):**

This certificate program provides students with an understanding of the role of information technology in health care.

MIS 546 Systems Design and Analysis (4)\*

MIS 648 Information Management in Health Care (2)\*

MIS 649 Advanced Topics in Health Information Management (2)\*

MIS 650 Issues in Health Information Systems (2)

MIS 652 Introduction to Data Mining (2)\*

MPH 602 U.S. Health Care System (4)\*

2 credit hours in M.I.S. electives

*\*Required*

**Information Systems Management Certificate (16 credits):**

This certificate program provides students with a foundation in the information technology field.

MIS 546 Systems Analysis and Design (4)\*

MIS 654 Enterprise-wide Information Systems (4)\*

MIS 656 Information Systems Security (4)\*

MIS 657 Electronic Commerce (4)\*

*\*Required*

**Information Systems Security Certificate (16 credits):**

Business and consumers increasingly rely on the Internet and Web services. Needs exist for system security professionals who can help design, configure, implement, manage, support, and secure computer systems.

This certificate is designed to explore the challenges and possible solutions to information systems security.

MIS 609 Computer Fraud (4)

MIS 616 Information Systems Auditing (4)

MIS 642 Financial Information Systems (2)\*

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MIS 652 Introduction to Data Mining (2)

MIS 655 Computer and Network Systems Security (4)\*

MIS 656 Information Systems Security (4)\*

MIS 657 Electronic Commerce (4)

6 credit hours in M.I.S. electives

*\*Required*

**Project Management Certificate (16 credits):**

Managers and those in coordination and peer leadership roles will find the project management certificate an important addition to their professional credentials. Project management deals with how to initiate, plan, make financial decisions on, control, and close projects, within budget and on schedule. Topics in organization behavior, financial decision making, group dynamics, and team building complete the certificate.

MBA 530 Organizational Behavior (4)\*

MBA 683 Project Management (4)\*

MGMT 580 Group Dynamics (4)\* or

MGMT 581 Team Building (2)\* and

MGMT 582 Conflict Management (2)\*

MBA 591 Special Topics: Finance for Project Managers (4)\* or

MBA 651 Financial Management (4)\*

*\*Required*

**Dual Degree Programs**

Benedictine University offers several dual M.S.M.I.S. degrees with other graduate degree programs: Management Information Systems (M.B.A./M.S.M.I.S.); Management and Organizational Behavior (M.S.M.I.S./M.S.M.O.B.); M.S. in Accountancy (M.S.A./M.S.M.I.S.), and Master of Public Health (M.P.H./M.S.M.I.S.). Dual degree programs consist of 96 quarter credit hours for completion.

Application and admission is required to each graduate program, and students must complete all requirements for the selected dual degree.

**International M.S.M.I.S. Program**

M.S.M.I.S. students can prepare to enter today's dynamic global workplace with the assurance of superior personal and intellectual development, along with important understanding of today's multi-cultural environment by taking the opportunity to complete one or more courses at one of our partner universities in China or Vietnam.

## **Master of Science in Nursing (M.S.N.)**

### **Introduction**

The aging of America's population is driving significant growth in the health care industry. At the same time, rapid innovation in health care technology and the growing complexity of delivery systems requires increasingly skilled nurses who can adapt to and shape the future of health care. According to the U.S. Bureau of Labor Statistics, the demand for nurses will grow more than 23 percent over the next decade. To meet this demand, and ensure the continued quality of nursing care, Benedictine University's Department of Nursing and Health offers its online Master of Science in Nursing (M.S.N.) to prepare registered nurses to become administrators, leaders, and educators. The M.S.N. program emphasizes interrelated academic preparation in areas of leadership, education, administration, and global health care. Nurses will study these content areas in the context of emerging demographic trends such as the expected increase in the elderly population and/or trends in caring for vulnerable populations including the homeless, those with chemical addictions, HIV/AIDS, the poor and those with catastrophic illnesses.

### **Overview**

The Master of Science in Nursing curriculum is truly innovative. Unique relative to other online nursing degree graduate programs, the Benedictine M.S.N. curriculum combines an eight course core with the flexibility of four additional elective courses that can be combined to develop a custom area of focus. Integrated into the eight core courses are the critical skills necessary to lead, educate, and administer in health care. Students also have the opportunity through the elective courses to reach across different academic disciplines to create a truly custom and inter-disciplinary Master of Science in Nursing degree. Prior to the completion of the core nursing courses, students will work with a program advisor and the M.S.N. Program Coordinator to select specific courses from Benedictine's Master of Business Administration, Master of Science in Management and Organizational Behavior, and/or Master of Public Health programs to fulfill the elective requirements. The flexibility offered by the elective courses allows nurses in the M.S.N. program to take multiple elective courses in a specific discipline, or gain broad-based exposure to a number of different areas, taking one course from each discipline. This offers the student an opportunity for a truly personalized academic and career growth plan that also meets the skill demands of current and future professional settings.

The program advisor can also help students choose elective options that support nursing certifications including:

- Certified Nurse Educator (National League of Nursing)
- Certified Nurse Executive (American Nurses Credentialing Center )
- Certified Nurse in Disaster Management (Benedictine University)

Elective options encourage in-depth cross-professional collaboration with students of business, health and human services, and education programs, as well as students from the global community. Students will examine topics with colleagues and experts in the fields of:

- Business
- Finance/Accounting

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- /Management
- Organizational Development and Design
- Public Health
- Health Service Administration
- Education
- Disaster Management

Students may take elective courses concurrently with the nursing core during the program which will accelerate completion from 24 months to approximately 16 months. Our Online M.S.N. can help current nurses in a number of professions including the following:

- Nurse Executive
- Nurse Leader
- Nurse Educator
- Nurse Administrator
- Care Coordinator
- Case Manager
- Managed Care Consultant

### **Curriculum**

Benedictine's Master of Science in Nursing degree program can be completed in a minimum of 16 months. Electives can be taken concurrently with core nursing courses. Courses generally run eight weeks in duration and are taken one at a time in a ladder sequence. This unique approach allows students to become fully immersed in the subject matter of each course. The MSN program requires 36 semester hours of graduate coursework, which consist of 24 semester hours of required core course and 12 semester hours of approved electives. Students take an active role in their own learning process as they shape the direction of their curriculum. Benedictine's Online M.S.N. degree offers a dynamic curriculum. Courses include:

NRHL 510 (3) Transforming Nursing Roles: The Educator, Administrator and the Socially Sculptured Professional Nurse

NRHL 520 (3) Global Leadership: Foundations of Nursing and Health Care

NRHL 530 (3) Ethical and Culturally Competent Health Care Professional

NRHL 540 (3) Health Care Information Systems and Technology

NRHL 650 (3) The Teacher Scholar, Administrator, Visionary Leader

NRHL 660 (3) Measuring Quality in Health and Education Systems

NRHL 670 (3) Management, Human Resources and Financial Planning in Health and Education Systems

NRHL 680 (3) Synthesis and Transformation of Knowledge Capstone

Plus 12 Elective credits for a total of 36 credit-hours.

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**Faculty**

Ethel Ragland, Ed.D., M.N., R.N.

Professor and Chair, Department of Nursing and Health, College of Education and Health Services  
Benedictine University

EdD, Northern Illinois University

MN, University of South Carolina

BSN, University of Virginia

Lisa Evoy EdD., M.S.N, R.N.

Associate Professor, MSN Graduate Program Coordinator

Department of Nursing and Health, School of Education and Health Services, Benedictine University

EdD, Nova Southeastern University

MSN, Lewis University

BSN, Lewis University

Bonnie Beardsley, PhD, RN

PhD, Walden University

MSN, Lewis University, IL

BSN, Olivet Nazarene University, IL

Daniel Berman, Ph.D., PsyD, MSN, RN, CPHQ

PhD Healthcare Administration, 2007 University of Phoenix

PsyD, Newport University, California

MSN, St. Joseph's College of Maine, Maryland

BS, University of Massachusetts

Vicki J. Coombs, Vicki Coombs, Ph.D., RN

PhD, John Hopkins University, Baltimore, MD

MSN, Miami University, Oxford, Ohio

BSN, Miami University, Oxford, Ohio

Deborah E. Jones, Ph.D., RN, MSN

PhD, University of Alabama at Birmingham, Birmingham, AL

Certificate Nursing Education, University of Maryland, Baltimore, MD

MSN, University of Alabama at Birmingham, Birmingham, AL

BSN, University of Alabama at Birmingham, Birmingham, AL

Emily F. Keyes, Ph.D., MSN

PhD, University of Virginia, Charlottesville, VA

MA, University of Virginia, Charlottesville, VA

MA, Regent University, Virginia Beach, VA

BSN, Virginia Commonwealth University, Richmond, VA

Michelle Liken, Ph.D., MSN

Ed.D Curriculum & Instruction, University of South Carolina

PhD, University of Michigan

MSN, Michigan State University

BSN, University of Michigan-Flint

Susan Sanner, Ph.D., RNP, CNS

PhD, Georgia State University, Atlanta GA, Educational Policy Studies

Post Masters FNP, Emory University, Atlanta Georgia

MS, Georgia State University Adult Health

BS, Georgia State University

Sharon Ware, Ed.D., MSN

Ed.D, Oklahoma State University, Tulsa, Oklahoma

MSN, East Carolina University, Greenville, North Carolina

BSN, California State University

Bobbie Whitworth, Ph.D., MSN, RNC

Ph.D. Organizational Management, Capella University

MSN, University of Southern Mississippi

BSN, University of Southern Mississippi

Mark Wyatt, DNP, MSN, RN, NE-BC

DNP, University of Alabama at Birmingham

MSN, Loyola University, New Orleans

BSN, Southern Illinois University at Edwardsville

### **Starting the Program**

Applicants must have a Bachelor's of Science degree in nursing (BSN) from a program accredited by a nationally recognized accrediting agency for nursing. Have attained a GPA 3.0 (on a 4.0 scale) and will submit the following as applicable during the application process.

- Proof of License as a registered nurse
  - Computer skills-proficiency in word processing, email and library on-line searches
  - Applicants whose first language is not English must score 600 (paper-based) or 250 (computer-based) or higher on the Test of English as Foreign Language (TOEFL)
  - Official transcripts from post-secondary institutions
- Statement of Goals - maximum of two pages describing goals and rationale for pursuing a master degree in nursing. Include past nursing experiences that have prepared you to pursue a new role following completion of the program.
- One letter of professional recommendation from individuals familiar with the applicant's competence in the practice of nursing and potential for successful graduate education.

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Successful completion of Student Success Strategies Orientation Exercises

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## **Master of Science in Nutrition and Wellness (M.S.N.W.)**

### **Introduction**

In our dynamic health care environment it is essential for health practitioners to develop skills for fostering improved health outcomes. The Master of Science in Nutrition and Wellness (M.S.N.W.) program at Benedictine University provides a powerful foundation in nutrition and health risk assessment, motivation, intervention, and evaluation. The M.S.N.W. degree serves as a portal to careers in health promotion and risk reduction, therapeutic intervention and community education.

Students become broadly educated in the core discipline of nutrition and wellness, and may concentrate in one of several areas that reflect the current needs of the profession as well as emerging trends. Learning at Benedictine University combines instructional expertise with individual initiative, creativity, research and field experience so that the adult learner will find the educational experience a stepping stone to professional success.

### **Overview**

Benedictine University's Master of Science in Nutrition and Wellness (M.S.N.W.) prepares students to become vital ingredients in community-based nutrition and wellness programs. Through this program, students gain the essential skills to provide health promotion services to diverse populations across the lifespan.

Designed for those who want to help others and make a positive difference in their communities, the M.S.N.W. program develops one's skills to educate and counsel people on preventative and therapeutic concerns. The research component is applied, fostering development of skills in evaluating the outcomes of a health education assessment or intervention (possibly within one's own work setting) or conducting community-based research.

This program is unique in that it is a life science-based health promotion program. The program provides the opportunity for students to select a concentration in nutrition (Sports Nutrition or Dietetic Internship) or from the complementary fields of Health Education or Exercise Physiology.

The Dietetic Internship Concentration provides the practice-based knowledge and experience for practice as a registered dietitian. This Dietetic Internship program is accredited by the Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association (ADA), 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, 312/899-0400.

The sports nutrition concentration was developed using the content outline for Board Certification as a Specialist in Sports Dietetics. More information about Certification by CDR is posted at:  
<http://www.cdrnet.org/whatsnew/Sports.htm>.

With appropriate course selection, students would be eligible for certification by National Commission for Health Education Credentialing (NCHEC) as a Certified Health Education Specialist (CHES).

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In addition to professional preparation, the program also provides an excellent educational background for those who wish to pursue further study at the doctorate level.

Quality instruction, whether core faculty or adjunct faculty drawn from experienced professionals in the field, is central to the Benedictine University M.S.N.W. program. Courses are offered at convenient times; either one night a week or on successive weekend days so that a student's professional life can continue.

The admission process for the degree program is conducted throughout the year. Students who wish to test their suitability for graduate work may start, as students-at-large, without formal admission and may take up to 16 credits before being accepted for degree candidacy. Acceptance into the Dietetic Internship concentration is by separate application at times designated by the CADE of the ADA.

Students may begin their program in any of the four quarter terms; however, summer or fall terms are best. Students may begin with the traditional core course sequence or may move directly into their areas of concentration. Students accepted into the Dietetic Internship program attend the program full-time beginning each the fall.

### **Curriculum**

Students take an active role in their own learning process through shaping their curriculum. The M.S.N.W. program requires 62 quarter hours (approximately 42 semester hours) of graduate coursework, which consists of:

- 34 quarter hours of required Nutrition Core
- 28 quarter hours of coursework in a concentration: Dietetic Internship; Exercise Physiology; Health Education; or Sports Nutrition.

### **Nutrition and Wellness Core (34 quarter hours)**

NTR 614 (4) Advanced Human Nutrition  
NTR 621 (4) Obesity: Theory and Practice Applications  
NTR 625 (4) Complementary and Alternative Nutrition  
NTR 629 (4) Health Wellness Research Planning  
NTR 633 (2) Health Education Methods and Materials  
NTR 684 (4) Program Development and Administration  
MPH 604 (4) Epidemiology  
NTR 694 (4) Applied Data Analyses  
NTR 697 (2) Research I  
NTR 698 (2) Research II

### **Faculty**

Catherine Arnold, Ed.D., M.S., R.D., L.D.N.

Professor and Department Chairperson of Nutrition

B.S., 1984, Benedictine University; M.S., 1985, Rush University; Ed.D., 2006, Northern Illinois University

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Julie Davis, M.S., R.D., L.D.N.

Associate Faculty, Nutrition

B.S., 1984, Eastern Illinois University; M.S., 1985, Rush University

Deepa Handu, Ph.D., R.D., L.D.N.

Assistant Professor, Nutrition, MSNW Program Director

B.S., 1995, M.S., 1997, Maharaja Sayajirao University, India; Ph.D., 2005, Michigan State University

Julie Moreschi, M.S., R.D., L.D.N.

Associate Faculty, Nutrition, Dietetic Internship Director

B.S., 1983, Bradley University; M.S., 1985, Rush University

Alan Gorr, Ph.D., M.P.H.

Professor and Director of Public Health; Dean of College of Education and Health Services

B.A., 1964, University of Iowa; M.A., 1967, University of Toronto; M.P.H., 1976, University of Illinois;

Ph.D., 1971, University of Iowa

Georgeen Polyak, Ph.D.,

Assistant Professor, Public Health

B.A., University; M.S., 1973, Northern Illinois University; M.S. 1989, University of St. Francis; Ph.D., 1995, University of Illinois

#### **Lecturers**

Jan Dowell, M.S., M.H.S., C.S.S.D., R.D., L.D.N.

Andrea Frale Klouda, M.P.H., R.D., C.C.N., L.D.N.

Mary Mullen, M.S., R.D., L.D.N.

Martha O'Gorman, M.S., R.D., L.D.N.

Elizabeth VanDerWal, M.S., R.D., L.D.N.

Kelly Kinnare M.S., R.D., C.N.S.D., L.D.N.

*The Lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

#### **Starting the Program**

##### **Prerequisite Degree and Courses:**

Applicants must have a bachelor degree in a life science (e.g., biology, nutrition or dietetics, nursing, health, exercise physiology) or physical science (e.g., chemistry, biochemistry).

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Prerequisite courses for this master degree include undergraduate (or graduate) courses in each of the following: physiology, biochemistry, statistics, basic nutrition, and advanced nutrition. Recommended is a basic course in research principles. Applicants may be admitted on a conditional status if they have up to two required course prerequisites outstanding. Prerequisite courses may be taken at Benedictine University. Entry into the Dietetic Internship concentration is by separate application (in addition to the M.S.N.W. application) and matching. Applicants must have a minimum of a DPD Verification Statement, 3.2 DPD GPA, 2.8 cumulative GPA, and GRE of 900.

**Concentrations****Sports Nutrition (28)**

MPH 601 (4) Behavioral and Social Aspects of Public Health

NTR 530 (4) Science of Sports Nutrition

NTR 631 (2) Nutrition for Elite Athletes

NTR 632 (2) Counseling for Disordered Eating

NTR 521 (2) Fitness Testing Lab

NTR 522(2) EKG Lab

NTR 619 (3) Laboratory Ethics and Laboratory Procedures

NTR 623 (3) Graded Exercise Testing

(6) electives

**Dietetic Internship (28)**

NTR 595 (2) Nutrition Counseling

NTR 615 (4) MNT Advanced Concepts and Outcome Measurement

NTR 622 (2) Case Studies in Dietetics

NTR 624 (2) Portfolio and Professional Issues

NTR 670 (1) DI Orientation

NTR 671 (2) DI Foodservice

NTR 672 (2) DI Maternal and Child Nutrition

NTR 673 (1) DI ENP

NTR 674 (1) DI Community

NTR 675 (3) DI Clinical

NTR 676 (2) DI LTC/SubAcute

NTR 677 (2) DI Community Education

NTR 678 (2) DI Skills and Practice Competence

Electives (2)

**Health Education (28)**

MPH 601 (4) Behavioral and Social Aspects of Public Health

MPH 605 (4) Environmental Health

MPH 607 (4) Community Health Analysis

MPH 609 (4) Cultural Context of Health Care

MPH 634 (2) Professional Health Education Preparation  
MPH 632 (4) Health Education  
MPH 688 (4) Community and Risk Communications  
NTR 686 (2-4) Health Education Internship

### **Certificate Programs**

#### **Certificate in Sports Nutrition**

This 16 quarter hour graduate certificate program is designed for Registered Dietitians who are seeking applied specialty knowledge in sports nutrition. The curricula for the sports nutrition courses was developed using the content outline for Board Certification as a Specialist in Sports Dietetics. This university awarded educational certificate is not the CDR Board Certification.

#### **Sports Nutrition Certificate Courses (16):**

NTR 530 (4) Science of Sports Nutrition  
NTR595 (2) Nutrition Counseling or MPH 601 (4) Behavioral and Social Aspects of Public Health  
NTR 621 (4) Obesity: Theory and Practice Applications  
NTR 631 (2) Nutrition for Elite Athletes  
NTR 632 (2) Counseling for Disordered Eating  
NTR 521 (2) Fitness Testing Lab

**Certificate prerequisites:** To be awarded this certificate, the recipient must be a Registered Dietitian (U.S.A. CDR credentialed). The courses have prerequisites of physiology, biochemistry, and advanced nutrition (undergraduate or graduate level). A completed or concurrent enrollment in a master degree is recommended.

## **Master of Public Health (M.P.H.)**

### **Introduction**

Benedictine University's Master of Public Health (M.P.H.) program is the second largest in the State of Illinois. It combines the foundation disciplines of public health with a high degree of responsiveness to local needs and changing circumstances. Throughout its offerings, the M.P.H. program seeks to produce graduates who will contribute to meeting the public health and health care needs of tomorrow. To that end, we support the professional qualifications of our students academically, professionally and personally.

### **Overview**

The M.P.H. program is built on a base of core courses that teach the foundations of the Public Health concepts and processes. Students are taught by acknowledged experts in the field. Each course has a conceptual, factual, and skill base. Students learn the disciplines by acquiring the knowledge and skills to perform professional functions.

Each student then concentrates on a specific area of public health. These Concentrations are adaptable to changing circumstances. They include Health Education, Dietetics, Disaster Management, Health Services Administration, and Health Policy.

### **Curriculum**

The M.P.H. program requires a total of 66 quarter-hour credits and has three major components:

1. A Public Health core coursework of 40 hours.
2. Concentration coursework of 20 hours for most concentrations and
3. An internship of 6 to 10 hours (MPH 690).

### **Public Health Core**

The required core courses in the M.P.H. program are designed to provide students with a broad range of competencies. The M.P.H. degree is designed to enable students to:

- Apply statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- Apply the study of patterns of disease and injury in human populations to the control of health problems.
- Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
- Apply principles of strategic planning and marketing to public health.
- Apply quality and performance improvement concepts to address organizational performance issues.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

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- Use informatics and communication methods to advocate for community public health programs and policies.
- Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
- Create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges and energize commitment to goals.
- Plan for the design, development, implementation and evaluation of strategies to improve individual and community health.
- Incorporate the biological and molecular context of public health into practice.
- Recognize system level properties that result from dynamic interactions among human and social systems and how they affect relationships among individuals, groups, organizations, communities and environments.
- Apply the core functions of assessment, policy development and assurance in the analysis of public health problems and their solutions.
- Building on the core courses, students select a concentration (of 20 credits) to meet their career objectives. The concentrations include the following:
  - Health Education and Promotion
  - Health Management and Policy
  - Disaster Management
  - Community Nutrition (Dietetic Internship Program)

**Courses in the Public Health Core (40 credits)**

MPH 511 Introduction to Statistical Analysis (4)

MPH 601 Health Behavior (4)

MPH 602 Health Systems (4)

MPH 604 Epidemiology (4)

MPH 605 Environmental Health (4)

MPH 606 Methods of Research in Public Health (4)

MPH 607 Community Health Analysis (4)

MPH 610 Health Policy (4)

MPH 611 Biology of Public Health (4)

MPH 662 Management for Health Professionals (4)

*NOTE: MPH 511, MPH 604, MPH 606, and MPH 607 must be taken in sequence. Exceptions may be granted by the Program Chair.*

**Faculty**

Alan Gorr, Ph.D., M.P.H.

Associate Professor and Dean, College of Education and Health Sciences

B.A., 1964, University of Iowa; M.A., 1967, University of Toronto; M.P.H., 1976, University of Illinois;

Ph.D., 1971, University of Iowa

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Georgeen Polyak, Ph.D.,

Associate Professor and MPH Program Director

B.S., Lewis University, 1970, M.S., Northern Illinois University, 1973, M.S., University of St. Francis, 1989,  
Ph.D., University of Illinois, 1995

Theodore Hogan, Ph.D., C.I.H.

Instructor

B.A., 1978 Loyola University, M.S. 1980, Ph.D., 1982 University of Illinois at Chicago

#### **Lecturers**

Catherine Stein Arnold, M.S., R.D.

Barbara Bellar, M.D., FAAFP

Donald Bennett, M.D., Ph.D., M.P.H.

Deepa Handu, Ph.D., R.D., L.D.N.

Michael Fagel, Ph.D

Carletta Fowle, M.A.

John Hickey

Shannon Homolka, M.B.A.

Kelly Kandra, Ph.D.

Bette Lawrence-Water, Ph.D., M.S.

Shefali Mookencherry, M.P.H.

Julie Moreschi, M.S., R.D.

Lisa Rinehart J.D., B.S.N.

Steven Seweryn, M.P.H.

LaJewell Thompson, M.A.

*The Lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

#### **Starting the Program**

The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program.

#### **Concentrations**

##### **Concentration in Health Management and Policy (20 credits)**

The Health Management and Policy concentration is designed for persons who currently work or intend to work in organizations engaged in health and medical care. These include hospitals, clinics, medical practices, health maintenance organizations and voluntary or not-for-profit agencies engaged in health promotion, as

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well as organizations that support these care providers. The concentration includes courses in the many areas of administration, finance, personnel, marketing and management.

MGMT 500 Accounting for Managers (4) or MBA 500 Financial Accounting (4)  
MPH 664 Marketing of Health Care Services (4)  
MPH 671 Finance in Public Health and Health care Delivery Systems (4)  
MPH 686 Government Regulations in Health Care Industry (2)  
MPH 692 Health Policy and Law (2)

**Concentration in Health Education and Promotion (20 credits)**

The Health Education and Promotion concentration is designed for persons who participate in or lead health promotion activities in a variety of settings. Health educators are employed in health departments, health maintenance organizations, hospitals, employee assistance programs, voluntary organizations and social service agencies. Health educators engage in activities designed to change people's behavior to healthier ways of life. Health educators plan and manage strategies in prevention and to promote health in the community through educational intervention.

MPH 603 Ethical and Political Issues (4)  
MPH 609 Cultural Context of Health Care in the U.S. (4)  
MPH 632 Public Health Education Methods (4)  
MPH 688 Health and Risk Communication (4)  
MPH 664 Marketing of Health Services Organizations (4)

**Concentration in Disaster Management (20 credits)**

This program enables health care professionals, emergency workers, government and law enforcement officials, among others, to work together to plan effectively for prevention and response to natural and man-made disasters.

Our students work closely with local health departments on class projects that have practical applications. For example, students recently prepared disaster guidelines for individuals with specific chronic disease conditions such as diabetes.

Completion of the coursework in the Disaster Management certificate program can be applied toward the M.P.H. degree with a concentration in Disaster Management.

MPH 650 Principles of Emergency and Disaster Management (4)  
MPH 654 Psychology and Sociology of Disasters (4)  
MPH 656 Disaster Assessment and Mitigation (4)  
MPH 657 Disaster Management in Public Health (4)  
MPH 658 Health Care Safety Management (4)

**Concentration in Community Nutrition with MPH Internship (24 or 30 credits)**

The community nutrition concentration is designed for persons whose career aspirations may include nutrition and health education, assessment, planning, program delivery, counseling, outcome evaluation and

program administration. Persons with this M.P.H. concentration may be employed in community and care settings, among others.

*Note: See Nutrition and Wellness program for updates in course requirements.*

**Option 1: Community Nutrition (24 credits)**

MPH 632 Public Health Educations Methods (4)

NTR 614 Advanced Life Cycle Nutrition (4)

NTR 621 Obesity: Theory and Practice Applications (4)

**Select 12 credits from:**

MPH 609 Cultural Context of U.S. Health (4)

NTR 512 Nutrition and Public Health (4)

NTR 625 Complementary and Alternative Nutrition (4)

NTR 630 Science of Sports Nutrition (4)

NTR 684 Program Development and Administration (4)

Any MPH or NTR course approved by advisor

The following Option 2 of the community nutrition concentration is the Dietetic Internship. The Benedictine University Dietetic Internship is granted accreditation by the Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association (ADA), 120 South Riverside Place, Suite 2000, Chicago, IL 60606-6995. This option is designed for persons who wish to become registered dietitians. Students must already have earned a Didactic Program in Dietetics (DPD) Verification Statement from a program accredited by CADE and be admitted to the Benedictine University Dietetic Internship in order to pursue the concentration. The internship in this concentration, NTR 689, must be taken for 10 credits [in place of the MPH internship]. Following completion of the dietetic internship, the dietitian Registration Examination may be taken.

**Option 2: Community Nutrition Dietetic Internship (34 credits)**

MPH 632 Public Health Education Methods (4)

NTR 595 Advanced Concepts in Nutrition Counseling (2)

NTR 614 Advanced Life Cycle Nutrition (4)

NTR 615 MNT Advanced Concepts and outcome Measurement (4)

NTR 621 Obesity: Theory and Practice Applications (4)

NTR 622 Case Studies in Dietetics (1)

NTR 624 Portfolio and Professional Issues (3)

NTR 629 Nutrition and Health Research Planning (4)

NTR 645 Nutrition Thesis I (1)

NTR 646 Applied Nutrition Research (3)

NTR 691 Nutrition and Health Thesis Analysis (2)

NTR 692 Nutrition Thesis II (2)

Students in this concentration are waived of the MPH 606 (4) course.

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### Public Health Internship and Capstone(6 to 10 credits) MPH 690

The Public Health Internship, required in all concentrations, helps make good professionals even better. The interaction between preceptors and clients provides excellent practical application of the concepts studied in classes. Internship experiences may lead to meeting important contact persons with whom the graduate will interact throughout a professional career.

Students must contact the MPH Internship Director, Dr. Georgeen Polyak, to begin the placement process one quarter before the internship.

Sometimes an internship leads to a permanent job or referral to jobs elsewhere. The internship offers students the opportunity to gain practical experience of internship sites and projects is as varied as the students in the program. Experiences and settings will be selected to fit each student's educational and career goals, work and personal schedules.

Benedictine University's public health students are welcomed by businesses, governmental bodies, professional organizations, health care providers and social service agencies. Although most internships are served in the metropolitan Chicago area, internship sites may be arranged elsewhere. The internship, final report, and presentation are the culminating experiences for the MPH Program.

### **Certificate Programs**

In addition to the M.P.H. and dual degree options, the program offers certificates in Health Management and Policy, Health Education and Promotion, Disaster Management. These certificates provide the opportunity for career development for professionals who have completed undergraduate degrees but may not wish to commit to a graduate degree. The certificates can be completed without application or admission to a degree program. Students may apply their certificate credits to the M.P.H. degree at Benedictine University.

#### **Certificate in Health Management and Policy (16 credits)**

MGMT 500 Accounting for Managers (4) or MBA 500 Financial Accounting (4)  
MPH 664 Marketing of Health Care Services (4)  
MPH 671 Finance in Public Health and Health care Delivery Systems (4)  
MPH 686 Government Regulations in Health Care Industry (2)  
MPH 692 Health Policy and Law (2)

#### **Certificate in Health Education and Promotion (16 credits)**

MPH 609 Cultural Context of Health Care in the U.S. (4)  
MPH 632 Public Health Education Methods (4)  
MPH 688 Health and Risk Communication (4)  
MPH 664 Marketing of Health Services Organizations (4)

#### **Certificate in Disaster Management (16 credits)**

MPH 650 Principles of Emergency and Disaster Management (4)

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MPH 654 Psychology and Sociology of Disasters (4)

MPH 656 Disaster Assessment and Mitigation (4)

MPH 657 Disaster Management in Public Health (4)

## **Master of Science in Science Content and Process (M.S.S.C.P.)**

### **Introduction**

Benedictine University, in partnership with Brookfield Zoo, Fermilab, the Forest Preserve District of DuPage County, The Morton Arboretum, and the Golden Apple Foundation, has developed a Master of Science degree in Science Content and Process.

The degree program provides K-9 teachers and other science educators integrated content knowledge in general science utilizing the resources of the local scientific community. Participants will use the pedagogy of inquiry-based learning and knowledge of technology to create an effective teaching/learning environment for science education. This program is intended for those teachers who want to increase their science knowledge and confidence in science teaching.

This program is unique in that courses are taught at Benedictine University and the partner organizations. Participants in the program are immersed in learning opportunities available at each of these sites and will complete research internships with scientists at the host organizations in order to better understand the process of science and the rewards for doing it well.

Designed for the working professional, the degree program is taught in a cohort model that meets evenings and some Saturdays during the academic year. Day courses will take place during the summer. Teachers can manage full-time employment while completing the degree in two years. Each cohort begins the third week of June.

There will be only one cohort of twenty-four students each year. Admission to the degree program must be completed before the first course begins in June. Applicants must hold a valid teaching certificate or work as a science educator

### **Overview**

- Integrate general science content using themes of regional biodiversity and systems interactions
- Provide content based on national and Illinois science learning standards
- Develop inquiry-based teaching practices that promote learning of scientific content
- Build self confidence in science knowledge and teaching understand and use technology in investigations and analysis
- Increase the use of the educational facilities of the partnership organizations

### **Curriculum**

The program requires 33 semester hours of graduate coursework.

#### **Core**

MSSCP 501 Pedagogy of Inquiry Science Teaching

MSSCP 503 Nature of Science

MSSCP 504 Research Internship

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**Content**

MSSCP 510 Zoology (Brookfield Zoo)

MSSCP 512 Animal Behavior (Brookfield Zoo)

MSSCP 515 Field Ecology and Management (Mays Lake Forest Preserve District of DuPage County)

MSSCP 517 Environmental Science (The Morton Arboretum)

MSSCP 518 Prehistoric Life (Mays Lake Forest Preserve District of DuPage County)

MSSCP 520 Basic Physics (Fermi Lab)

MSSCP 522 Astronomy (Benedictine University)

MSSCP 524 Human Biology and Nutrition (Benedictine University)

**Faculty**

John Mickus, Ph.D.

Professor, Biological Sciences

B.S., 1964, Loyola University [Chicago]; M.A., 1967, Ph.D., 1972, Southern Illinois University

**Lecturers**

Jim Effinger

Bill Grosser

Louise Huffman

Scott Iliff

John Lewis

Lanis Petrik

James Ritt

Carl Strang

Wayne Wittenberg

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## Dual Degree Programs

### M.S. in Accountancy/M.S. in Management Information Systems

#### Overview

The M.S.A./M.S.M.I.S. dual degree combines an in-depth understanding of U.S. accounting practices and concepts of the M.S.A. Program with the in-depth technical expertise in information technology provided by M.S.M.I.S. courses. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.S.A./M.S.M.I.S. program requires 96 credits.

#### Curriculum

##### M.S.A./M.S.M.I.S. core (84 credits)

MBA 500 Financial Accounting (4)  
MBA 504 Corporate Accounting Theory & Practice I (4)  
MBA 506 Corporate Accounting Theory & Practice II (4)  
MBA 510 Economics (4)  
MBA 513 Auditing Theory & Practice (4)  
MBA 515 Advanced Accounting (4)  
MBA 520 Leadership and Ethics in a Global Environment (4)  
MBA 530 Organizational Behavior (4)  
MBA 601 Managerial Accounting (4)  
MBA 603 Cost Analysis, Profit Planning & Control (4)  
MBA 604 Theory & Practice of Financial Reporting (4)  
MBA 605 Tax Influences on Decision Making (4)  
MBA 611 Managerial Economics (4)  
MIS 545 Computer Organization and Architecture (4)  
MIS 546 Systems Analysis and Design (4)  
MIS 642 Financial Information Systems (2)  
MIS 652 Introduction to Data Mining (2)  
MIS 656 Information Systems Security (4)  
MIS 674 Database Management Systems (4)  
MIS 681 Network Planning (2)  
MIS 682 Network Design (2)  
MIS 683 Project Management (4)  
MIS 689 Strategic Information Technology Management (4)

#### Program Electives

M.S.M.I.S. electives (12 credits)

#### Starting the Program

The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your

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dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first M.S.A. or M.S.M.I.S. class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.S.A./M.S.M.I.S. resources. M.S.A. and M.S.M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact Theresa Smallwood, Program Coordinator for MBA/MSA/MSMIS Programs, at 630-829-6205 or [tsmallwood@ben.edu](mailto:tsmallwood@ben.edu) to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.

## **Master of Business Administration/M.S. in Management and Organizational Behavior**

### **Introduction**

The M.B.A./M.S.M.O.B. dual degree combines the comprehensive business core of the M.B.A. with the strong people and organizational focus of the M.S.M.O.B. program. Students have sufficient elective courses to earn a concentration in any of the areas available in the M.B.A. program or to continue study in the M.S.M.O.B. area. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.B.A./M.S.M.O.B. Program requires 96 credits.

### **Curriculum**

#### **M.B.A./M.S.M.O.B. core (64 credits)**

MBA 500 Financial Accounting (4)

MBA 510 Economics (4)

MBA 520 Leadership and Ethics in a Global Environment (4)

MBA 530 Organizational Behavior (4)

MBA 539 International Business (4)

MBA 541 Analytical Tools for Management Decisions (4)

MBA 601 Managerial Accounting (4)

MBA 611 Managerial Economics (4)

MBA 630 Operations Management (4)

MBA 651 Financial Management (4)

MBA 661 Marketing Management (4)

MBA 671 Strategic Management (4)

MBA 683 Project Management (4)

MGMT 521 Career and Human Resource Planning (2)

MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)

MGMT 612 Methods of Organizational Research (4)

MGMT 634 Strategy, Structure and Decision Making (4)

### **Electives**

M.B.A. electives (minimum of 12 credits)

M.S.M.O.B. concentration (12 credits)

Other electives (8 credits)

### **Starting the Program**

For more information, see the MBA program.



## **Master of Business Administration/M.S. in Management Information Systems**

### **Overview**

The M.B.A./M.S.M.I.S. dual degree combines the comprehensive business core of the M.B.A. with the in-depth technical expertise in information systems provided by the M.I.S. courses. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.B.A./M.S.M.I.S. program requires 96 credits.

### **Curriculum**

#### **M.B.A./M.S.M.I.S. core (76 credits)**

MBA 500 Financial Accounting (4)  
MBA 510 Economics (4)  
MBA 520 Leadership and Ethics in a Global Environment (4)  
MBA 530 Organizational Behavior (4)  
MBA 539 International Business (4)  
MBA 541 Analytical Tools for Management Decisions (4)  
MBA 601 Managerial Accounting (4)  
MBA 611 Managerial Economics (4)  
MBA 630 Operations Management (4)  
MBA 651 Financial Management (4)  
MBA 661 Marketing Management (4)  
MBA 671 Strategic Management (4)  
MIS 545 Computer Organization and Architecture (4)  
MIS 546 Systems Analysis and Design (4)  
MIS 656 Information Systems Security (4)  
MIS 674 Database Management Systems (4)  
MIS 681 Network Planning (2)  
MIS 682 Network Design (2)  
MIS 683 Project Management (4)  
MIS 689 Strategic Information Technology Management (4)

### **Program Electives**

M.S.M.I.S. electives (16 credits)  
M.B.A. electives (4 credits)

### **Starting the Program**

The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first M.B.A. or M.S.M.I.S. class. An advising appointment provides students with important details about their curriculum sequence, establishes an

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academic plan for program completion, and makes students aware of essential graduate policies and M.B.A./M.S.M.I.S. resources. M.B.A. and M.S.M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact Theresa Smallwood, Program Coordinator for MBA/MSA/MSMIS Programs, at 630-829-6205 or [tsmallwood@ben.edu](mailto:tsmallwood@ben.edu) to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.

## **Master of Education/M.S. in Management and Organizational Behavior**

### **Introduction**

The M.Ed./M.S.M.O.B. dual degree combines educational preparation in the areas of leadership and administration in the schools with a comprehensive course of study of management and organizational principles that transcend the professional fields. The dual degree program requires application and admission to each program and the completion of all requirements for both degrees. The M.Ed. degree requires Illinois state teacher certification and a minimum of two years' classroom experience for admittance into the program. The M.Ed./M.S.M.O.B. program requires 56 semester-hours or 96 quarter-hours.

### **Curriculum**

M.Ed./M.S.M.O.B. core (56 semester-hours/96 quarter-hours; EDUC credits in parentheses are semester-hours; MGMT credits are quarter-hours)

EDUC 501 Organization and Administration of the Schools (2)  
EDUC 509 School Law (2)  
EDUC 511 School Finance (2)  
EDUC 516 Adult Learning Strategies (1)  
EDUC 517 Introduction to Technology (1)  
EDUC 518 Survey of Instructional Technology (1)  
EDUC 522 Ethics and Social Responsibility in Management (1)  
EDUC 548 Issues and Trends in School Improvement (2)  
EDUC 552 Leadership (1)  
EDUC 557 Organizational Culture (1)  
EDUC 573 Performance Appraisal (1)  
EDUC 581 Team Building (1)  
EDUC 582 Conflict Management (1)  
EDUC 583 Organizational Assessment (1)  
EDUC 584 Strategies for Change (1)  
EDUC 591 Family, School and Community (3)  
EDUC 592 Managing Diversity (1)  
EDUC 615 Curriculum Development and Evaluation (3)  
EDUC 650 Leadership and Motivation (3)  
EDUC 680 Seminar/Administrative Internship (3)  
MGMT 500 Accounting for Managers (4)  
MGMT 521 Career and Human Resource Planning (2)  
MGMT 522 Ethics and Social Responsibility in Management (2)  
MGMT 530 Organizational Behavior (4)  
MGMT 532 Organization Development (4)  
MGMT 540 Data Processing and Management (4)  
MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)

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MGMT 612 Methods of Organizational Research (4)

MGMT 634 Strategy, Structure and Decision Making (4)

MGMT 671 Strategic Management (4) (capstone core course)

MBA 541 Analytical Tools for Management Decisions or MPH 511 Introduction to Statistical Analysis

## **M.S. in Management Information Systems/M.S. in Management and Organizational Behavior**

### **Overview**

The M.S.M.I.S./M.S.M.O.B. dual degree combines the in-depth technical expertise in information technology provided by the M.S.M.I.S. requirements and the people and organizational focus of the M.S.M.O.B. program. Students have sufficient elective courses to earn a concentration in any of the areas available in the M.S.M.I.S. program or to continue study in the M.O.B. area. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.S.M.I.S./ M.S.M.O.B. program requires 96 credits.

### **Curriculum**

#### **M.S.M.I.S./M.S.M.O.B. core (58 credits)**

MIS 545 Computer Organization and Architecture (4)

MIS 546 Systems Analysis and Design (4)

MIS 656 Information Systems Security (4)

MIS 674 Database Management Systems (4)

MIS 681 Network Planning (2)

MIS 682 Network Design (2)

MIS 683 Project Management (4)

MIS 689 Strategic Information Technology Management (4)

MGMT 521 Career and Human Resource Planning (2)

MGMT 522 Ethics and Social Responsibility in Management (2)

MGMT 530 Organizational Behavior (4)

MGMT 591 Contemporary Trends in Change Management (1)

{Students must successfully complete a minimum of two MGMT 591 classes during the program}

MGMT 612 Methods of Organizational Research (4)

MGMT 634 Strategy, Structure, and Design (4)

MGMT 671 Strategic Management (4)

MBA 500 Financial Accounting (4)

MBA 541 Analytical Tools for Management Decisions (4)

### **Program Electives**

M.S.M.I.S. Electives (20 credits)

M.S.M.O.B. Electives (18 credits)

### **Starting the Program**

The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first M.S.M.O.B. or M.S.M.I.S. class. An advising appointment provides students with important details about their curriculum sequence, establishes an

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academic plan for program completion, and makes students aware of essential graduate policies and M.S.M.O.B./M.S.M.I.S. resources. M.S.M.O.B. and M.S.M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact Theresa Smallwood, Program Coordinator for MBA/MSA/MSMIS Programs, at 630-829-6205 or [tsmallwood@ben.edu](mailto:tsmallwood@ben.edu) to schedule your advising appointment. Many factors are weighted in assessing an applicant: there is no set admission formula and no predetermined cut-off point for test scores.

## **Master of Public Health/Master of Business Administration**

### **Introduction**

The M.P.H./M.B.A. dual degree option adds to any administration concentration of the M.P.H. program the comprehensive business core of the M.B.A. program. This option requires application and admission to each program and the completion of all requirements for both degrees. The M.P.H./M.B.A. program results in both the M.P.H. and the M.B.A. degrees and requires 96 credits. The Managed Care certificate can also be earned as part of the program.

### **Overview**

The student body of the M.P.H. program is drawn from a wide spectrum of health professionals and those in related disciplines who wish to apply their training to population health as well as entry-level students who are seeking a career in the rapidly evolving health care system. Students are drawn from every age group and many countries. The program benefits from the variety, energy and dedication of its students.

Quality instruction, whether core faculty or adjunct faculty drawn from leaders in their fields, is central to the Benedictine M.P.H. program. Courses are given at convenient times; either one night a week or on successive weekend days so that a student's professional life can continue. Integral to the program is the internship experience. It is not only the capstone of the educational experience, but often a springboard to a new career. Classroom instruction and field experiences are augmented by extracurricular clubs and interest groups.

### **Curriculum**

Master of Public Health Program - Master of Public Health/Master of Business Administration:

The M.P.H./M.B.A. dual degree option adds to the any administration concentration of the M.P.H. program the comprehensive business core of the M.B.A. program. This option requires application and admission to each program and the completion of all requirements for both degrees. The M.P.H./M.B.A. program results in both the M.P.H. and the M.B.A. degrees and requires 96 credits. A concentration in Administration of Health Care Institutions is available in this dual degree program. The Administration of Health Care Institutions may be earned as part of the program.

#### **M.P.H./M.B.A. Core:**

##### **(86 credits plus Health Care Administration Concentration)**

MPH 601 Health Behavior (4)

MPH 602 U.S. Health Care System (4)

MPH 603 Ethical and Political Issues in Public Health (4)

MPH 604 Epidemiology (4)

MPH 605 Environmental Health (4)

MPH 606 Methods of Research in Public Health (4)

MPH 607 Community Health Analysis (4)

MPH 690 Supervised Field Internship in Public Health (6)

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MBA 500 Financial Accounting (4)  
MBA 510 Economics (4)  
MBA 520 Leadership and Ethics in a Global Environment (4)  
MBA 530 Organizational Behavior (4)  
MBA 539 International Business (4)  
MBA 541 Business Statistics (4)  
MBA 601 Managerial Accounting (4)  
MBA 611 Managerial Economics (4)  
MBA 630 Operations Management (4)  
MBA 651 Financial Management (4)  
MBA 661 Marketing Management (4)  
MBA 671 Strategic Management (4)  
MBA 683 Project Management (4)

**Health Care Administration Concentration:**

(M.P.H./M.B.A. core plus 10 credits)

**Required (4 credits):**

MPH 608 Financial Planning in Health Care Organizations (2)  
MPH 623 Legal Aspects of Health Care Administration (2)

**Electives (6 credits):**

If the Managed Care Certificate is desired, selections must include MPH 671 and MPH 672.

MGMT 558 Service Management (2)  
MGMT 635 Business Process Redesign (2)  
MPH 662 Management of Health Service Organizations (4)  
MPH 668 Health Service Marketing (2)  
MPH 671 Managed Care Environment (2)  
MPH 672 Managed Care Impact on Care Delivery (2)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems (2)  
MIS 650 Issues in Health Information Systems (2)  
One Elective: any graduate-level course 4 credits

**Faculty**

Alan Gorr, Ph.D., M.P.H.

Professor and Director, Public Health

Ph.D., 1971, University of Iowa M.P.H., 1976, University of Illinois M.A., 1967, University of Toronto  
B.A., 1964, University of Iowa

Jon Colby Swanson, Ph.D.  
Professor, Public Health  
Ph.D., 1972; M.S., 1969; B.S., 1968, University of Illinois

Catherine L. Stein-Arnold, M.S., R.D., L.D.  
Julie Moreschi, M.S., R.D.

#### **Lecturers**

Peggy Batty, M.A.  
Paula Dillon, M.B.A.  
Mary Ellen Druyan, R.D., M.P.H., Ph.D.  
Michael Fagel, Ph.D.  
Richard Felbinger, M.B.A.  
Kathleen Goryl, M.B.A.  
Philip Gruzalski, M.S.W., L.C.S.W.  
John Hickey, C.E.M.  
Theodore Hogan, Ph.D., C.I.H., L.I.H.  
Elizabeth Knowlton, M.S.  
Shefali Mookencherry, M.P.H.  
Ethel Ragland, Ed.N., M.N., R.N.  
Lisa Rinehart, J.D., B.S.N.  
Steven Seweryn, M.P.H.  
Christopher Smith, M.B.A.

*The Lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

#### **Starting the Program**

The admission process is conducted throughout the year. Students may begin their program in any of the four terms. Students who wish to test their suitability for graduate work may start, as students-at-large, without formal admission and may take up to 16 credits before being accepted for degree candidacy. Students may begin with the traditional core course sequence or may move directly into their areas of concentration. Two of these concentrations offer certificate programs in Administration of Health Care Institutions or Disaster Management. Students may complete these 16 credit-hour programs as students-at-large.

#### **Concentrations**

M.P.H./M.B.A. core (86 credits plus Health Care Administration Concentration)

#### **Certificate Programs**

In addition to the M.P.H. and dual degree options, the program offers certificates in Administration of

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Health Care Institutions and Disaster Management. These certificates provide the opportunity for career development for professionals who have completed undergraduate degrees but may not wish to commit to a graduate degree. The certificates can be completed without application or admission to a degree program.

#### **Career Opportunities**

Graduates from this program can be found in a wide variety of leadership roles in many different professional settings including hospitals, independent cardiac rehabilitation programs, agencies, schools, corporations and health clubs. In addition to professional preparation, the program also provides an excellent educational background for those who wish to pursue further study at the doctorate level.

## **Master of Public Health/ M.S. in Management and Organizational Behavior**

### **Introduction**

The M.P.H./M.S.M.O.B. dual degree program enhances the M.P.H. curriculum with coursework focusing on organizational management and human resource skills. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.P.H./M.S.M.O.B. program results in both the M.P.H. and M.S.M.O.B. degrees and requires 96 credits.

### **Curriculum**

#### **M.P.H./M.S.M.O.B. core (64 credits)**

MPH 511 Introduction to Statistical Analysis (4) or MBA 541 Analytical Tools for Management Decisions (4)  
MPH 601 Health Behavior (4)  
MPH 602 U.S. Health Care System (4)  
MPH 603 Ethical and Political Issues in Public Health (4)  
MPH 604 Epidemiology (4)  
MPH 605 Environmental Health (4)  
MPH 606 Methods of Research in Public Health (4) or MGMT 612 Methods of Organizational Research (4)  
MPH 607 Community Health Analysis (4)  
MPH 662 Management in Health Services Organizations (4)  
MPH 690 Supervised Field Internship in Public Health (6)  
MGMT 500 Accounting for Managers (4)  
MGMT 521 Career and Human Resource Planning (2)  
MGMT 522 Ethics and Social Responsibility in Management (2)  
MGMT 530 Organizational Behavior (4)  
MGMT 540 Data Processing and Management (4) or MBA 641 Information Technology Management (4)  
MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)  
MGMT 634 Strategy, Structure and Decision Making (4)  
Health Care Administration Concentration (32 credits)

#### **Required (6 credits):**

MPH 604 Financial Planning in Health Care Organizations (2)  
MPH 610 Health Policy (4)  
MPH 623 Legal Aspects of Health Care Administration (2)  
MGMT 561 Marketing - Concepts and Planning (2)

#### **Electives (10 credits):**

If the Managed Care Certificate is desired, selections must include MPH 671 and 672.  
MPH 664 Marketing of Health Services Organizations (4)  
MPH 671 Managed Care Environment (2)

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MPH 672 Managed Care Impact on Care Delivery (2)  
MIS 546 Systems Analysis and Design (4)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Information Systems Management (2)  
MGMT 558 Service Management (2)  
MGMT 570 Human Resource Management Overview (2)  
MGMT 635 Business Process Redesign (2)

**Other electives:** any graduate-level courses (8)

**Health Education Concentration (32 credits)**

**Required (16 credits):**

MPH 609 Cultural Context of Health Care in the U.S. (4)  
MPH 610 Health Policy (4)  
MPH 616 Stress Management (4)  
MPH 632 Public Health Education Methods (4)

**Electives (select 16 credits from the following):**

MPH 612 Nutrition and Public Health (4)  
MPH 618 Alcohol Abuse (4)  
MPH 619 Drug Abuse (4)  
MPH 620 Nutrition in Women's Health (2)  
MPH 660 Innovation in the American Health Care Systems (4)  
MGMT 575 Employee Assistance Programs (2)

## **Master of Public Health/M.S. in Management Information Systems**

### **Overview**

The dual degree program in M.S.M.I.S. and M.P.H. is designed for professionals who will be responsible for managing information resources and providing decision support in their organizations. In the field of public health and health care, these information needs are universal. Every organization collects, processes, interprets and communicates vast amounts of data. Governmental, organizational and scientific information needs are constantly changing. Professionals in the management of information systems in the public health and health care communities build on the broad-based interdisciplinary studies that are core to the field of public health. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.P.H./M.S.M.I.S. program requires 96 credits.

MPH core courses require grades of A or B.

### **Curriculum**

#### **M.P.H./M.S.M.I.S. Core (80 credit hours)**

MPH 511 Introduction to Statistical Analysis (4)  
MPH 601 Health Behavior (4)  
MPH 602 U.S. Health Care Systems (4)  
MPH 603 Ethical and Political Issues in Public Health (4)  
MPH 604 Epidemiology (4)  
MPH 605 Environmental Health (4)  
MPH 606 Methods of Research in Public Health (4)  
MPH 607 Community Health Analysis (4)  
MPH 609 Cultural Context of Health (4)  
MPH 610 Health Policy (4)  
MPH 611 Biology of Public Health (4)  
MPH 662 Management for Health Professionals (4)  
MIS 545 Computer Organization and Architecture (4)  
MIS 546 Systems Analysis and Design (4)  
MIS 648 Information Management in Health Care (2)  
MIS 649 Advanced Topics in Health Care Information Systems Management (2)  
MIS 656 Information Systems Security and Control (4)  
MIS 674 Database Management Systems (4)  
MIS 681 Network Planning (2)  
MIS 682 Network Design (2)  
MIS 683 Project Management (4)  
MIS 689 Strategic Information Technology Management (4)

### **Program Electives**

M.S.M.I.S. electives (16 credits)

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**Starting the Program**

The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first M.P.H. or M.S.M.I.S. class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.P.H./M.S.M.I.S. resources. M.P.H. and M.S.M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact Theresa Smallwood, Program Coordinator for MBA/MSA/MSMIS Programs, at 630-829-6205 or [tsmallwood@ben.edu](mailto:tsmallwood@ben.edu) to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.



## **Master of Public Health/M.S. in Nutrition & Wellness**

### **Introduction**

The MSNW/MPH dual degree integrates an applied foundation of the science of health promotion with community health processes. Students learn to assess individuals and communities for health problems, services, and needs, and develop appropriate solutions.

This option requires separate application and admission to each degree program. Application to the Dietetic Internship program is by separate application. The completion of all requirements for all programs is required. The MSNW/MPH program requires a minimum of 96 credits. The MSNW program director serves as the Dual Degree Advisor.

### **Curriculum**

#### **Dual Degree Curriculum: MSNW & MPH,**

#### **Combined MSNW & MPH Cores (74)**

MPH 511 (4) Introduction to Statistical Analysis  
MPH 601 (4) Behavioral and Social Aspects of Public Health  
MPH 602 (4) Health Systems  
MPH 603 (4) Ethical and Political Issues  
MPH 604 (4) Epidemiology  
MPH 605 (4) Environmental Health  
MPH 607 (4) Community Health Analysis  
MPH 609 (4) Cultural Context of Health Care  
MPH 610 (4) Health Policy  
MPH 611 (4) Biology of Public Health  
MPH 662 (4) Management for Health Professionals  
NTR 614 (4) Advanced Human Nutrition  
NTR 621 (4) Obesity: Theory and Practice Applications  
NTR 625 (4) Complementary and Alternative Nutrition  
NTR 629 (4) Health Research Planning  
NTR 633 (2) Health Education Methods and Materials  
NTR 684 (4) Program Development and Administration  
NTR 694 (4) Applied Data Analyses  
NTR 697 (2) Research I  
NTR 698 (2) Research II

### **Starting the Program**

Applicants must meet program prerequisites and application requirements designated for each of the M.S.N.W. and M.P.H. programs prior to acceptance.

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**Prerequisite Degree and Courses for the M.S.N.W. degree:**

Applicants must have a bachelor degree in a life science (e.g., biology, nutrition or dietetics, nursing, health, exercise physiology) or physical science (e.g., chemistry, biochemistry).

Prerequisite courses for M.S.N.W. include undergraduate (or graduate) courses in each of the following: physiology, biochemistry, statistics, basic nutrition, and advanced nutrition. Recommended is a basic course in research principles. Applicants may be admitted on a conditional status if they have up to two required course prerequisites outstanding. Prerequisite courses may be taken at Benedictine University.

Entry into the Dietetic Internship concentration is by separate application (in addition to the M.S.N.W. application) and matching. Applicants must have a minimum of a DPD Verification Statement, 3.2 DPD GPA, 2.8 cumulative GPA, and GRE of 900.

Please refer to the individual degree web sites, and consult an enrollment counselor, for further information.

**Concentrations****Dietetic Internship (26)**

NTR 595 (2) Nutrition Counseling

NTR 615 (4) MNT Advanced Concepts and Outcome Measurement

NTR 622 (2) Case Studies in Dietetics

NTR 624 (2) Portfolio and Professional Issues

NTR 670 (1) DI Orientation

NTR 671 (2) DI Foodservice

NTR 672 (2) DI Maternal and Child Nutrition

NTR 673 (1) DI ENP

NTR 674 (1) DI Community

NTR 675 (3) DI Clinical

NTR 676 (2) DI LTC/SubAcute

NTR 677 (2) DI Community Education

NTR 678 (2) DI Skills and Practice Competence

Health Education (16)

MPH 632 (4) Public Health Education Methods

MPH 634 (2) Professional Health Education Preparation

MPH 688 (4) Community and Risk Communications

NTR 686 (2-4) Health Education Internship

**NTR (2-6) electives**

MPH 690 (6) Internship and Capstone in Public Health

## **Doctoral Programs**

### **Ed.D. in Higher Education and Organizational Change**

#### **Introduction**

The Benedictine University Doctor of Education in Higher Education and Organizational Change (Ed.D.) program is intended for practicing professionals who wish to accelerate their career paths or who seek to join the higher education community as university, college or community college administrators. The program also prepares students for management positions in public and private educational agencies and associations. Studies emphasize leadership for educational and organizational improvement.

The program provides both the perspective and the tools to anticipate and lead change in higher education. Coursework is topical in nature, interdisciplinary in focus and grounded in an inquiry-driven methodology characterized by critical thinking, analysis and self-reflection. The program readies students for the rigors and challenges of developing and implementing strategic plans, improving learning, managing resources, leading personnel, implementing policy and orchestrating change within an organization.

#### **Mission Statement**

The mission of the doctoral program is to prepare educational professionals with the knowledge and skills to guide postsecondary institutions in an era of unprecedented change.

#### **Overview**

The program is delivered in two forms, at the University and on-line, in an executive format featuring learning teams who meet as cohorts. Teams at the university meet on designated weekends (Saturday and Sunday) approximately every third weekend for 16 weekends per year through the first two years. On-line teams are facilitated by the University's robust course management and delivery system. Discipline-based learning objectives are integrated and reinforced through rigorous coursework that is tied to real-world applications. Highly interactive classes are characterized by small and whole group discussions, case studies and group projects.

During the first year of the program, students complete foundational courses providing a strong knowledge base in the principles and practices of doctoral study, higher education, and organizational change. In the second year, study advances to current issues in students and student services, curriculum, teaching, learning, and resource management. The major theme is leading organizations through constructive change. Students receive guidance and university support throughout the program.

Work begins on the internship and dissertation from the first year so that students may complete requirements in approximately three to three and a half years.

The internship may be completed concurrently with later course work and the dissertation.

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Dissertation preparation and research extend through the program. By the third year, students are actively engaged in completing a dissertation. Related to the student's specialized interests, the study is expected to constitute a significant contribution to knowledge in the field of post-secondary education. Candidates are expected to relate this knowledge to the theories, concepts and methodologies of their study in organizational development, and include implications for further research and theory development.

### **Curriculum**

HEOC 705 Issues in Higher Education (3)  
HEOC 715 Research Methods (3)  
HEOC 725 Policy, Politics and the Law (3)  
HEOC 735 Organizational Development, Change and Innovation (3)  
HEOC 745 University Planning and Accountability (3)  
HEOC 755 Qualitative Research Methods (3)  
HEOC 758 Dissertation Seminars 1: Dissertation Research (3)  
HEOC 765 Organizational Strategy and Student Services (3)  
HEOC 775 Emerging Technologies (3)  
HEOC 805 Curriculum Planning and Evaluation (3)  
HEOC 815 Teaching and Learning (3)  
HEOC 825 Quantitative Research and Mixed Designs (3)  
HEOC 828 Dissertation Seminar 2: Management for Change (3)  
HEOC 835 Financial Management and Budgets (3)  
HEOC 855 Personnel, Performance and Accountability (3)  
HEOC 865 Management of Change (3)  
HEOC 875 Dissertation Seminar 3: Proposal Presentation and Defense (3)  
HEOC 885 Internship (6)  
HEOC 895 Dissertation (6)

### **Faculty**

Sunil Chand, Ph.D.  
Professor and Program Director  
Ph.D., Kent State University  
M.A., Delhi University  
B.A. Delhi University

Eileen Kolich Ph.D.  
Professor of Education  
Ph.D., Pennsylvania State University  
M.S., Chicago State University  
B.A., Rutgers University

## **Ph.D. in Organization Development**

### **Introduction**

The Ph.D. program in Organization Development (O.D.) is dedicated to better understanding the work of the O.D. professional within the context of global trends and emerging problems. It prepares management professionals with state-of-the-art education in the field. The coursework is designed for organization development professionals who perceive the management of change and the creation of high-performance organizations as central parts of their careers. It is designed as a full-time program (eight credits per quarter), integrated with and complementary to full-time work activities. Classes generally are held on weekends.

The master's level O.D. program at Benedictine University was one of the first graduate O.D. programs in the country. Currently, it is the third largest behaviorally-oriented management program nationally and is one of the top-rated graduate O.D. programs internationally. The first year of the curriculum is devoted to context courses, including a course on global trends, followed by a course on the evolution of O.D.

The first set of context courses concentrates on setting the tone and developing sensitivity to the role of organization development in terms of social responsibility in the national and global arenas. These courses review the nature of emerging problems and the role of organizations and organization development in responding to these problems. Heavy emphasis is placed on the philosophy of science and organization research and theory.

The second set of context courses places organization development within management and the strategic role of organization development. The second-year curriculum is devoted to the development of a core of organization development competencies and selected, advanced topics courses covering state-of-the-art interventions. Qualitative and quantitative research methods, as well as organizational theory and research coursework, comprise much of the second-year coursework.

The third year consists of continued advanced topics courses, including an international seminar and completion of the dissertation.

### **Overview**

The Ph.D. Program in Organization Development prepares management professionals with state-of-the-art education in the field. Built on a 40-year history of successful graduate-level OD education, this program is intended for those persons with extensive experience, who currently hold responsible positions either in the field of organization development, management or a closely-allied field such as human resource management. It is a three-year program, consisting of a first year of context courses, a second year covering some core OD knowledge areas and a third year consisting of advanced OD topics and the completion of a dissertation. The doctoral degree in organization development at Benedictine University was one of the first graduate OD programs in the country. It is currently the third largest behaviorally-oriented management program in the nation and one of the top-rated graduate OD programs internationally.

### Curriculum

The program is designed to provide a forum for exposure to a wide range of contributors to the field and approaches to organization development. The program is staffed by full-time Benedictine University faculty members, complemented by a core of adjunct faculty and invited scholars. Invited, distinguished scholars, noted for their contribution to the field, are teamed with faculty when appropriate, particularly in advanced seminars.

The O.D. program is designed to provide broad-based theory and research with the intent of creating scholar-practitioners capable of extending the knowledge horizons of the field. Individuals who successfully complete the program will consistently demonstrate professional competence and excellence through:

- knowledge of the history and development of the field of organization development as a scientific-applied discipline
- knowledge of emerging concepts and theory in the field, knowledge of and commitment to the concept of the practitioner-scholar and its role in the further development of the field
- knowledge of the current and projected global trends and problems, and the responsibility and role of the field in relationship to these trends in a global culture
- a demonstrated command of theoretical and applied research methodologies, including but not limited to: action research, diagnostic research, evaluation research and theory building research
- a capacity to create and use innovative intervention strategies to enhance the ability of organizations to better manage their resources and cope with turbulent and unpredictable environments
- knowledge of and demonstrated abilities in data collection and analysis, including but not limited to: interviewing, participant-observer methods, questionnaire design, unobtrusive measures and quantitative and qualitative data analysis supported through relevant information, technology, knowledge and skill
- demonstrated ability in general consulting and interpersonal skills, including organizational assessment, intervention strategies, process consultation, entry and contracting integrity, personal centering, active learning, trust, rapport building and modeling of behaviors in concert with the O.D. Code of Ethics
- knowledge of and commitment to the O.D. Code of Ethics and the role of the O.D. practitioner-scholar in creating and fostering the ethical organization
- knowledge of and demonstrated contribution to the field of organization development through:
  - appropriate membership and leadership roles in professional organizations
  - regular contributions to the knowledge and critique of the field through submission to, and publication in, peer-reviewed journals and
  - consistent presence and participation in regional and national conferences through the presentation of both scholarly and practitioner-oriented research.

### Faculty

A core of permanent full-time Benedictine University faculty and Distinguished Visiting Scholars staff the

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program. Distinguished Visiting Scholars, noted for their contribution to the field, are teamed with regular faculty, particularly in advanced seminars.

Benedictine Ph.D. OD Faculty

Peter F. Sorensen, Jr., Director

B.A., 1961; M.A., 1966-Roosevelt University; Ph.D., 1971-Illinois Institute of Technology

James D. Ludema, Professor

B.A., 1982-Calvin College; Ph.D., 1996-Case Western Reserve University

Ramkrishnan V. Tenkasi, Professor

B.A., University of Madras, India; M.A., Tata Institute of Social Sciences, India; M.S., 1990, Bowling Green State University; Ph.D., 1994, Case Western Reserve University

Therese F. Yaeger, Associate Professor

B.A., M.S., and Ph.D., 2001-Benedictine University

### **Dissertation**

While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon being accepted into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics consistent with the major research themes within the program. It is expected that research topics be selected during the first year as part of the initial research course. During the second year, it would be expected that papers be presented at local or regional professional meetings as part of the learning and feedback process. In the final year of the program, during completion of the dissertation, students would be expected to present their work at national meetings and submit papers for publication.

### **Scholars**

Billie Alban

Alban & Williams, Ltd.

Dr. Chris Argyris

Harvard University

Richard Axelrod

The Axelrod Group

Dr. Frank Barrett

Naval Post Graduate School

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Dr. Jean Bartunek  
Boston College

Dr. Michael Beer  
Harvard Business School

Dr. Robert Blake  
Grid International, Inc.

Peter Block  
Designed Learning

Dr. Richard Boland  
Case Western Reserve University

Dr. David Bradford  
Stanford University, Graduate School of Business

Dr. Anthony Buono  
Bentley College

Dr. W. Warner Burke  
Columbia University

Dr. Steven Cady  
Bowling Green State University

Dr. Peter Cappelli  
University of Pennsylvania, Wharton Center for Human Resources

Dr. John Carter  
John Carter and Associates

Dr. Allan Church  
Columbia University; Pepsico, Inc.

Dr. James Clawson  
University of Virginia, Darden Graduate School

Dr. David Cooperrider  
Case Western Reserve University, Weatherhead School of Management

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Dr. Thomas Cummings  
University of Southern California, Marshall School of Business

Dr. Richard Daft  
Vanderbilt University

Kathleen Dannemiller  
Dannemiller Tyson Associates

Dr. Mark Frankel  
American Association for the Advancement of Science

Dr. Wendell French  
University of Washington

Dr. Frank Friedlander  
The Fielding Institute

Dr. Ronald Fry  
Case Western Reserve University

Dr. William Gellerman  
Dialogue Associates

Dr. Kenneth Gergen  
Swarthmore College

Dr. Mary Gergen  
Penn State Delaware County

Dr. Robert Golembiewski  
University of Georgia

Dr. Larry Greiner  
University of Southern California

Dr. Mary Jo Hatch  
University of Virginia,  
McIntire School of Commerce

Dr. Thomas Head  
Roosevelt University

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Dr. David Jamieson  
Pepperdine University

Dr. Robert Keidel  
University of Pennsylvania, Wharton School

Dr. Michael Manning  
New Mexico State University

Dr. Dorothy Marcic  
Vanderbilt University

Dr. Robert Marshak  
AU/NTL; Marshak Associates

Dr. Victoria Marsick  
Columbia University Teachers College

Dr. Philip Mirvis  
Philip H. Mirvis Associates

Dr. Susan Mohrman  
University of Southern California

Dr. Kenneth Murrell  
University of West Florida

Dr. Ellen O'Connor  
Stanford University; Chronos Associates

Dr. Brian Peach  
University of West Florida

Dr. Joanne Preston  
Pepperdine University

Dr. Ronald Purser  
San Francisco State University

Dr. Robert Quinn  
University of Michigan

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Dr. John Redding  
Redding Associates

Dr. Denise Rousseau  
Carnegie-Mellon University

Dr. Edgar Schein  
Massachusetts Institute of Technology,  
Sloan School of Management

Dr. Charles Seashore  
Fielding Graduate Institute

Edith Seashore  
Former President, NTL  
American University, NTL Institute

Dr. Peter Senge  
Massachusetts Institute of Technology,  
Sloan School of Management

Dr. A. B. Rami Shani  
California Polytechnic State University

Dr. William Torbert  
Boston College

Dr. Peter Vaill  
University of St. Thomas, Graduate School of Business

Dr. Andrew Van de Ven  
University of Minnesota

Dr. Glenn Varney  
Bowling Green State University

Dr. Donald Warwick  
University of Colorado - Colorado Springs

Dr. Marvin Weisbord  
FutureSearch Associates

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Dr. Karen Whelan-Berry  
Texas Wesleyan University

Dr. Diana Whitney  
Saybrook Institute & Corporation for Positive Change

Dr. Richard Woodman  
Texas A&M University

Dr. Christopher Worley  
University of Southern California, Marshall School of Business

Dr. Dale Zand  
New York University

#### **International Distinguished Visiting Scholars**

Dr. David Coghlan  
University of Dublin, Trinity School of Business

Dr. Bjorn Gustavsen  
Work Research Institute, Norway

Dr. Henrik Holt Larsen  
Copenhagen Business School, Denmark

Dr. Flemming Poulfelt  
Copenhagen Business School, Denmark

Dr. Thoralf Qvale  
Work Research Institute, Norway

Dr. Ralph Stablein  
University of Otago, New Zealand

Dr. Ralph Stacey  
University of Hertfordshire, United Kingdom

Dr. Frans M. van Eijnatten  
Eindhoven University of Technology, Netherlands

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If printing, select only necessary pages. &

As of 12/16/10

## **Academic Discourse Graduate (**

**ADG 400 Orientation.** This five-week course is designed to provide international students with an introduction to graduate-level study at Benedictine University and to the BU community. Students will become comfortable with key aspects of the academic culture and community of the University, will be provided with support and information for various aspects of academics and life both on- and off-campus, and will build confidence and skills through interaction with members of the Benedictine University community. Fall. *Consent Required.* '

**ADG 401 Introduction to the American Graduate Classroom.** This ten-week course for international non-native speakers of English focuses on the development of advanced reading, writing, classroom, and study skills for graduate disciplines. Assessment of student work is by portfolio submission. Pre- or co-requisite: ADG 400. Fall. *Consent Required.* '

**ADG 402 Success in the American Graduate Classroom.** This ten-week course is designed for international non-native speakers of English concurrently undertaking graduate studies. Focus is on continued advanced skills development through the supervised completion of a research project and related presentation in the student's graduate field. Prerequisites: ADG 400; ADU 401 or placement. Spring. *Consent Required.* '

**ADG 411 Academic Skills Lab.** Sequence of lab sessions designed to support and consolidate speaking and listening skills. Repeatable once for credit. Pre- or co-requisites: ADG 400; ADG 401 or 402. Periodically. *Consent Required. Course Repeatable. Maximum number of units allowed 1.5.* '

**ADG 412 Individual and Small Group Study Lab.** Sequence of study groups and activities that support academic skills across the curriculum. Repeatable for credit. Pre- or co-requisites: ADG 400; ADG 401 or 402. Periodically. *Consent Required.* '

## **Business Administration (**

**MBA 400 Math Review.** Intended for students needing a review of mathematical concepts and tools at a college algebra level. Strongly recommended for students who have not used such techniques or have not had a math-based course in several years. Not counted as an MBA elective. 1 quarter hour. %

**MBA 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. Required. 4 quarter hours. %

**MBA 504 Corporate Accounting Theory & Practice.** Focus on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and the statement of cash flows. Provides an understanding of the significance and limitations of financial statements. Useful those pursuing careers in professional accounting and a necessary course for those planning to sit for the CPA exam. Also a useful course for those managers requiring a sophisticated knowledge of financial statements as it relates to bottom-line responsibility, particularly those managers required to provide attestation of the accuracy of the financial statements and internal controls. Elective. Prerequisite: MBA 500. 4 quarter hours. %



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**MBA 506 Corporate Accounting Theory and Practice II.** A continuation of MBA 504 providing an in-depth study of the conceptual framework of corporate accounting and generally accepted accounting practices with particular reference to the problem areas of financial reporting, such as accounting for pensions, accounting for income taxes, segment reporting, and earnings per share. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Elective. Prerequisite: MBA 504. 4 quarter hours. %

**MBA 510 Economics.** Fundamental concepts of macroeconomics, including supply and demand, measurements of and determination of economic performance, such as GDP, inflation, and unemployment, are studied. Other topics include the causes of instability in the economy and corrective measures such as fiscal and monetary policy, money and banking, and the Federal Reserve System. Required. 4 quarter hours. %

**MBA 511 Orientation to Graduate Education.** Prepares MBA students for individual and project team performance expected in graduate program, including critical thinking, academic honesty, business writing and oral presentations, and case analyses. Required in first term for MBA. 1 quarter hour. %

**MBA 512 Federal Income Taxation.** A study of federal regulation covering taxation of individuals and businesses. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Elective. Prerequisite: MBA 500. 4 quarter hours. %

**MBA 513 Auditing Theory and Practice.** An intensive study of generally accepted auditing standards and procedures as prescribed by the Public Company Accounting Standards Oversight Board. Emphasis is placed on planning of an audit engagement, evaluation of internal controls, and documentation required under the Sarbanes-Oxley Act of 2002, audit sampling techniques, and auditing in a computerized environment. A necessary course for those planning to sit for the CPA exam. Elective. Prerequisite: MBA 506. 4 quarter hours. %

**MBA 515 Advanced Accounting.** A study of the accounting methods for mergers, consolidations, foreign subsidiaries, not-for-profit and governmental entities, and partnerships. A necessary course for those planning to sit for the CPA exam. Elective. Prerequisite: MBA 506. 4 quarter hours. %

**MBA 520 Leadership and Ethics in the Global Environment.** Reviews paradigms of leadership in global environment. Introduces and applies principles for ethical decision-making in business situations. Assesses student's leadership capacities and responsibilities in challenging situations. Required. 4 quarter hours. %

**MBA 530 Organizational Behavior.** A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. Required. 4 quarter hours. %

**MBA 532 Organization Development.** Considers the theory and practice of organizational change and organization development (O.D.). Discusses analysis, planning, implementation and evaluation of change programs. Covers the learning process, O.D. interventions, consultant skills, employee participation, monitoring success, reinforcement and ethical issues. Elective. Prerequisite: MBA 530, or MGMT 530. 4 quarter hours. %

**MBA 539 International Business.** Selected readings in international business will be covered. Topics include culture, geography, politics, foreign direct investment, supply chain management, monetary systems, foreign exchange markets, and political risk management. Current topics in international business will be covered. Required. 4 quarter hours. %





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**MBA 541 Analytical Tools for Management Decisions.** The goal for this course is to prepare students to be more effective users of quantitative information, as well as to avoid the many potential pitfalls from the misuse of statistical methods. The emphasis is on understanding what a previously obtained data set implies and, if appropriate, to develop meaningful forecasts with a reasonable sense of confidence. Specific topics include data analysis and statistical description, sampling and statistical inference, time series, and regression analysis. Required. 4 quarter hours. %

**MBA 545 Business Law.** This course presents a comprehensive study of the major areas of business law. Specific topics include: contracts, sales, negotiable instruments, secured transactions and internet law. The students will acquire an overview of the law, and have a basic understanding of how law impacts certain business transactions. Elective. Prerequisite: MBA 520. 4 quarter hours. %

**MBA 557 Web 2.0 Tools in Business.** Consumers have embraced Web 2.0 technologies including, for example, social networking applications - Facebook, LinkedIn, Twitter, YouTube, wikis, blogs, tags, mashups and virtual worlds. How are organizations using these applications? How might organizations use these applications? Specific topics will include an overview of Web 2.0 technologies, how these tools may be leveraged in an organization, how to align these tools with business goals, how to foster collaboration, and how to ensure security. Elective. Cross listed as MIS / MBA 557 2 quarter hours. %

**MBA 559 Entrepreneurship.** Deals with new venture management, examining entrepreneurial personalities, managing creativity and establishing a successful enterprise. The major project is a new business plan. Elective. 4 quarter hours. %

**MBA 581 Area Studies.** Considers the information needed to do business in a particular country or region, including relevant geography, history, cultural, political, social, religious, economic, and legal topics. Additionally, it provides a model for studying other cultural areas. A specific country or region will be announced. International travel and study opportunities may be provided under this course designation. The course may be repeated for credit. Elective. Prerequisite: MBA 539. 2-4 quarter hours. *Course Repeatable. Maximum number of units allowed 99.* '

**MBA 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes and effective management strategies. Pre-requisite MBA 530. 2 quarter hours. %

**MBA 591 Special Topics.** Varies in subject matter and may be repeated if topics are different. Depending on the topic, this course may count toward various concentrations. Consent of instructor required. Elective. 4 quarter hours. %

**MBA 600 Independent Study.** Prerequisite: Departmental Consent 1-4 quarter hours. *Consent Required.* '

**MBA 601 Managerial Accounting.** This course introduces the measurement, communication, and interpretation of cost data for management decision-making, planning, control, and evaluation of results. Students are shown how to use accounting information as an effective management tool for coordinating managerial activities. Course material is explored in the context of the extensive changes being implemented in the area of manufacturing, service delivery technologies, and control systems. This course uses case studies to emphasize the application of concepts. Required. Prerequisite: MBA 500. 4 quarter hours. %

**MBA 603 Cost Analysis, Profit Planning & Control.** Builds on the material mastered in MBA 601. Emphasis is placed on profit planning, strategy, and the behavioral aspects of accounting information. Useful for those pursuing careers in professional accounting or finance, and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Elective Prerequisite: MBA 601. 4 quarter hours. %



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**MBA 604 Theory and Practice of Financial Reporting.** Focuses on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and statement of cash flows. The objective of the course is to provide an understanding of the significance and limitations of financial statements. The impact of decisions made by corporate executives with regard to the financial statements and their presentation will be discussed. Useful for those pursuing careers in professional accounting and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Elective. Prerequisite: MBA 601. 4 quarter hours. %

**MBA 605 Tax Influences on Decision Making.** This course presents the impact of federal income taxation on various business decisions. Emphasis is placed on areas such as choice of business organization, capital gains, timing of income, depreciation, investments, and employee benefits. Elective. Prerequisite: MBA 601. 4 quarter hours. %

**MBA 606 Forensic Accounting.** A comprehensive study of forensic accounting topics. This course provides students with a background in the field of forensic accounting-fundamentals, tools and accounting applications. Elective. 4 quarter hours. %

**MBA 607 Fraud Examination.** An examination of schemes used by executives, managers and employees to commit fraud against their organizations. Focusing on the prevention, detection and investigation strategies used to combat accounting fraud. Elective. Prerequisites MBA 500 & MBA 601 4 quarter hours. %

**MBA 608 Fraud and the Legal Environment.** This course examines criminal theory relating to fraud, existing legislation governing fraud, and preparation and presentation of fraud cases in the court system. Elective. Pre-requisite: MBA 606 4 quarter hours. %

**MBA 609 Computer Fraud.** This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer fraud that can occur in organizations and how computer fraud can be prevented. Elective. 4 quarter hours. %

**MBA 611 Managerial Economics.** Applies microeconomic tools to business decision making. Topics include optimization, consumer behavior, elasticity of demand, the use of regression analysis to estimate demand (revenues) and costs, marginal analysis and market structure. Required. Prerequisite: MBA 541. 4 quarter hours. %

**MBA 613 Business and Economic Forecasting.** Acquaints students with business statistical forecasting methodologies, placing special emphasis on the underlying assumptions. Emphasizes time series methods used for planning and includes techniques such as decomposition, smoothing, regression and ARIMA modeling. Elective. Prerequisite: MBA 611. 4 quarter hours. %

**MBA 614 Auditing and Assurance I.** A study of the processes conducted by independent, internal and governmental accountants to audit, attest, and provide assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor's understanding of controls in a sophisticated technological environment. The application of these concepts in a way that develops critical thinking and communications skills is emphasized. Elective. Pre-requisite: MBA 513. 4 quarter hours. %

**MBA 615 Auditing and Assurance II.** A continuation of MBA 614. Concepts of internal controls, testing methodologies, auditing strategies, and potential exposure of misstatement and/or fraud and potential liability of the auditor will be explored more in depth. Elective. Prerequisites MBA 614 4 quarter hours. %



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**MBA 616 Information System Auditing.** Since the introduction of the Sarbanes Oxley of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Elective. MBA 513 4 quarter hours. %

**MBA 617 Internal Auditing.** This course will cover internal audit's critical role in Sarbanes-Oxley, Section 404 compliance efforts as well as focusing on the central role that internal auditors play in the management of risk. Internal auditing is presented as an integral part of effective corporate governance. Students are introduced to internal control theory, test design concepts including audit sampling, and best practices. Students will work on selected case studies, explore best practices from organizations such as DuPont, Fannie Mae, Central Maine Power, and Pacific Telesis and use statistical methods to form audit judgment. Elective.

Prerequisites: MBA 513 4 quarter hours. %

**MBA 619 International Economics and Finance.** Modern theories of international trade and current issues in selected areas of international finance are the subject of this course. Topics include the theory of comparative advantage, balance of payments, international monetary systems, foreign exchange markets, international parity conditions, hedging tools and techniques, and foreign investment. Elective. Prerequisite: MBA 651. 4 quarter hours. %

**MBA 620 International Accounting.** This course integrates International Financial Reporting Standards (IFRS) into financial accounting and highlights the differences and issues related to US GAAP and IFRS. Students will gain a basic understanding of IFRS which is gaining worldwide acceptance and being considered for adoption within the US. Elective. Prerequisites: MBA 500, MBA 601. 4 quarter hours. %

**MBA 622 Creativity and Innovation in Business.** Discusses both individual and group methods to enhance innovation in the organization. Theories of creativity are reviewed, but the emphasis is on using technologies to develop new products and processes. Elective. 4 quarter hours. %

**MBA 626 Strategic Managerial Communications.** Focuses on effective design and delivery of speeches and virtual presentations for business. Uses multi-media to assess and develop student's presentation skills in business and related public presentations, through student's actual presentation with multi-media aids. The course will expand to: (1) Understand the principles of effective managerial communications, (2) Appreciate the role that communication plays in crisis management, business strategy implementation and managing the workplace and (3) to help students understand the basics of negotiation, including analysis of other party and mutually acceptable outcomes. Elective. 4 quarter hours. %

**MBA 630 Operations Management.** This course focuses on the strategic role of operations and developing an appreciation for operations activities and how to improve them. Issues include continuous quality improvement, the critical importance of the customer and consideration of selected quantitative techniques. Required. Prerequisite: MBA 530, MBA 541. 4 quarter hours. %

**MBA 632 Supply Chain Management.** This course provides an overview of the strategic nature of supply chain management, including basic supply chain definitions, concepts and principles and real world applications of supply chain techniques to transportation, inventory, supplier integration, electronic data interface, environmental resource planning, material resource planning, warehousing, and electronic commerce. The course will focus on the value-added impact of supply chain management to marketing, quality and manufacturing and will provide students with an appreciation for the time, money and human resources required for a supply chain management transformation. Elective. Prerequisite: MBA 630. 4 quarter hours. %



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**MBA 633 Legal Issues in the Workplace.** This course provides an overview of laws and regulations that must be considered in human resource decision making. Topics include the Fair Labor Standards Act, Equal Employment Opportunity and Affirmative Action, sexual harassment, family leave, the Americans with Disabilities Act, Illinois Freedom of Information Act, Equal Pay Act and various aspects of employer/employee relations. Elective. 4 quarter hours. %

**MBA 634 Strategy, Structure, and Decision Making.** The focus is on the role of management in the development of organization strategy, and the development of appropriate organization structures. Case analysis is used to aid in understanding and applying behavioral concepts to the resolution of managerial and organizational problems. Elective. Prerequisite: MBA 530 or MGMT 530. 4 quarter hours. %

**MBA 635 Transnational Management & Global Organizations.** This course focuses on how global firms formulate and implement management strategies addressing issues such as creating solid logistic systems, managing foreign suppliers, building competitive advantage, designing responsible organizations. Students will be able to: (1) understand current models and approaches to strategy formulation and implementation for multinational business enterprises; (2) Integrate the functional disciplines of designing an effective organizational structure through the application of cross border knowledge transfers and boundary expanding structures through the application of cross border knowledge transfers and boundary expanding structures like joint ventures and alliances; (3) Identify the key traits of successful management teams that are a core requirement for transnational operations and where the roles of this complex organization will be in the ever expanding global economy; (4) Devise various types of strategy for transportation and logistic systems that are a core requirement for transnational organizations. Elective. Pre-requisites: MBA 601, MBA 611, and MBA 630. 4 quarter hours. %

**MBA 636 Transnational Management & Global Organization.** This course focuses on how global firms formulate and implement management strategies addressing issues such as creating solid logistic systems, managing foreign suppliers, building competitive advantage, designing responsible organizations. Students will be able to: (1) understand current models and approaches to strategy formulation and implementation for multinational business enterprises; (2) Integrate the functional disciplines of designing an effective organizational structure through the application of cross border knowledge transfers and boundary expanding structures like joint ventures and alliances; (3) Identify the key traits of successful management teams that are a core requirement for transnational operations and where the roles of this complex organization will be in the ever expanding global economy; (4) Devise various types of strategy for transportation and logistic systems that are a core requirement for transnational organizations. Elective. Prerequisites: MBA 601, MBA 611 & MBA 630 4 quarter hours. %

**MBA 641 Information Technology Management.** This course equips managers to assess strategic opportunities utilizing and investing in information technology. Topics include the nature and use of computers and other information technologies as business tools, new technologies, effective communication with members of the information systems community, and IT organization leadership. Elective. Prerequisite: Prerequisites 500, 520. 4 quarter hours. %

**MBA 642 Financial Information Systems.** The rise of business process analysis within many organizations and the trend toward decentralization has forced many functions to operate autonomously. Students will learn to analyze the role of accounting information systems within a company's operating systems; appreciate the wider view of accounting's role in an organization as an integrated and comprehensive database; and learn the connections between transaction cycles, internal controls, and computer security. Students will be expected to apply quantitative and qualitative techniques learned in previous financial management and information systems courses to analyze cases selected from a wide variety of financial and IT problem areas. Elective. Prerequisite: MBA 601. Cross-listed as MBA / MIS 642. 2 quarter hours. %



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**MBA 651 Financial Management.** Develops an understanding of financial theory and its application through case analysis. Topics include capital management, operating and financial leverage, costs of capital, investment, and financing decisions. Techniques for the evaluation of investment alternatives using net present value and internal rate of return concepts are covered including the identification of cash flows relevant for capital budgeting. Emphasis is placed on the application of these concepts to the valuation of a going concern. Extensive use of proforma modeling of financial statements is made throughout the course. Required. Prerequisites: MBA 601, MBA 611. 4 quarter hours. %

**MBA 652 Financial Institutions.** This course presents an overview of financial institutions – their purpose, unique organizational attributes, financial structure, and the environment in which they operate. Focus is placed on the organization and operation of deposit accepting and other financial intermediaries, as well as the role of government regulatory agencies such as the Federal Reserve, the FDIC, and others. Elective. Prerequisite: MBA 651. 4 quarter hours. %

**MBA 653 Investment Theory and Portfolio Management.** This course applies modern capital market theory to investment analysis and portfolio management. Topics include risk and return measurement, evaluation of portfolio performance, efficient market theory, and pricing of call options, corporate bonds, and equity. Elective. Prerequisite: MBA 651. 4 quarter hours. %

**MBA 654 Problems in Corporate Financial Analysis.** This course employs challenging cases, current events, and readings to create a framework for students to utilize their qualitative and quantitative skills in corporate finance. Students will be expected to apply techniques learned in MBA 651 and research new techniques. Elective. Prerequisite: MBA 651. 4 quarter hours. %

**MBA 656 Investment Analysis.** This course covers the history and rationale of futures and options trading, methods of derivative trading, types of charts, size of contracts and value of each tick. This course covers the concepts covered in the CFTC commodities futures and options trading exam (Series 3). Elective. Pre-requisite: MBA 651. 4 quarter hours. %

**MBA 657 Electronic Commerce.** This course presents the state-of-the-art in electronic commerce. Its focus is on the current and future impact of e-commerce. Students will learn how to create new business opportunities; identify new customers and additional value in existing customers; realign the organization for this new environment; address contemporary uncertainties; create a market presence; measure success; and consider outsourcing and partnering. Students examine recent successes and failures in e-commerce through case studies and other readings and will develop an e-commerce business plan for an organization. Elective. Cross-listed as MBA 657/MIS 657. Prerequisite: MIS 546 or MBA 641. 4 quarter hours. %

**MBA 658 Derivatives and Risk Management.** This course covers the ethical issues and compliance with a focus on new rules related to the regulation of derivatives trading. Elective. Pre-requisite: MBA 651. 4 quarter hours. %

**MBA 659 Investment Accounting and Business Ethics.** This course focuses on the Post-Enron era in accounting and investments management. The material is devoted to the cultivation of ethical standards required to ensure the highest degree of commitment to integrity, independence, and objectivity. Elective. Pre-requisite: MBA 651. 4 quarter hours. %

**MBA 661 Marketing Management.** Introduces students to both the theory and practice of marketing. Students explore consumer behavior, market research, new product development, pricing, distribution, and promotional considerations. Required. Prerequisites: MBA 530 and MBA 541. 4 quarter hours. %

**MBA 662 Brand Management.** Learning how to guide and motivate a sales force is the central topic of this course. Students will explore the roles of sales representatives in the marketing mix and review and practice successful sales presentations. Managerial considerations related to the training, compensation, and evaluation of sales personnel will be stressed. Elective. Prerequisite: MBA 661. 4 quarter hours. %





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**MBA 663 Marketing Communication.** Integrated marketing communication is the central theme in this class. Students learn to evaluate and integrate print, radio and television advertising, direct response marketing, Web site design, and databases into coherent communications programs. Elective. Prerequisite: MBA 661. 4 quarter hours. %

**MBA 664 Sports Marketing.** Explores the nature of the activities involved with marketing to business. Special emphasis will be given to understanding the complexities of buyer-seller relationships as well as the unique ways in which the marketing mix changes when dealing with business products and services. A wide variety of business-to-business marketing problems will be explored. A case analysis will be used in this course. Elective. Prerequisite: MBA 661. 4 quarter hours. %

**MBA 665 Marketing Research.** The focus in this course is on helping students become knowledgeable users of marketing research rather than on becoming experts conducting the market research themselves. To accomplish this goal, the course will look at the entire marketing research process. It will cover problem definition, the correct selection of qualitative and quantitative research methods, data analysis and strategy decisions that result from the research. Elective. Prerequisite: MBA 661. 4 quarter hours. %

**MBA 666 Consumer Behavior.** Understanding why consumers do the things they do is essential for all marketing. In this course, students will explore the many influences that affect individual purchase and consumption behavior. The approach taken will be wide-ranging and will draw on current theory in psychology, sociology and anthropology. Applied consumer behavior theory to the student's work and product experiences as well as to their own consumer behavior. Elective. Prerequisite: MBA 661. 4 quarter hours. %

**MBA 670 Internet Marketing Communications.** Internet marketing is reshaping the way businesses and consumers interact with each other. This course studies the value of the Internet as a communication channel and is useful for marketing decision makers eager to understand and utilize Internet technology to grow their businesses. Examining the Internet and its evolution from a research tool to a marketing communications medium, this course shows how Internet offers an array of one-to-one, real-time, personalized marketing communications. This customized marketing approach attempts to directly meet individual customers' needs and consumer satisfaction may be just a few mouse clicks away. Internet Marketing Communications is not simply developing a website and hoping consumers will find it. It should be part of an Integrated Marketing Communications strategy that grows the business. Elective. Prerequisites MBA 661 4 quarter hours. %

**MBA 671 Strategic Management.** This course requires students to use and integrate the disciplines and techniques learned in previous required courses. Strategy formulation and implementation concepts are discussed using theory and cases. This course should be taken within two courses of completion of the required courses. Required. Prerequisites: MBA 651, MBA 661. 4 quarter hours. %

**MBA 672 Essentials of Sustainable Leadership.** This course will examine the fundamental concepts of leadership related to the sustainable enterprise. Topics such as power and politics, networking, communication, and transformational leadership are studied along with traits, principles and behaviors of sustainable leadership. Students will analyze their own leadership qualities as they study various models and discuss the changing global demands placed on contemporary leaders. Students will be introduced to theories of leadership, build their skill, and apply their knowledge through experiential exercises and case studies. Elective. Pre-requisite: MBA 520. 4 quarter hours. %



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**MBA 673 Developing Sustainable Leaders.** This course builds on Essentials of Sustainable Leadership and takes you to the next level. It is a practical, hands-on-course in which you will improve your personal leadership skills and learn to develop other leaders. You will be introduced to cutting-edge theories and practices related to leadership development, sustainability, motivation, coaching, systems thinking and values-driven leadership. You will grow as a leader by applying these theories and practices to yourself and to your interactions with others. You will assess the leadership capacity of your current team, develop a plan for improving it, and write a business case for change that can be used to strengthen the team. Elective.

Pre-requisite: MBA 520. 4 quarter hours. %

**MBA 674 Leading Sustainable Organizations.** This course builds on the Essentials of Sustainable Leadership and Developing Sustainable Leaders courses and takes you to the next level. This course covers advanced topics in leadership, emotional intelligence and the role of sustainable leadership in organizational change (including working with power and politics and managing covert processes in the workplace). The perspective of the course content is from the role of a senior leader. Sustainable leadership performance and an open systems view of organizations are the foundations of the approach to this course. The course also examines how the worldview of the individual executive influences his or her performance as a leader and executive and the long term performance of the organizations they lead. The course is designed to be introspective, to facilitate your learning about yourself, and highly interactive, to foster learning from each other. The in-class exercises, case analyses, group discussions, lectures, and readings are designed to expand your awareness and range of behavioral options as an executive leader. Pre-requisite: MBA 520. Offered yearly, spring term. 4 quarter hours. %

**MBA 675 Understanding the New Revolution in Sustainability.** This course is designed to connect students to the business opportunities inherent in the emergence of sustainability-the pursuit of economic prosperity, environmental stewardship, and social justice-in the global business environment. Students will explore current trends, leading literature, theory, and case studies while participating in experiential exercises and interactive projects in order to gain practical insights into how society's increasing expectations are impacting the firm's social license to operate. The goal of this course is for individuals to better understand how business relates to society; the ways in which sustainable business principles are integrated into all facets of organizational life; and the value that can be created for all stakeholders. Elective. Prerequisite: MBA 520. 4 quarter hours. %

**MBA 676 Marketing Strategies in the Digital Age.** This class focuses on the marketing efforts that companies, both large and small are utilizing to create effective Internet strategies. Students will also investigate what new technologies are dominating the marketplace today, and what we can expect as the Internet, and other technologies evolve. The student will become fluent in the language of e-marketing, and will gain the ability to position his or her self as a major asset in the execution of their organization's Digital marketing plan. Elective. 4 quarter hours. %

**MBA 677 Sustainability as a Driver for Innovation, Entrepreneurship, and Market Growth.** This course focuses on the emerging frontier of innovation and entrepreneurial activity, where innovative responses to social needs are being shaped by individuals and organizations driven to bring about positive change. Students will gain an understanding of how sustainability principles are being used as drivers for innovation, collaboration, and transformation and the best practices of starting and growing successful mission-driven firms that are working across traditional borders between government, business, and the social sector. Elective.

Prerequisites MBA 520 4 quarter hours. %

**MBA 678 Building the Sustainable Enterprise.** This course provides an overview of the origins, evolution, and leading thinking around the theory and practice of sustainable development. Students study and discuss the "how and why" to successfully implement sustainability in business and communities and examine sustainable development strategies, approaches and tools through best practice cases, interactive discussion, and experiential learning. Prerequisite: MBA 520. 4 quarter hours. %





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**MBA 680 Capstone Experience.** Integrates all MBA coursework and experience in final analysis of complex business case situation, with formal presentation to panel of expert business leaders. As determined by instructor, may be individual or team based analysis and presentation. Professional performance and comprehensive demonstration of student's expertise expected, as would be expected by consulting team presentation to governing board or senior executives. Required. Prerequisite: Consent of instructor required. 2 quarter hours. *Consent Required.* '

**MBA 683 Project Management.** The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects, within budget and on schedule. Advanced topics may include critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This course is appropriate for technology and non-technology managers alike. Required. 4 quarter hours. %

**MBA 686 International Marketing.** Applies marketing principles and concepts across national borders by examining several key variables of the international environment, such as competition, politics, laws, and consumer behavior. Elective. Prerequisite: MBA 661 or MGMT 561. 4 quarter hours. %

**MBA 687 Mult-Cultural Management.** The complex global business arena of the 21st century mandates that managers develop the skills necessary to design and implement global strategies and to conduct effective cross-national interactions. This course will focus on the international manager's cultural skills and sensitivity as well as the ability to carry out the company's strategy within the context of the host country's business practices and environment. Elective. 4 quarter hours. %

**MBA 690 Internship.** Focused on professional career development through on-site internship developed by student with faculty mentor, including oral presentation. Elective. Prerequisite: Consent of Program Chair required. 4-12 quarter hours. % *Consent Required. Course Repeatable. Maximum number of units allowed 12.* '

**MBA 691 Lecture Series.** 3 quarter hours. %

## **Clinical Psychology (**

**MCP 510 The Physiology and Pharmacology of Psychotherapeutic Drug.** This course introduces students to the physiological, pharmacological, and psychological concepts basic to an understanding of the clinical use of psychotherapeutic drugs. Prerequisite: none. 3 quarter hours. %

**MCP 516 Group Process.** Group dynamics and processes are studied experientially and conceptually. Emphasis is on understanding learning processes in groups. Prerequisite: MCP 633 and MCP degree seeking student. 2 quarter hours. %

**MCP 550 Addiction and the Family.** This course will explore family systems as they are organized around addiction. It will include the examination of the immediate impact of living with an addict as well as its implications. Prerequisite: Degree seeking student. 2 quarter hours. %

**MCP 551 Alcohol and Other Substances of Abuse.** The social, physiological, cultural and psychological factors in the etiology of alcoholism are examined. A wide range of theoretical and practical approaches to alcoholic treatments are outlined not only for the alcoholic, but also for those affected by the alcoholic's drinking. Prerequisite: Degree seeking student. 4 quarter hours. %



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**MCP 552 Drug Abuse: Applied Theory.** This course is a study of drugs of abuse (exclusive of alcohol), including legal and illegal drugs, medical and recreational drugs. It includes an examination of the incidence of abuse, identification of problems, control of abuse patterns and prevention techniques. Prerequisite: Degree seeking student. 3 quarter hours. %

**MCP 560 Principles of Behavior Modification.** The principles of behavior therapy are studied in depth: examination of techniques derived from behavioral principles; application to specific problems. Prerequisite: none 3 quarter hours. %

**MCP 561 Marketing Concepts and Planning.** Discusses and analyzes the major components of a well-integrated marketing plan. Emphasizes products and services in both the for-profit and not-for-profit sectors. Students will be expected to write a marketing plan for a specific product or service. Cannot be taken for MBA credit. Each term, yearly 4 quarter hours. %

**MCP 580 Psychology of Women.** This course examines theory on the psychology of women and its applications developed through clinical work and research with women. Prerequisite: none. 3 quarter hours. %

**MCP 585 Grief and Loss.** This course examines the process a person experiences as the result of unanticipated or expected life losses. Cultural and cohort differences in grieving styles are explored. A skills component is included to facilitate learning. Prerequisite: none. 3 quarter hours. %

**MCP 600 Independent Study.** Prerequisite: MCP Degree seeking student, Department Consent 1-4 quarter hours. %  
*Consent Required. Course Repeatable. Maximum number of units allowed 4. '*

**MCP 601 Professional, Ethical & Legal Issues in Counseling.** The course introduces students to professional, legal and ethical responsibilities relating to professional counseling especially as related to Illinois law. Prerequisite: none. 3 quarter hours. %

**MCP 602 Professional, Ethical and Legal Issues in Counseling II.** This course will continue the exploration and discussion of ethical and legal consideration in the practice of counseling. Prerequisite: MCP 601. 2 quarter hours. %

**MCP 603 Clinical Interviewing & DSM.** This course introduces the student to the current diagnostic and statistical manual and its use. In addition, students practice doing the clinical interview with the purpose of gathering the specific information needed to diagnose and plan treatment. Prerequisite: Undergraduate Abnormal and MCP Degree Seeking Student. 3 quarter hours. %

**MCP 606 Methods of Research.** This course is an overview of research design, collection and reporting of data, interpretation of findings and inferential procedures and current public health research. Prerequisite: undergraduate statistics or proficiency exam. procedures and current public health research. Prerequisite: Undergraduate statistics or proficiency exam. 3 quarter hours. %

**MCP 607 Counseling Laboratory.** This course provides empathy training exercises with an emphasis on the therapist's conscious use of the language of emotions and attitudes. Role-play with couples, difficult clients, special situations and therapeutic techniques are practiced. Prerequisite: MCP 629 3 quarter hours. %

**MCP 610 Social, Psychological, and Cultural Aspects of Aging.** This course examines social, psychological and cultural aspects that impact the aging process. An analysis of the individual and society, exploration of changes in roles and status, intergenerational relationships, sociocultural differences and intrapsychic dynamics will be explored. Prerequisite: none. Cross listed class with undergraduate students. 4 quarter hours. %



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**MCP 620 Cognitive Therapy.** This course provides a survey of a variety of cognitivebehavioral approaches to psychotherapy. Modern techniques will be linked to earlier theories in both cognitive (Adler Kelly, etc.) and behavioral (Skinner, Pavlov, etc.) psychology. Students will be given the opportunity to apply the various techniques and theories to clinical material and will be expected to present and analyze cases within a cognitive-behavior framework. Prerequisite: MCP Degree seeking student. 3 quarter hours. %

**MCP 621 Brief Counseling & Psychotherapy.** The student is introduced to theories underlying the brief counseling and psychotherapy model. Role-play situations are used to facilitate learning. Prerequisite: MCP Degree seeking student and MCP 690 or 691 concurrent. 2 quarter hours. %

**MCP 629 Theory and Practice of Counseling and Psychotherapy.** Students receive training in client-centered therapy, including audiotape and videotape recordings of simulated counseling sessions with individual tape playback consultations. Prerequisite: Degree seeking student. 4 quarter hours. %

**MCP 630 Theory and Techniques of Counseling and Psychotherapy.** Theories and techniques of a sampling of major approaches to counseling and psychotherapy are explored. Prerequisite: Undergraduate Theories of Personality. 3 quarter hours. %

**MCP 633 Group Counseling and Psychotherapy.** Fundamental concepts and skills of group psychotherapy are examined. Use of a simulated group affords an opportunity to practice member and therapist roles. Prerequisites: MCP 629, MCP Degree seeking student or Department Consent. 3 quarter hours. %

**MCP 635 Research in Counseling and Psychotherapy.** Studies in the field of counseling and psychotherapy, its practitioners, its processes and its efficacy are critically reviewed in terms of both findings and methods and as illustrations of different design approaches to the understanding of psychotherapy. Prerequisite: MCP 606. 2 quarter hours. %

**MCP 638 Problems in Counseling and Psychotherapy.** This course is designed for individual and group study of selected problems and issues. Prerequisite: MCP Degree seeking student and Consent of instructor. 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 4.* '

**MCP 646 Human Development: Infancy and Childhood.** This course presents basic concepts of the developmental perspective and reviews the physical, psychological and social development of the child from birth to puberty. Prerequisite: none. 3 quarter hours. %

**MCP 647 Human Development: Adolescence.** This course examines the range of development that occurs in adolescence. Discussion and reading focus on the major physical, social, cognitive and emotional changes that occur during this phase of life. Prerequisite: none 3 quarter hours. %

**MCP 648 Human Development: Adulthood.** Students will examine the developmental issues surrounding early, middle and late adulthood. The course will focus on the physical, emotional and intellectual changes that occur as one progresses through adult life. Prerequisite: none 3 quarter hours. %

**MCP 649 Human Sexuality.** This course examines human sexual development and the nature, assessment and treatment of sexual problems. Sexual desire disorders will be addressed, and the value of sexual therapy intervention for couples will be explored. Sexual issues will be approached from intrapsychic and interpersonal perspectives. Prerequisite: none. Offered Fall, yearly. 3 quarter hours. %



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**MCP 650 Art Therapy.** To introduce the use of art in counseling clients of all ages. To examine how art links to the varied theoretical perspectives in psychotherapy. To explore the use of art as a metaphor for human issues and concerns. Prerequisite: MCP Degree seeking student 2 quarter hours. %

**MCP 651 Maladaptive Behavior and Psychopathology.** The etiology, dynamics and treatment of pathological behavior will be studied with an emphasis on the relationship between DSM, Axis I and Axis II disorders. Prerequisite: MCP Degree seeking student, MCP 603, and MCP 690 or MCP 691 concurrent. 3 quarter hours. %

**MCP 653 Behavior Disorders of Childhood.** Theoretical and methodological issues in behavior disorders of childhood are studied in this course using clinical and research data. Readings and discussions will give consideration to assessment and treatment approaches. Prerequisite: none 3 quarter hours. %

**MCP 655 Theory and Practice of Play Therapy with Children.** This course explores the concept of play as a therapeutic modality and the major theories of psychotherapy and how those theories form the foundation for specific play therapy techniques and interventions. An analysis of appropriate application and strategic utilization of techniques that further the processing of client material will be explored. Prerequisite: MCP Degree seeking student and MCP 646 and MCP 630. 3 quarter hours. %

**MCP 658 Career Counseling, Testing and Planning.** Occupational and educational information and issues in career planning and development are studied with consideration of student's own career plan; laboratory practice. Prerequisite: MCP Degree Seeking student 2 quarter hours. %

**MCP 659 Job Search Strategies.** This course will focus on defining job search strategies for a competitive job market. Career development theories will be applied in a practical application. Prerequisite: MCP Degree seeking student and MCP 658. 3 quarter hours. %

**MCP 664 Psychological Assessment: Measurement and Test Evaluation.** This class provides an overview of the Theory of Psychological evaluation, clinical interview processes and utilization of Interpretative data in assessing client needs. Prerequisite: MCP 603 2 quarter hours. %

**MCP 665 Psychological Assessment: Personality Evaluation & Report Writing.** This course provides an overview of major assessment instruments, interpretation of reports and report writing. An introduction to projective techniques is include. Pre-requisite: MCP 603 3 quarter hours. %

**MCP 672 Marriage and Family: Systems and Theory.** Family systems theory is introduced. The works of major contributors of the field are studied. A skills component is included to enhance learning. Prerequisite: none 3 quarter hours. %

**MCP 673 Workshop in Marital Therapy.** This course explores a range of approaches to brief couple and family therapy. Conceptual and self-observation skills are emphasized in the critique of student-designed, role-played interventions. Part of the course centers on clientcentered approaches to working with clients. Prerequisite: MCP 629 3 quarter hours. %

**MCP 677 The Therapist as a Problem in Psychotherapy.** The nature of therapists' behavior that impedes therapeutic progress is examined with emphasis on counter-transference and counter-resistance; societal and ethnic factors are also explored. Prerequisite: MCP 690 or 691 concurrent. 3 quarter hours. %



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**MCP 683 Social and Cultural Foundations.** This course explores issues and trends in a pluralistic society. Areas covered include issues associated with factors such as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, gender and socioeconomic status. Ethical implications and considerations are examined. Prerequisite: MCP 601 and MCP 629 3 quarter hours. %

**MCP 684 Workshop in Counseling the Diverse Populations.** This course explores approaches in working with culturally diverse populations. The therapist's own ethnical and cultural factors are also considered. Conceptual and self-observation skills are practiced in the critique of role-played counseling sessions. Prerequisite: MCP Degree seeking students, MCP 629, MCP 683, and MCP 690 or 691 concurrent. 2 quarter hours. %

**MCP 687 Readings in Counseling Psychology.** Readings in Theories of Personality, Readings in Psychopathology or Readings in Psychotherapy Research Individual or group study is carried out in one of the above areas. Prerequisite: MCP Degree seeking student, Department Consent 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 4.* '

**MCP 688 Master's Thesis.** Students are supervised during the conceptualization, execution, data analysis and formal written presentation of a research project. Prerequisite: MCP Degree Seeking student, Department Consent 2-4 quarter hours. % *Consent Required.* '

**MCP 690 Supervised Field Experience in Mental Health I.** This is the first student internship experience. Students serve their internship at agencies, hospitals and other social service sites with a focus on providing counseling to clients. Students receive weekly supervision on site. Students enroll in this class to register for their first field placement. Prerequisite: MCP student only and consent of the department. 1-6 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 12.* '

**MCP 691 Supervised Field Experience in Mental Health II.** This is the second student internship experience and continues the student's experience in counseling clients. Supervision by the agency staff is provided. Students enroll in this class to register for their second field placement. Prerequisite: MCP student only and consent of the department. 1-6 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 12.* '

**MCP 693 Supervised Field Experience in Human Services, Student Personnel, Supervision, Teaching and Research.** This is a non-clinical field placement. Students gain experience in their area of interest which may include teaching assistance, research, crises line work, career counseling and other options. Prerequisite: MCP Degree seeking student only; Department Consent. 1-4 quarter hours. *Consent Required.* '

**MCP 695 Field Work Seminar: Issues Facing the Intern.** This course is designed to assist students who are in an internship. Through discussion and readings, students learn about various aspects of the professional role and the complexities of functioning as an intern within an organizational setting. Prerequisite: MCP 690 or MCP 691 concurrent 1 quarter hour. %

## Education (

**EDUC 400 Preclinical Experience.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application, co-registration in EDUC 605. 1 semester hour. *Consent Required.* '

**EDUC 425 Preclinical: Teaching Mathematics.** Directed observation and participation in an off-campus setting. Students participate in a 40 clock-hour experience. Transportation required. Prerequisite: Preclinical application; co-registration in EDUC 525; cumulative G.P.A. of 3.0, and TEP.





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As of 12/16/10

**EDUC 426 Preclinical: Instructional Strategies Learning Disabilities and Emotional Disorders.** Directed observation and participation in off-campus setting. Students participate in a 25 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 625; cumulative G.P.A. of 3.0, and TEP.

**EDUC 430 Preclinical: Reading.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 530; cumulative G.P.A. of 3.0, and TEP.

**EDUC 431 Preclinical: Secondary Mathematics.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 531; cumulative G.P.A. of 3.0, and TEP.

**EDUC 432 Preclinical: Secondary English.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 532; cumulative G.P.A. of 3.0, and TEP.

**EDUC 433 Preclinical: Secondary Social Science.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 533; cumulative G.P.A. of 3.0, and TEP.

**EDUC 434 Preclinical: Secondary Science.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 534; cumulative G.P.A. of 3.0, and TEP.

**EDUC 435 Preclinical Experience: K - 12 Spanish.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience K-12. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 535; cumulative G.P.A. of 3.0, and TEP.

**EDUC 436 Preclinical: Secondary Business/Marketing/Computer Education.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 536; cumulative G.P.A. of 3.0, and TEP.

**EDUC 443 Preclinical: Middle School Philosophy.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 543; cumulative G.P.A. of 3.0, and TEP.

**EDUC 455 Preclinical: Classroom Management.** Directed observation and participation in off-campus setting. Students participate in a 20 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 555; cumulative G.P.A. of 3.0, and TEP.

**EDUC 460 Preclinical Experience: Physical Disabilities and Mental Retardation Methods.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 560; cumulative G.P.A. of 3.0, and TEP.



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**EDUC 501 Organization and Administration of the Schools.** A study of school administration including educational program, staff and pupil-personnel function, physical plant, finance and business management, school communication, relations, and related issues and trends. Also covers the administrative process, leadership theory and a conceptual framework for administration. 2 semester hours. %

**EDUC 502 The Differentiated Classroom: A Practical Approach.** This course is designed to provide a study of the theory of differentiation and its implementation in the classroom. A focus will be on the understanding what differentiation is, the reasons for differentiation, how differentiation can be integrated in teaching and learning, and the results of having a differentiated classroom. 3 semester hours. %

**EDUC 503 Schools as Organizations.** A study of schools in their organizational and environmental contexts; covers the administrative process and a conceptual framework for administration. Internship Practicum Hours: 5 3 semester hours. %

**EDUC 505 Developmental Characteristics of Young Adolescents/Implications for Teaching and Learning.** This course will begin examining the developmental characteristics of young adolescents. Cognitive, emotional, physical, social and character development will be viewed in the school setting. Current issues, curriculum, strategies, and programs in local, state, and national middle level schools will be explored. 3 semester hours. %

**EDUC 506 Overview of Special Education.** The purpose of this course is to provide the adult learner with a basic understanding and overview of Special Education in today's schools. This will include characteristics of and various teaching strategies for working with individuals with learning disabilities, emotional and behavior disorders, and mental impairments. This course is intended for classroom teachers and other school personnel who want more information about Special Education population. This is NOT the Survey of Exceptional Child course for Illinois certification. 2 semester hours. %

**EDUC 507 Supervision of Special Education.** The organization, administration and operation of special education programs at the local state and federal levels will be reviewed. Emphasis will be given to laws, mandates, and the impact of the Regular Education Initiative on special education personnel. Supervision of teachers, including observation and evaluation will be studied. In addition, all elements of successful case management, including facilitation of small groups, collaboration across disciplines, development of special services and legal aspects will be explored. 3 semester hours. %

**EDUC 508 Legal Issues in Education.** A survey of the legal bases for education; rights and responsibilities of school board members, administrators, teachers, students, parents; due process. Includes such topics as teacher liability, labor law, tenure, dismissal, and employment discrimination. Internship Practicum Hours: 5 3 semester hours. %

**EDUC 509 School Law.** A survey of the legal issues evolving in the education profession including Illinois School Code, constitutional rights of students and teachers, student discipline, special education, teacher liability, labor law, tenure, dismissal, and employment discrimination. 2 semester hours. %

**EDUC 510 Leadership.** 3 semester hours. %

**EDUC 511 School Finance.** Provides an introduction to short and long term financial planning associated with school administration, which includes: revenues, budgets, property taxes, state and federal aid and bonds. 2 semester hours. %

**EDUC 512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum.** Examines the relationship between reading, writing, oral communication and thinking and explores strategies for integrating these areas across the curriculum. Examines a variety of theoretical perspectives and instructional strategies involving simulation, role-playing, case studies, inquiry, problem-solving, critical thinking and environmental learning. Lesson and unit plan development emphasized. Spring. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %





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**EDUC 513 Integrating Art into the Elementary Curriculum.** This course will provide teachers with tools to integrate art into the elementary curriculum. The course will address the academic, emotional, and social benefits of including art in the academic day. Classes will include hands-on projects and art history research. 2 semester hours. %

**EDUC 514 Classroom Management.** This course will provide several models of classroom management, based on instructional styles. Find the best management techniques for your style of teaching. 2 semester hours. %

**EDUC 515 School Supervision of Personnel.** Techniques of supervising school personnel in a variety of jobs are emphasized. Supervision approaches are examined from both theoretical and practical points of view. Development of individual leadership and supervisory skills are also stressed. This course is designed for those educators actively seeking supervisory leadership. 2 semester hours. %

**EDUC 516 Adult Learning Strategies.** Explores the nature of adult learning with special emphasis given to behavioral and cognitive theories and their applications to lifelong learning. Topics include thinking skills and problem solving strategies, the nature of motivation and self-efficacy, and the relationship between the brain and the mind. Special programs in adult education will be identified. 1 semester hour. %

**EDUC 517 Introduction to Technology.** Examines various computer programs and applications that can be used to enhance instruction and learning. Topics will include computer-based instruction, multi-media development, internet use for educational purposes, Live Text and electronic portfolio. 1 semester hour. %

**EDUC 518 Survey of Instructional Technology.** Covers the selection, production, utilization and evaluation of technologically based instructional media. Prerequisite: EDUC 517 or department consent. 1 semester hour. %

**EDUC 519 Financing Education.** Includes values underlying the system; revenue sources and taxation; school funding formulas; state and federal aid and bonds and school finance reform. Internship Practicum Hours: 5 3 semester hours. %

**EDUC 520 Holistic Reading Strategies.** Examines the processes of communicating that include reading, writing, speaking and listening. Stresses the interactive nature of reading by examining the relationships between author and reader, decoding and context, and reading and writing. Explores the impact of these relationships on meaning construction. Specific methods and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 521 Technology Topics.** This course provides the teacher with a variety of ways in which computer technology can be applied in the classroom. Through exposure to commonly used programs, it will be possible to supplement and enhance an existing curriculum and help teachers be more productive. This course will also provide teachers ways that students can be provided a richer experience as they create and modify their own materials. Teachers will be introduced to products such as scanners, digital cameras and methods to use them effectively. Strategies to realistically use the World Wide Web will be discussed and then put into practice. 1-3 semester hours. *Course Repeatable. Maximum number of units allowed 9.* '

**EDUC 522 Ethics and Social Responsibility in Management.** Examines important ethical theories and considers the need for social responsibility in business and other organizations. Studies the ethical dilemmas faced by managers in such areas as marketing, product safety, the environment, job discrimination, and dealing with people in an organization. Credit will not be given if MBA 520 is also taken. (See MGMT 522) 1 semester hour. %



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**EDUC 523 Type and Temperament: Implications for Teaching and Learning.** Myers-Briggs Types and Kiersey-Bates Temperaments can give teachers great insight into their personal teaching style as well as learning preferences for all types and temperaments. The Myers-Briggs Type Indicator will be administered. Individual scores and printouts will start the understanding and feelings about preferences and type. Working on that base, teaching and learning will be viewed through the lens of type and temperament. Practical classroom application, strategies, and examples will be examined. 1 semester hour. %

**EDUC 524 Emergent Literacy.** Provides an overview of the history, philosophies and theoretical models of literacy education that impact instructional practices. Focuses on essential competencies for beginning readers and explores research based strategies that promote reading proficiency, which include teaching children to use syntactic, semantic and graphophonemic cueing systems. Examines early language development, environmental influences, cultural and ethnic diversity and instructional methods that impact early literacy growth. Practicum: 5 hours 3 semester hours. %

**EDUC 525 Teaching Mathematics: An Interactive Process (with practicum).** Explores current trends in the teaching of mathematics. Discusses content of elementary and middle-grade mathematics programs, teaching materials, and philosophies relative to grades K-2, 3-5, and 6-8. Emphasizes the importance of a developmental approach to teaching mathematics by progressing from conceptual, transitional, and eventually to symbolic problem solving. Includes a 40 clock hour field experience in an off-campus setting. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. *Consent Required.* '

**EDUC 526 A Constructivist View: Understanding and Application for the Reality Classroom.** This course is designed for teachers who want to learn more about constructivism in learning and teaching. Discussion about constructivist theory, philosophy, and practice will be the primary focus of this class. Constructivists, experiential learning, cooperative learning and other aspects of constructivist theory will be explored. Participants will develop their own integrated unit or lesson plan to use in their practice. 3 semester hours. %

**EDUC 527 Cognitive Theory/Multiple Intelligences Approach to Teaching.** This course is designed for teachers of grades 6-12 who want to understand more about integrating cognitive learning theory and multiple intelligences in the classroom. The goal of the class is to understand the two philosophies and how they relate and ultimately use that understanding to enhance learning in the classroom. Participants will also learn about themselves and their teaching style and reflect on positive ways to engage and connect with other staff and students. The outcome of the course is a unit or lesson plan using the information gained in the course. 3 semester hours. %

**EDUC 528 Science Topics.** 1-3 semester hours. *Course Repeatable. Maximum number of units allowed 999.* '

**EDUC 529 Spanish Topics.** 2 semester hours. %

**EDUC 530 Assessment and Corrective Reading.** Provides opportunities to assess a reader's strengths and weaknesses by utilizing informal assessment techniques. Diagnosis of reading and writing skills in grades K-2, 3-5 and 6-8 is determined through the use of observational checklists, informal reading inventories, and record keeping systems. Includes a 40 hour field experience in an off-campus setting. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. *Consent Required.* '

**EDUC 531 Curriculum and Instructional Methods in Mathematics (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching mathematics in the middle/junior and high school. Includes a 40-hour field experience. %  
 Pre-requisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 532 Curriculum and Instructional Methods in English and Language Arts (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching English and Language arts in the middle/junior and high school. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A of 3.0 and TEP. 3 semester hours. %



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**EDUC 533 Curriculum and Instructional Methods in Social Science (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching Social Science in the middle/junior and high school. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 534 Curriculum and Instructional Methods in Science (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching science in the middle/junior and high school. Includes a 40-hour field experience. Transportation needed. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 535 Curriculum and Instructional Methods in Spanish K-12.** Emphasis placed on methods, content and instructional materials utilized in teaching Spanish in grades K-12. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 536 Curriculum and Instructional Methods in Business, Marketing, and Computer Education (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching business, marketing, and computer education in the middle/junior and high school. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 537 Literacy Topics.** 1-3 semester hours. *Course Repeatable. Maximum number of units allowed 99.* %

**EDUC 539 Multicultural Literature.** Evaluation, selection, and teaching of literature to service the interests and reading needs of students. Emphasizes theory and research in reading comprehension, literary criticism, reader response and curriculum instruction. Periodically offered. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 540 Survey of Exceptional Children.** Discussion of learners with exceptionalities; characteristics of students labeled as having mental retardation, learning disabilities, behavioral disabilities, sensory deficits, speech disorders and health/physical challenges. Diagnosis, referral, educational strategies and legal implications are reviewed. 3 semester hours. %

**EDUC 541 Reading Research, 30 Years of Knowledge.** This course examines the historical development of reading instruction and analyzes reading as a simple perceptual act to current understandings of reading as a sociocultural act of meaning construction. 1 semester hour. %

**EDUC 542 Understanding Reading Process, Comprehension and Instructional Strategies K-5.** This course includes exploration of personal literacy to understand the functions and processes of reading for proficient readers in a literate society. It also includes the idea of linguistic and cultural diversity and their influence on reading process and comprehension. These insights are used to begin observations of students in the classroom. 3 semester hours. %

**EDUC 543 Middle School Philosophy, Curriculum, and Instruction.** Analysis of the philosophy and practices in middle level education. Primary emphasis is placed on the unique needs of middle level students and programs and instructional methods and practices designed to meet those needs including content area reading instruction. Examination of the teacher roles in the middle school and curricular reform movements, including strategies for teaching across the curriculum. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %



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**EDUC 544 Balanced Literacy.** This course introduces the idea of workshop learning and what it means to set up a literate environment in the classroom. Organization and management of reading/writing workshops is emphasized along with the role of the teacher in a workshop setting. The following curricular components are thoroughly explored and experienced so teachers can set up effective reading/writing workshops in their classrooms; read aloud, guided reading, guided writing, shared reading, independent reading, conferences, author's circles, and literature discussions, and mini-lessons to guarantee development of strategies, skills, vocabulary development, reading process, writing process, and phonemic awareness.

Clinical Practicum Hours: 5. 3 semester hours. %

**EDUC 545 Effective Teaching in the Classroom.** Teachers who complete this course will develop systematic approaches for their classroom practice. This approach is central to linking student performance to standards. Participants in this course will explore and create applications for effective and accomplished teaching within their classrooms and examine in detail applications to enhance student learning and teaching effectiveness. While in this course, participants will develop a community-wide strategy that will also work to improve classroom instruction. 2 semester hours. %

**EDUC 546 An Introduction to Accomplished Teaching in the Classroom.** This course will give participants a working knowledge of what comprises the basics of effective and accomplished teaching and how it can be easily adapted to their specific classroom and subject. In addition, participants in this class will gain an insight regarding how the community beyond the classroom. 2 semester hours. %

**EDUC 547 Understanding Reading Process, Comprehension and Instructional Strategies 6-12.** This course continues the key concepts developed in Understanding Reading Process, Comprehension and Instructional Strategies (K-5) as they apply to grades 6-12. In addition, students will continue to examine their own theories and beliefs in relation to reading development and produce a mini-case study. Topics include: linguistic and cultural diversity and their influence on reading process and comprehension, comprehension monitoring, inferencing, summarizing, critical analysis and writing to improve comprehension; relationships among reader, text, context and personal experience; supporting fluency; word meaning; proficient reader profiles and independent instruction; and frustration levels of reading. Students will produce a collection of assessments for at least one student with an accompanying profile and instructional plan for him/her as a reader/writer. 3 semester hours. %

**EDUC 548 Issues and Trends in School Improvement.** Designed as a series of mini workshops to study the issues and trends of school improvement such as: leadership and change, research and instructional improvement, curriculum/assessment, choice school funding, technology and school-community partnerships. Examines current theory and research (educational and organizational) and applies it through a variety of course activities. The end product requires each student to develop a detailed strategic plan for their specific school, department, team, or special project. 2 semester hours. %

**EDUC 550 Working with Families of Persons with Disabilities.** Using a family systems approach, this course is designed to enable professionals to interact in a productive and empowering manner with families. While strategies and methods of interaction with families of learners with disabilities are stressed, the methods taught in this course are applicable to all family systems. 3 semester hours. %

**EDUC 551 Young Adult and Multicultural Literature in the Middle and Secondary School Curriculum.** Evaluation, selection and teaching of literature to serve the interests and reading needs of students from the middle-school through high school. The course includes literature which reflects the culture and heritage of America's multiethnic/multicultural population. The course emphasizes theory and research in reading comprehension, literary criticism, including reader response and curriculum and instruction. In addition, the course includes critical analysis, methods of teaching literature and the uses of literature in the curriculum. Periodically. Prerequisite: Cumulative G.P.A. of 2.5 and TEP. 3 semester hours. %



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**EDUC 552 Leadership.** Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 1 semester hour. %

**EDUC 553 Multicultural Literature for Children and Adolescents.** This course will introduce students to a range of high quality multicultural literature for all grade levels. Students will immerse themselves in the texts as they learn how cultural, linguistic and ethnic diversity influence reading; how breadth and depth of reading experience influence vocabulary and comprehension development; a variety of ways to respond to literature; the analysis and evaluation of material; understanding dialect; and language differences and the implication for reading. (Includes 5 clinical hours). 3 semester hours. %

**EDUC 554 Strategy and Implementation.** Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to for-profit and not-for-profit organizations. 1 semester hour. %

**EDUC 555 Classroom Management.** Positive programs for use in classrooms are discussed, with an emphasis on strategies designed to cope with challenging behaviors throughout the curriculum. A case analysis approach is used in conjunction with establishing a knowledge base of a variety of models of discipline. Includes a 20 clock hour field experience in an off-campus setting. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 556 Understanding Literacy Assessment.** Provides opportunities to explore standardized assessment procedures and their relationship to performance-based assessments: comprehension measures, portfolios, close process observations, anecdotal notes, rubrics, student-involved assessment, checklists, interviews, etc. Students have multiple experiences in the development of performance-based measures and their implementation in the classroom. 3 semester hours. %

**EDUC 557 Organizational Culture.** Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 1 semester hour. %

**EDUC 558 Integration of the Language Arts.** Builds on the major components of the reading process; phonemic awareness, phonics, fluency, vocabulary development and comprehension and the five components of the writing process: conventions, word knowledge, sentence fluency, idea generation and organization for composing a wide variety of texts. Enhances knowledge of research-based, instructional strategies that reinforce the inextricable connection between reading, writing, listening and speaking. Promotes reading and writing success for a wide range of learners, including those of varying abilities and from diverse backgrounds. Practicum: 5 Hours 3 semester hours. %

**EDUC 559 School Improvement Trends.** Study of issues and trends impacting the quality and performance of schools; use of data collection and analysis as a basis for informing the strategic planning process and identifying areas for improvement; explores the impact of differing socioeconomic groups and multi-ethnic/racial populations on current practice. Internship Practicum Hours: 5 3 semester hours. %

**EDUC 560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation.** Reading and discussion regarding learning characteristics of persons labeled with Physical Disabilities and Mental Retardation. Students will develop awareness of the diverse medical, physical, motor, communication, social-emotional and cognitive needs of the population, as well as identify appropriate programming approaches. 3 semester hours. %

**EDUC 562 Educational Policy and Politics.** Examines the political economy and bureaucratic politics of educational organizations, with special attention to the policy making, implementation and evaluation process. Internship Practicum Hours: 5 3 semester hours. %





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**EDUC 563 Content Area Reading and Writing: Instruction and Assessment.** Explores the differences in textbook and other nonfiction genre and the strategies that proficient readers/writers use. Instructional procedures and assessment tools unique to this type of reading are introduced and implemented in teacher's classrooms. The emphasis is on learning content through effective reading and writing in grades 3-12. 3 semester hours. %

**EDUC 564 Content Area Literacy and Learning.** Explores the differences in textbooks and other non-fiction genre and the strategies that proficient readers use. Instructional procedures and assessment tools unique to this type of reading will be introduced and implemented. Topics include: understanding the importance of using reading/writing connections in all content areas; how knowledge, experience, cultural background, vocabulary, word knowledge and developmental levels can be used as a basis for selecting texts and teaching comprehension. Practicum: 5 hours 3 semester hours. %

**EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities.** Provides students with an introduction to the field of learning disabilities. Emphasis is placed upon characteristics of specific types of learning disabilities and specific issues across the life-span (early childhood through adulthood). 3 semester hours. %

**EDUC 566 Topics in Mathematics: Geometry Through a Hyperbolic Lens.** Through the study of hyperbolic geometry, this course will explore fundamental concepts of geometry including notions of parallelism, transformational geometry, analytic geometry, trigonometry, and the relationship between two and three dimensional geometry. Also included in this discussion will be the geometry of complex numbers, stereographic projection, mobius transformations, discrete groups, length and area calculations, and the construction of hyperbolic surfaces and three manifolds. Physical models of the hyperbolic plane will be constructed, and software will be employed to visually understand phenomena in two and three dimensional hyperbolic geometry. 3 semester hours. %

**EDUC 567 Literacy for the English Language Learner.** Offers a view of diversity and literacy based on sociocultural and sociolinguistic theories of literacy learning. Explores the language and literacy-learning strategies children bring from home and how these strategies impact facilitate growth in reading and writing. Examines the relationship between TESL (Teaching English as a Second Language) and NCLB (No Child Left Behind) standards and methods for assessing English Language Learners (ELL). Effective relevant instructional strategies for enhancing literacy will be introduced and implemented. Practicum: 5 hours. Each Term. 3 semester hours. %

**EDUC 568 Prairies Above and Below.** Through exploration of the flora and fauna of the prairie, K-8 teachers will learn standards based concepts in biology and environmental science. 2 semester hours. *Consent Required.* %

**EDUC 569 Characteristics of Children and Adolescents Challenged with Behavior Disorders.** Offers a developmental approach to the investigation and study of behaviors evidenced by children who experience social/emotional or behavioral challenges in addressing basic life tasks. Implications of multilingual and multicultural issues on assessment are addressed. Students will develop a working knowledge of psychodynamic, humanistic, cognitive, ecological, biogenic social learning, and behavior management intervention models and theories. Special emphasis is directed toward the contexts of school and family as they relate to the development and management of social/emotional and behavioral deviance. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. 3 semester hours. %

**EDUC 570 Learning Behavior Characteristics of Individuals with Emotional Disorders.** A study of the characteristics of learners labeled as having emotional/behavioral disorders. Theories of causation, assessment and best practices for educational programming are discussed. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %

**EDUC 572 Special Topics.** This will serve as the course number and prefix for all characteristic classes offered through the TIDE program. 1-4 semester hours. %



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**EDUC 573 Performance Appraisal.** Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance review interviews and develop an appraisal system. 1 semester hour. %

**EDUC 575 Understanding Matter.** Through exploration of electromagnetic radiation K-8 teachers will learn standards based concepts in physics, including light energy & radiation. 2 semester hours. *Consent Required.* '

**EDUC 576 Forensic Science.** Through exploration of Forensic evidence, K-8 teachers will learn standards based concepts in chemistry and physical science 2 semester hours. *Consent Required.* '

**EDUC 578 Literacy Assessment ( K-12).** Examines the nature of the reading process and reading problems, the context for using formal and informal assessments, approaches for identifying children with reading and writing challenges, and the process for using assessment to guide instructional decision making and improve reading proficiency. Practicum: 5 hours 3 semester hours. %

**EDUC 579 Training and Development Overview.** Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 2 semester hours. %

**EDUC 580 Inquiry, Technology and Integration.** Takes a close look at how teachers and students can use an inquiry cycle to explore and integrate topics using reading, writing and technology. Examples of integrated themes and individual inquiries are demonstrated as teachers across grade levels identify and pursue their own areas of inquiry. Also addresses the idea of balanced literacy. This course also shows teachers how to select and use high quality technical materials as resources for reading and learning. 2 semester hours. %

**EDUC 581 Team Building.** Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 1 semester hour. %

**EDUC 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. 1 semester hour. %

**EDUC 583 Organizational Assessment.** Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 1 semester hour. %

**EDUC 584 Strategies for Change.** Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 1 semester hour. %

**EDUC 585 Holocaust Curriculum for Young and Middle Adolescents: Practical and Pedagogical Issues.** This workshop style course has been designed to assist secondary, middle-level, and upper elementary teachers to better understand the pedagogical and practical issues of teaching the Holocaust in the schools. Participants will receive lots of hands-on opportunities with prepared and purchased materials as well as guidelines for creating their own materials. We will also review national Holocaust education guidelines and talk about ways to infuse these difficult topics into the school curriculum. Participants will be required to review materials on a nightly basis to share with colleagues at each session. The primary project will require participants to design a skeletal unit of instruction for their own teaching situation. 3 semester hours. %





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**EDUC 586 School and Community Stakeholders.** Examines the interrelationships and multiculturalism. Explores venues for working with school bureaucracies and parents from a wide range of socioeconomic groups. Internship Practicum Hours: 5 3 semester hours. %

**EDUC 589 Media Literacy, Technologies and Contemporary Cultures Across the Curriculum.** This survey course is designed to explore the power and challenges of integrating media, technologies and contemporary cultures into classroom curricula. Participants will explore academic theories surrounding these issues as well as practical classroom applications. Educators will receive classroom-ready resources throughout the course designed to improve teacher knowledge and practice around media, contemporary cultures and new technologies. The course culminates with teachers creating and sharing K-12 lessons that incorporate media, technologies and popular cultures with existing best practices and national standards. Students will read and write for the duration of the course and participate in a Web 2.0 network where they will share and critique participant's final projects. 3 semester hours. %

**EDUC 590 Inclusion of Children with Special Needs in the Regular Classroom - Part II.** This class will focus on practical application of skills learned in EDUC 559. Learning will include: identifying learning needs of specific types of disabilities including mildly mentally impaired, ADHD, learning disabled and behavior disorder; creating learning environments that are more inclusive of students with differences in ability and background; adapting lessons based on the variety of needs within the classroom; designing and implementing a variety of data collection and other authentic assessment strategies; developing behavior management techniques; planning with and for a variety of professionals within the classroom. 3 semester hours. %

**EDUC 591 Family, School and Community.** This course examines the position of the child in family and community life. Studies the role of the family in American society and the effects of various types of institutions (political, commercial, legal) on a child's life. 3 semester hours. *Course Repeatable. Maximum number of units allowed 99.* '

**EDUC 592 Managing Diversity.** Focuses on the cultural shift required in organizations to move from equal employment opportunities, Affirmative Action and understanding diversity to truly manage diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 1 semester hour. %

**EDUC 593 Teaching Middle Level.** 3 semester hours. %

**EDUC 595 Survey of Exceptional Children and Adolescents.** This course explores laws and regulations (IDEA-P.L. 101-476), current philosophies, practices and critical issues in special education. Characteristics of the major types of exceptionality in children and adolescents are studied. The process of assessment, educational planning, and best practices are introduced. The context of multicultural and linguistic influences are considered throughout. Alternative approaches to direct. 3 semester hours. %

**EDUC 598 Teaching Strategies for Students in the Autism Spectrum.** This course will cover the characteristics of students within the autism spectrum, strategies for teaching academic and social skills and the development of behavior intervention plans. Opportunities will be provided to practice teaching strategies, develop lesson plans and create materials. The goal of this course is to provide practical strategies that can be used within the special education or general education classroom from the early childhood level through high school. 3 semester hours. %

**EDUC 599 Special Methods Topics.** *Course Repeatable. Maximum number of units allowed 99.* '

**EDUC 600 Independent Study.** 1-4 semester hours. *Course Repeatable. Maximum number of units allowed 30.* '



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**EDUC 601 Cultural Diversity and English as a Second Language.** This course examines the nature of culture and its impact on the political and social aspects of teaching and learning a second language in culturally and linguistically diverse settings. Related topics include biculturalism, race, ethnicity, gender and social class; the implications of government policies such as No Child Left Behind (NCLB); addressing diversity in the classroom; and interacting with immigrant parents and communities. Students will be involved in critical reflection on both theory and practical experience, with the goal of developing a deeper cultural awareness that can inform their teaching and interaction with diverse communities. (Includes 20 clinical hours) 3 semester hours. %

**EDUC 602 Assessment for Diagnosis.** Focuses on the steps in the reading diagnostic process, which include the identification of challenged reader/s, administering a series of formal and informal assessments; analyzing the assessment data and identifying literacy strengths and needs. The process culminates in the development of a diagnostic case study. Practicum: 20 hours 3 semester hours. %

**EDUC 603 From Diagnosis to Instruction.** Uses assessment data and literacy challenges identified in the diagnostic case study (Educ 602) as a basis for informing instructional planning. Explores theories and methodologies for teaching reading strategies to enhance proficiency;; emphasizes relevant research and practice relative to metacognition, motivation, print processing strategies, word study (vocabulary and phonics), comprehension strategies and oral fluency. Provides guidance for developing and implementing appropriate literacy instruction and evaluates the results. The course culminates in the development of a comprehensive case study that incorporates assessment data, diagnostic information, instructional planning and evaluation, and recommendations to parents. Practicum: 20 Hours 3 semester hours. %

**EDUC 604 Theoretical Foundations of Teaching English as a Second Language.** This course will help practicing and prospective teachers to understand current research and theories of second language acquisitions (SLA), specifically as they relate to teaching English as a second language. Through readings, critical analysis and thoughtful discussion, students will learn about the current theories of second language learning and acquisition. This class is intended to help prospective teachers create a rationale for their teaching by exposing them to a broad range of theory and research in psycholinguistics, applied linguistics, learning theory, sociolinguistics and the various teaching methodologies which are rooted in these fields. Students will examine the major theories, concepts and guiding hypotheses in the field of Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) in terms of English language learners' performance. Students will explore the many factors that affect school performance of second language learners. Students will investigate and develop useful and relevant models of SLA, engage and debate the merits of various theories, and learn the vocabulary of the field (Includes 20 clinical hours) 3 semester hours. %

**EDUC 605 Ethics, Education and Social Change.** Examines major issues impacting today's educational system including cultural and socioeconomic factors, the role of values in education, and the uses of technology; explores philosophies of education relative to each grade level, including middle grades, and the historical development of education; analyzes the current state of education and considers realistic future directions. 3 semester hours. %

**EDUC 606 Linguistics for Educators.** Linguistics for educators is a classroom focused introduction to the study of language and linguistics. The purpose of this class is to provide classroom teachers with a practical grasp of social and academic linguistic building blocks inherent in the English language and how they apply to teaching ESL. (Includes 15 clinical hours) 3 semester hours. %



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**EDUC 607 Methods and materials for ESL.** Briefly overview the historical development and theoretical basis of a range of methodologies and approaches in Teaching English as a Second Language (TESL). Develops an understanding and critical appreciation of the advantages and disadvantages of current approaches, methods, techniques, activities and materials for teaching ESL to students K-12. Examines the relationship between TESL and No Child Left Behind (NCLB) mandated standards. Students will gain practical experience in developing curricula and materials appropriate to specific K-12 ESL teaching contexts. (Includes 20 clinical hours) 3 semester hours. %

**EDUC 608 Ethical Issues and Social Change.** Examines major issues impacting today's educational systems including cultural and socioeconomic factors, the role of values in education and the uses of technology; analyzes the current state of education and considers realistic future directions for ethical school leaders. Internship Practicum Hours: 5 3 semester hours. %

**EDUC 609 Assessment of English as a Second Language and Bilingual Students.** Assessment is a systematic process that plays a key role in every aspect of programming for ESL and bilingual learners. Assessment of ESL and bilingual students provides educators with information and hands-on experience in dealing with the subject of formal and informal assessment/evaluation within cross-cultural settings, particularly in the education of ESL and bilingual learners. (Includes 20 clinical hours). 3 semester hours. %

**EDUC 610 Learning and Development.** Explores the major theories of learning, human growth and development, motivation, and assessment; learning theories and styles are examined and specific principles are applied to the classroom setting; emphasis is placed on developing and enhancing an individual teaching style that maximizes a learner's potential. The developmental characteristics and the nature and needs of the early adolescent are also studied. 3 semester hours. %

**EDUC 611 Literacy Coaching and Collaboration.** Examines staff training models that promote the development and implementation of effective literacy strategies, conflict resolution and consensus building. Explores team teaching learning initiatives between reading specialists and classroom teachers and promotes the modeling of various instructional strategies with children in various settings. Focuses on ways to serve as a literacy resource for the school community and creates awareness of the various instructional resources available within the school/school district to support literacy. Explores opportunities for forming partnerships within the external community to promote effective literacy programs; and investigates other sources of revenues (grants) to support and enhance the reading program. Practicum: 5 hours 3 semester hours. %

**EDUC 612 Methods of Organizational Research.** Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes qualitative and quantitative research design, data collection, analysis and report writing. 3 semester hours. %

**EDUC 615 Curriculum Development.** Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's multicultural and diverse school system. 3 semester hours. %

**EDUC 616 Curriculum Design and Instruction.** Examines the historical development, significant research and current trends in the literacy curriculum. Designs a literacy program, which includes a philosophy statement, short and long term goals, instructional planning, and classroom organization. Practicum: 5 hours 3 semester hours. %

**EDUC 617 Curriculum, Assessment and Instruction.** Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's diverse school system. Explores the relationship between curriculum, assessment and instruction; aligns curricula to standards; evaluates effectiveness of curricula. Internship Practicum Hours: 5 3 semester hours. %



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**EDUC 620 Instructional Strategies Across the Curriculum.** Emphasizes instructional methodology; integrated thematic unit planning in such areas as science, and social studies; and inductive approaches to learning. Students develop strategies for: making effective instructional decisions; diagnosing needs; incorporating technology into the curriculum; and selecting appropriate instructional objectives. Specific methods (e.g. reading in the content areas) and philosophies are discussed relative to grades K-2, 3-5 and 6-8. %

Prerequisite: Cumulative G.P.A. of 3.0 and T.E.P. 4 semester hours. %

**EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional Disorders.** Designed to focus on the affective nature of teaching students with learning disabilities and severe/emotional disturbances. Provides teaching strategies, discussions on collaboration and consultation, and general programming for learners with learning disabilities (LD) and severe/emotional disturbances (SED) in the regular classroom. Requirement for students in MAED program: 25 clock hour practicum experience in an off-campus setting. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 4 semester hours. %

**EDUC 626 Preclinical: Instructional Strategies Learning Disabilities and Emotional Disorders.** Directed observation and participation in off-campus setting. Students participate in a 25 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 625; cumulative G.P.A. of 3.0, and TEP.

**EDUC 630 Research Methods.** Research fundamentals and methods are explored. Opportunities for the critical analysis of current research studies and the planning and development of a research thesis/project are provided. Prerequisite: Cumulative G.P.A. of 3.0 and T.E.P. 3 semester hours. %

**EDUC 631 Action Research and Inquiry.** Provides a foundation for educators to become active inquirers in the classroom. Explores techniques and strategies that guide instructional decision making and improves practice. Provides an in-depth study of the process for developing an Action Research Proposal, which includes the following framework: area of focus, research questions, review of related literature, plans for data collection, sources and analysis and action plan. Practicum: 5 hours 3 semester hours. %

**EDUC 632 Supervision and Staff Development.** Examines principles and practices of supervision in schools related to instructional and support personnel and explores various supervisory models. Includes the designing, implementing, and evaluating of effective staff development programs for personnel in educational settings. Internship Practicum Hours: 5 3 semester hours. %

**EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation.** Techniques for arranging the instructional environment to provide for maximum learner participation; design of individualized adaptations and methods of ensuring learner acquisition, fluency, maintenance and generalization for those learners identified with physical disabilities and mental retardation. 40 hour preclinical experience required. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 4 semester hours. %

**EDUC 640 Assessment Measures.** The focus of this course is to provide an in-depth study of assessment relevant to screening, diagnosis of both typical and atypical learners, program development, program evaluation, and accountability in grades K-12. Emphasis is placed upon the critical selection, administration, and interpretation of both formal and informal assessment. Included are topics of statistics relevant to measurement, legal and cultural issues, academic and adaptive behavior assessment, and appropriate applications of assessment results. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. %



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**EDUC 641 Assessment and Diagnosis for Special Education (LBSI).** This course provides students with the background and skills essential to utilize diagnostic data to construct appropriate educational recommendations and to prepare comprehensive educational evaluations for students with special learning needs. 3 semester hours. %

**EDUC 645 Collaborative/Consultative Teaching.** Provides students with competencies enabling them to work effectively in the design and implementation of collaborative and consultative approaches to facilitate the delivery of instruction to students with disabilities in regular educational programs. 3 semester hours. %

**EDUC 650 Leadership and Motivation.** Covers the basic theory and application of administration and management. Emphasizes organizational behavior, including problems of motivation and leadership. 3 semester hours. %

**EDUC 651 Leadership Theory.** Explores ways in which competent educational leaders promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. Studies the dimensions of leadership and applies them at the school and district levels. Personal leadership styles, core values and beliefs are defined. Internship Practicum Hours: 5 3 semester hours. %

**EDUC 660 Preparing Teachers for Inclusion.** Designed to familiarize students with the needs of exceptional children. Students develop specific strategies for teaching children with disabilities in the regular classroom. New ideas for teaching cross-cultural and bilingual students are also explored. 3 semester hours. %

**EDUC 665 Alternative Certification for Preservice Teachers.** Provides the alternative certification candidate with an in-depth, yet accelerated approach to the pedagogical training necessary to secure a provisional alternative teaching certificate in science or mathematics. The experience consists of 320 clock hours of instruction, observation and classroom practice. The problem-based learning model is used as the major mode of instruction during the eight week session. An intensive assessment system is built into the program culminating in a professional portfolio presentation. 18 semester hours. %

**EDUC 670 Student Teaching - Elementary and Middle School.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles expected of beginning teachers. 6 semester hours. %  
*Consent Required.*

**EDUC 671 Student Teaching - Elementary Special Education, Learning Behavior Specialist I.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester hours. %

**EDUC 672 Student Teaching - Secondary Special Education, Learning Behavior Specialist I.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester hours. %

**EDUC 673 Student Teaching - Middle/Junior and High School.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 6 semester hours. %

**EDUC 675 Alternative Program/Internship.** A paid field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester hours. *Course Repeatable.*  
*Maximum number of units allowed 6.*

**EDUC 680 Seminar/Research in Education.** Study of current issues, trends and patterns of organizations affecting the field of education. Includes a research project or thesis as per instructor. 3 semester hours. %





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**EDUC 681 Administrative Internship.** Study of current issues, trends and patterns of organizations affecting the field of education. Includes a minimum 100 clock-hour internship in a school. 3 semester hours. %

**EDUC 682 Internship in Leadership and Administration.** Study of current issues, trends and patterns of organizations affecting the field of education. Includes a 100-hour internship in a school. The internship includes experiences that: develop instructional leadership; enhance understanding of the management of public schools; and provide an overall understanding of school operations and public policies and practices. Requires the development of an administrative portfolio that addresses standards for principals and school leaders. 3 semester hours. %

**EDUC 699 Master's Thesis/Project.** Development of a formal study of a given problem/situation which requires investigative procedures that embody the process of scientific inquiry. 2 semester hours. %

## **Exercise Physiology (**

**EXPH 500 Exercise Physiology.** Provides an in-depth overview of how the body's physiological, hormonal, and biochemical systems acutely and chronically respond to various forms of physical activity and environmental conditions in untrained and trained individuals. Each Semester. Prerequisite: BIOL 258 or a human physiology course. Cross-listed with BIOL 358 / EXPH 500. 3 semester hours. %

**EXPH 508 Biomechanics.** Principles from the fields of physics, engineering, anatomy and physiology are used to analyze motion of the human body and to describe the forces acting upon the various body segments during normal daily activities. Spring. Prerequisite: an anatomy and trigonometry course. Cross-listed with BIOL 368. 3 semester hours. %

**EXPH 521 Fitness Testing.** Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Fall. Cross-listed with HLSC 321, NTR 521. 1 semester hour. %

**EXPH 522 EKG Lab.** Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Spring. Prerequisite: HLSC 321/ EXPH 521. Cross-listed with HLSC 322, NTR 522. 1 semester hour. %

**EXPH 560 Advanced Cardiovascular and Respiratory Physiology.** In depth study of the normal functioning of the cardiovascular and respiratory systems. Emphasis is placed on the acute effects of exercise as well as the adaptations that occur as a result of exercise. Fall. Prerequisite: a human physiology course. Cross-listed with HLSC 360. 3 semester hours. %

**EXPH 561 Cardiopulmonary Pathophysiology and Prevention.** Study of the disease and progression of cardiovascular and respiratory system diseases. Programs for primary and secondary prevention will be discussed. Spring. Prerequisite: HLSC 360/ EXPH 560. Crosslisted with EXPH 561/ HLSC 361. 3 semester hours. %

**EXPH 568 Biomechanics.** Principles from the fields of physics, engineering, anatomy and physiology are used to analyze motion of the human body and to describe the forces acting upon the various body segments during normal daily activities. Pre-req: BIOL 203 and MATH 111. Spring. 3 semester hours. %

**EXPH 580 Current Topics in Exercise Physiology.** An introduction to the research literature in exercise physiology with special emphasis on research design, statistical analysis, and epidemiology, providing the basis for literature discussion in other courses. Other topics relevant to the exercise physiology program will be addressed in this forum. Fall. Cross-listed with HLSC 380 2 semester hours. %



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**EXPH 591 Exercise Biochemistry and Metabolism.** Principles of biochemistry and metabolism of biomolecules as they pertain to rest and exercise. Interconversion of nutrients and their usage, integration of hormones and their metabolic effects on each organ system will be emphasized. Spring. Prerequisite: a biochemistry course. Cross listed with HLSC 392/EXPH 591. 3 semester hours. %

**EXPH 623 Graded Exercise Testing.** Consideration of the implication of exercise for persons in rehabilitative programs. Discussion of performing diagnostic stress testing and understanding the contraindications involved in these actions. Pre-requisite: EXPH 522. Co-registration in EXPH 685 is required. Cross-listed with NTR 623. Offered summer. 2 semester hours. %

**EXPH 624 Comprehensive Clinical Exercise Physiology Exit Exam and Skills Examination.** Comprehensive written and skills based program exited based exam. This exam will be designed so that students can demonstrate prior to graduation, all of the KSA's (knowledge, skills, and abilities) to pass the ACSM Registered Clinical Exercise Physiologist national exam. Summer. All program class course work must be completed. 1 semester hour. %

**EXPH 662 Advanced Exercise Physiology.** An integrated approach to the study of various physiological systems functioning in the human during exercise. Fall. 3 semester hours. %

**EXPH 663 Exercise Pharmacology.** Examination of transmitters, mimetics and blockers. Emphasis on current use of therapeutic drugs and their effects on the various systems and risk factors involved in the exercise state. Fall. 3 semester hours. %

**EXPH 664 Special Populations.** Basic assessment and treatment of special populations such as adolescents, geriatric patients, those with neuromuscular disorders, diabetes, pulmonary, renal or orthopedic problems. Spring. 3 semester hours. %

**EXPH 681 Behavior Modification and Preventive Complimentary Health Care.** Application of current approaches to modifying health impaired habits, lifestyles and beliefs including stress theories of disease, health behavior change and techniques of stress management. Physiological principles of neuromuscular relaxation and other alternative methods of health care also will be investigated. Summer. 3 semester hours. %

**EXPH 684 Program Development and Administration.** Policies and procedures for the development of all phases of exercise programs with special emphasis on budgets and management. Summer. 3 semester hours. %

**EXPH 685 Laboratory Ethics and Laboratory Procedures.** A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting. In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc. Co-registration in EXPH 623 is required. Cross-listed with NTR 619. Summer. 2 semester hours. %

**EXPH 690 Internship.** Practical experience in exercise physiology in various settings such as hospitals, rehabilitation centers, YMCAs, colleges and corporations under the supervision of an experienced on-site professional. Internships available in wellness/fitness, rehabilitation, diagnostics or research. Each semester. 1-2 semester hours. *Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**EXPH 691 Selected Topics.** Special courses on various topics with which the student has not become acquainted in formal course work. May be an extension of or a supplement to material previously encountered, lectures from a completely new area, or independent study. Periodically. 1-3 semester hours. *Consent Required.*





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## **International Student Orientation (**

**IPO 400 International Student Orientation.** This class will introduce international students to practical cultural differences that exist between the United States and many countries. Topics to be discussed include health care, university facilities and resources, income taxes and employment. Pre-requisites: Enrollment as an international student. Cross-listed with IPO 100 *Course Repeatable. Maximum number of units allowed 0.* '

## **Leadership (**

**MSL 501 Developing a Philosophy of Leadership.** Developing a Philosophy of Leadership, offers an in-depth examination into the theory and application of leadership from a philosophical perspective. By exploring real world leadership, the integration of ideas and practices will be utilized to develop the conceptual framework that is necessary for acquiring the skills, competencies and insights that are needed to become an effective leader. 4 quarter hours. %

**MSL 510 Critical Thinking for Leaders.** This course explores the development and application of critical thinking and the tasks and challenges leaders will face in their professional experiences. Students will explore the concepts of critical thinking, decision-making and problem solving from the women's perspective. Students will also identify their decision-making preference and how it can be adapted as roles and responsibilities change. 4 quarter hours. %

**MSL 522 Community Service and Social Responsibility.** This course is designed to demonstrate the fundamental importance of moral and civic education. It challenges students to see themselves as members of a community and as individuals with a responsibility to contribute to the common good of society and their communities. The course also examines various ways in which ordinary people can accomplish extraordinary things through service learning, volunteering, and community outreach. 4 quarter hours. %

**MSL 536 Ethical Leadership and Globalization.** Ethical Leadership and Globalization will introduce students to leadership from both theoretical and practical perspectives. By developing an application for the betterment of the common good, students will enhance their conceptual framework for leadership. Students will examine prominent theories and practices of leadership in a communitarian, social and global context and will evaluate competencies traditionally associated with civic engagement. 4 quarter hours. %

**MSL 540 Mentoring and Networking for Leaders.** Mentoring and networking are two popular techniques cited in literature to broaden your thinking about your career and your life. Mentoring and Networking for Leaders is designed to provide a base for the skills necessary to coach, mentor, counsel, network, and measure performance to assist others in becoming more committed to performance objectives and increased productivity. 4 quarter hours. %

**MSL 542 Self-Efficacy - The Genesis for Leadership.** The course is designed to help develop self-awareness, express personal authenticity and integrate practical leadership skills into the application of providing effective organizational management. These skills include communications, coaching, motivational, and inspirational public speaking and group facilitation, and self-awareness. 4 quarter hours. %

**MSL 550 The Endowment of Religions for Female Leadership.** This course uses an innovative approach for studying religions and scriptures. The Endowment of Religions will provide an examination of major world religions and their sacred writings while focusing on the leadership role of women as outlined in the sacred writings and practices of the various world religions. 4 quarter hours. %



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**MSL 581 The Gender Awareness Phenomenon: Exploring Interpersonal and Organizational Dynamics.** The Gender Awareness Phenomenon will provide students with a framework for understanding, assessing and managing gender differences in their interactions at work and in their personal lives. The course will also address how these interactions affect the organizational culture in general and the day-to-day organizational operations in particular. The methodology involves a plurality of perspectives on the gender variances evident inside and outside the workplace. 4 quarter hours. %

**MSL 586 Power, Politics and Conflict Resolution.** The class will incorporate formal and informal methods of conflict resolution, including negotiation and mediation strategies and techniques. Methods include sharing of anecdotes, hypothetical situations that learning teams will work to resolve through negotiation, mediation, and journaling of real life conflicts and applications of methods of resolution, both in and out of the office. 4 quarter hours. %

**MSL 589 Change Agent-A New Leader for Change.** The purpose of the course is to identify and incorporate the eight-stage process as a method for successful change agents. This course is designed to provide an introduction and thorough understanding of the eight stages and the steps necessary for successful large-scale transformation led by change agents. The course will provide an examination of real life business scenarios where the need for change has been imminent; identifying strategic business implications for lack of change; breaking through challenges at each of the eight stages; consequences of errors in sequence; lack of leadership or sufficient communication; and successful removal of organizational structural barriers leading to lasting change. 4 quarter hours. %

**MSL 620 Strategic Planning for Effective Leaders.** Strategic Planning will introduce students to the theory and review of practical measures for successfully designing and implementing a business strategy, which is inclusive of all aspects of the organization. Students will develop a strategy that allows measurement of financial responsibility and accountability as well as customer satisfaction, divisional and/or departmental interaction, with the intent of identifying best practices and overall organizational effectiveness. 4 quarter hours. %

**MSL 635 Diversity, Inclusion and Cultural Management for Women Leaders.** This course is designed to collaborate with female management and develop an understanding of the complex issue of diversity, and how to address these issues in an effective and highly competitive environment. Students will develop skills that will enhance their organization capabilities with the creation of a truly inclusive culture. They will also learn how to demonstrate inclusive behaviors involving a conscious awareness of inclusion of diverse representation in meetings, training classes, promotions, recognition, and rewards. 4 quarter hours. %

**MSL 650 Financial Management and Business Intelligence.** Financial Management and Business Intelligence will provide a foundation that promotes financial literacy and non-financial performance indicators. This foundation will help management/future leaders understand and make informed decisions that maximize corporate performance, which will enhance a student's understanding of the skills that are required to diagnose an organization's financial health. 4 quarter hours. %

**MSL 663 Servant leadership.** Servant Leadership is a management model that is embraced by Fortune 500 companies. This concept in leadership is designed to provide a basic understanding of the theoretical and practical principles of being a servant and elevating others. Students will critically review and analyze current strategic ideas about servant leadership theory and practice which will focus on servant in leadership perspectives, values, skills and knowledge necessary for successful leaders in the 21st century. 4 quarter hours. %

**MSL 672 Entrepreneurial Management and Leadership.** This course is designed to provide the critical information for developing an entrepreneurial mindset that will lead to a better understanding and appreciation for entrepreneurship as an effective tool for organizational development. Students will learn the importance of the type of leadership necessary to drive the success of an entrepreneurial organization. 4 quarter hours. %



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**MSL 681 Leadership Capstone.** The capstone course in the Leadership program is designed to bring together what students have learned throughout the program. The Leadership Capstone will help students put their own leadership philosophies into action. 4 quarter hours. %

## **Management and Organizational Behavior - Graduate (**

**MGMT 500 Accounting for Managers.** Surveys a broad range of financial techniques applied to business and organizational problems. Emphasizes understanding rather than mathematical rigor. Stresses interpretation and analysis of problems. Credit will not be given if MBA 500 is also taken. 4 quarter hours. %

**MGMT 521 Career & Human Resource Planning.** Covers current theory and research in career and manpower planning, including techniques of career planning and individual organization, problems such as women in the career cycle, affirmative action and career planning, career choice and change, age-30 crisis, mid-career crisis, dual career couples, and retirement. 2 quarter hours. %

**MGMT 522 Ethics and Social Responsibility in Management.** Examines important ethical theories and considers the need for social responsibility in business and other organizations. Studies the ethical dilemmas faced by managers in such areas as marketing, product safety, the environment, job discrimination, and dealing with people in an organization. Credit will not be given if MBA 520 is also taken. 2 quarter hours. %

**MGMT 523 Legal Aspects of Health Care Administration.** Covers the issues of patient rights and consent, reimbursement, expansion, malpractice, risk management, and coordination with regulatory agencies. 2 quarter hours. %

**MGMT 530 Organizational Behavior.** A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. Required. 4 quarter hours. %

**MGMT 532 Organization Development.** Considers the theory and practice of organizational change and organization development (O.D.). Discusses analysis, planning, implementation and evaluation of change programs. Covers the learning process, O.D. interventions, consultant skills, employee participation, monitoring success, reinforcement and ethical issues. Elective. Prerequisite: MBA 530, or MGMT 530. 4 quarter hours. %

**MGMT 540 Data Processing and Management.** Surveys the uses of information systems for effective operations, decision-making and strategic advantage. A major emphasis is to analyze how information systems are used to support a business strategy. Design concepts are discussed to insure that any developed system will support organizational needs. Includes the study of technology and its application, with the use of several common software tools such as spreadsheets, word processors and databases. 4 quarter hours. %

**MGMT 552 Leadership.** Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 2 quarter hours. %

**MGMT 553 Organization Design.** Focuses on the design of organizations to perform optimally for various environments and purposes. Reviews ways to move organizations toward a desired structure. 2 quarter hours. %



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**MGMT 555 Power Strategies.** Surveys contemporary perspectives and measures of power, influence, and control as they relate to motivation, interpersonal relations and organizational climate. 2 quarter hours. %

**MGMT 556 Strategy and Implementation.** Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to for-profit and not-for-profit organizations. 2 quarter hours. %

**MGMT 557 Organizational Culture.** Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 2 quarter hours. %

**MGMT 558 Service Management.** Focuses on the management and delivery of effective service. Covers service strategy, development of service systems, human resource strategy, and implementation of the service management concept. Prerequisite: MCP Degree seeking student. 2 quarter hours. %

**MGMT 559 Entrepreneurship.** Deals with new venture management, examining entrepreneurial personalities, managing creativity and establishing a successful enterprise. The major project is a new business plan. Elective. 4 quarter hours. %

**MGMT 561 Marketing Concepts and Planning.** Discusses and analyzes the major components of a well-integrated marketing plan. Emphasizes products and services in both the for-profit and not-for-profit sectors. Students will be expected to write a marketing plan for a specific product or service. Cannot be taken for MBA credit. Each term, yearly 4 quarter hours. %

**MGMT 570 Human Resource Management Overview.** Introduces students to strategic human resource management. Covers the relationship of business and human resource planning, and the changing character of the workforce. Provides systemic overview of recruiting, training, compensation, affirmative action, employee relations, and identifies key issues of the 1990's. For those students presently in Human Resource Management positions, contact your program advisor; MBA 633 (4 credits) may be a better option. 2 quarter hours. %

**MGMT 571 Labor Relations.** Covers the basic concepts relevant to laws governing labor relations. Focuses on contracts, including recognition of the union, negotiation and administration, patterns of contracts currently in existence and their negotiation process, and issues that arise during contract administration. 2 quarter hours. %

**MGMT 572 Compensation and Benefits.** Examines the importance of benefits and compensation to the U.S. employer. Focuses on the elements of total compensation, including welfare and qualified retirement benefits, salary administration, performance management, executive compensation and incentive pay plans. 2 quarter hours. %

**MGMT 573 Performance Management Systems.** Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance appraisal, conduct performance review interviews, and develop an appraisal system. 2 quarter hours. %

**MGMT 574 Affirmative Action.** Examines the historical background and current issues of affirmative action. Focuses on legal issues and cases, organizational concerns, and implementation strategies. 2 quarter hours. %

**MGMT 578 Recruitment and Selection.** Examines the steps in the recruitment and selection process from the perspectives of the human resource manager, line manager and job applicant. Focuses on skill building and understanding of issues, including cost/benefit analysis and integration of the process with strategic human resource planning and career management. 2 quarter hours. %



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**MGMT 579 Training and Development Overview.** Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 2 quarter hours. %

**MGMT 580 Group Dynamics.** Deals with dynamics of group and interpersonal relationships. Uses unstructured group experience (laboratory training) to help students become more aware of how their actions affect and are affected by others, more capable of giving and receiving personal feedback, and more cognizant of the dynamic process by which groups are created, maintained and transformed. Studies major concepts in group and interpersonal relations, including communication patterns influence in power dynamics, conflict management, interpersonal perception, trust formation, leadership and task group dynamics. 4 quarter hours. %

**MGMT 581 Team Building.** Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 2 quarter hours. %

**MGMT 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. 2 quarter hours. %

**MGMT 583 Organizational Assessment.** Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 2 quarter hours. %

**MGMT 584 Strategies for Change.** Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 2 quarter hours. %

**MGMT 585 High Performance Work Systems/Large Group Interventions.** Covers the development of appropriate levels of employee participation, increasing the psychological rewards of the employee and the quality and productivity of the organization. Emphasizes the design of high-performance work systems utilizing large group interventions. 2 quarter hours. %

**MGMT 586 International Organization Development.** Examines and analyzes OD values and their relationship with national and cultural values in countries around the world. Consists of an overview and case studies involving application and adaptation of management and OD practices to local situations differing by organizational and national culture. 2 quarter hours. %

**MGMT 591 Contemporary Trends in Change Management.** A one-day workshop with nationally known professionals and practitioners in the field of organization development. 1 quarter hour. *Course Repeatable. Maximum number of units allowed 99.* '

**MGMT 593 Process Consultation.** Covers the concepts, methods and philosophy of process consultation and its role in organization development. Emphasizes the application of this key activity in consulting to organizations, groups and individuals. Presented in a context useful to consultants and managers alike. 2 quarter hours. %

**MGMT 596 Special Topics in Management and Organizational Behavior.** This course varies in subject matter and may be repeated if topics are different. Depending on the topic, this course may count toward various concentrations. 2-4 quarter hours. *Course Repeatable. Maximum number of units allowed 99.* '





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**MGMT 600 Independent Study.** Provides students with a variable option for exploring a topic in depth under faculty supervision. Generally, faculty request a two to three page proposal which outlines the project objectives, expected learning outcomes and assessment criteria. Faculty approval of proposal is required for registration. 2-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 99. '*

**MGMT 608 Financial Planning in Health Care Organizations.** Applies the principles and techniques of financial management to intermediate and long-range planning in health care organizations. Topics include capital budgeting, cash flow analysis, planning short and long-range financing and prospective payment systems. Prerequisite: MGMT 500 or MBA 500, MPH 602 %  
 Fall and Summer 2 quarter hours. *Consent Required. '*

**MGMT 612 Methods of Organizational Research.** Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes qualitative and quantitative research design, data collection, analysis and report writing. 4 quarter hours. %

**MGMT 633 Legal Issues in the Workplace.** This course provides an overview of laws and regulations that must be considered in human resource decision making. Topics include the Fair Labor Standards Act, Equal Employment Opportunity and Affirmative Action, sexual harassment, family leave, the Americans with Disabilities Act, Illinois Freedom of Information Act, Equal Pay Act and various aspects of employer/employee relations. Elective. 4 quarter hours. %

**MGMT 634 Strategy, Structure, and Decision Making.** The focus is on the role of management in the development of organization strategy, and the development of appropriate organization structures. Case analysis is used to aid in understanding and applying behavioral concepts to the resolution of managerial and organizational problems. Elective. Prerequisite: MBA 530 or MGMT 530. 4 quarter hours. %

**MGMT 635 Business Process Redesign.** Covers the principles and methodology of organization transformation through reengineering/business process redesign. Simulation, service and manufacturing cases as well as topic presentation will be used. 2 quarter hours. %

**MGMT 636 Advanced Methods of Organization Development.** Explores advanced theory, interventions and methodologies in organization development. Emphasizes generative interventions as opposed to discrepancy-based change processes. 4 quarter hours. %

**MGMT 671 Strategic Management.** This course requires management students to use the disciplines and techniques learned during their degree programs. Strategy formulation and implementation concepts are discussed using cases and readings. This course is to be taken as the last core class or with permission from the program director. 4 quarter hours. %

**MGMT 690 Management Internship.** Consists of experience in a field setting in collaboration with a trained professional. Equivalent of one and one-half days a week spent in an area of work related to the student's special interests. May be repeated in different settings. 4-8 quarter hours. *Course Repeatable. Maximum number of units allowed 99. '*

**MGMT 691 Advanced Topics in Organization Development.** Designed to provide Organization Development students and practitioners with access to leading edge interventions, research and professionals. Available once each quarter, this workshop will introduce theory and practice of innovative work in Organization Development. 1-2 quarter hours. *Course Repeatable. Maximum number of units allowed 99. '*



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As of 12/16/10

**MIS 543 Computer Programming.** The art and science of programming is the focus of this course. In particular, algorithm development and logical problem-solving are emphasized. Programming concepts are conveyed using a high-level structured programming language in a visual environment, for example, Visual C++. Individual programming assignments and course participation are required, as are several exams. Elective. 4 quarter hours. %

**MIS 544 Programming and Data Structures.** Techniques for analyzing and constructing solutions for a wide range of computer-based problems are emphasized. A structured approach to program design and data structures is used. Fundamental concepts relating to the access, sorting, and searching of data are explored through the study of pointers, ordered lists, arrays, stacks, queues, linked lists, trees, and other related algorithms. Individual programming assignments and course participation are required, as are several exams. Prerequisite: MIS 543. Elective. 4 quarter hours. %

**MIS 545 Computer Organization & Architecture.** The objectives of this course are to provide basic concepts of computer systems, to introduce computer architecture, and to introduce assembly language. Discussion includes internal organization of the computer, techniques for representation of data, assembly language for a particular processor, procedure call and return mechanisms including parameter passing and stack utilization, input/output processing including interrupt handling, and the relationship between high-level languages and machine languages. Several assignments and course participation are required, as are several exams. Required. 4 quarter hours. %

**MIS 546 Systems Analysis and Design.** Tools and techniques associated with the analysis and design of application systems are studied and evaluated. Traditional and state-of-the-art system development life-cycle methodologies are examined. Specific topics include construction and evaluation of user interviews, data flow diagrams, data dictionaries, decision tables and trees, and use of prototyping techniques and computer-aided software engineering tools. The course project requires a team analysis and design of a new application system. Required. 4 quarter hours. %

**MIS 557 Web 2.0 Tools in Business.** Consumers have embraced Web 2.0 technologies including, for example, social networking applications - Facebook, LinkedIn, Twitter, YouTube, wikis, blogs, tags, mashups and virtual worlds. How are organizations using these applications? How might organizations use these applications? Specific topics will include an overview of Web 2.0 technologies, how these tools may be leveraged in an organization, how to align these tools with business goals, how to foster collaboration, and how to ensure security. Elective. Cross listed as MIS / MBA 557. 2 quarter hours. %

**MIS 600 Independent Study.** This course allows an opportunity for a student to concentrate on a specific topic related to an existing course or to explore a timely topic not covered in an existing course. A proposal is required, outlining the nature of the problem and scope of the investigation. A research paper or project is required, as appropriate to the problem under investigation. Elective. 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 4.* '

**MIS 609 Computer Fraud.** This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer fraud that can occur in organizations and how computer fraud can be prevented. Elective. Cross-listed as MBA 609. 4 quarter hours. %

**MIS 616 Information System Auditing.** Since the introduction of the Sarbanes Oxley of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Elective. Cross-listed as MBA 616. Prerequisite: MBA 513. 4 quarter hours. %





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As of 12/16/10

**MIS 642 Financial Information Systems.** The rise of business process analysis within many organizations and the trend toward decentralization has forced many functions to operate autonomously. Students will learn to analyze the role of accounting information systems within a company's operating systems; appreciate the wider view of accounting's role in an organization as an integrated and comprehensive database; and learn the connections between transaction cycles, internal controls, and computer security. Students will be expected to apply quantitative and qualitative techniques learned in previous financial management and information systems courses to analyze cases selected from a wide variety of financial and IT problem areas. Elective. Prerequisite: MBA 601. Cross-listed as MBA / MIS 642. 2 quarter hours. %

**MIS 645 Object-Oriented Design.** This course continues the study of good programming style based on structured programming principles and practices. It also explores the effective use of productivity tools and code reuse. Emphasis is placed on developing the real world use of the object-oriented programming paradigm. A visual application development environment, for example, Visual C++ is used. Students are expected to complete a project. Prerequisite: MIS 543, MIS 546. Elective. 2 quarter hours. %

**MIS 648 Information Management in Health Care.** The objective of this course is to examine information technology applications in health care. Case studies are used to analyze systems currently in place and to explore systems on the horizon within health care organizations. Discussion includes the roles of providers and payers; it also includes issues of patient records and quality assurance and quality management as well as administrative and patient-related systems. Students are expected to propose a solution and implementation plan to an information management problem in a health care organization. Prerequisite: MPH 602 and either MIS 546, or MBA 641. 2 quarter hours. %

**MIS 649 Advanced Topics in Health Information Systems Management.** The objective of this course is to examine emerging technologies and new information technology applications in health care. Topics include information systems for an integrated local delivery system, issues in building clinical data warehouses, health care information system standards, telemedicine, as well as the implications of strategic information-based alliances among the managed care and hospital communities. Techniques include case analysis and review of current literature. A course project to select a technology direction and to evaluate its fit with the strategy of a health care organization is expected. Prerequisite: MIS 648. 2 quarter hours. %

**MIS 650 Issues in Health Information Systems.** Changes in information technology in the health care field are occurring at an increasing rate. Accelerated growth is expected as the focus of information technology uses shifts from operational or tactical uses to more strategic uses. A related challenge is to provide open, flexible technology solutions that effectively support the current organization demands and provide the foundation for growth around unknown, future business requirements. A course project examining strategic issues in information technology in the student's organization is expected. Prerequisite: MIS 649. Elective. 2 quarter hours. %

**MIS 651 Client/Server Development.** Client/server computing refers to a scenario where individual workstations are connected to a server that controls some operations and manages data via a local area network. Therefore, the application is divided into two parts: one part resides on the server and the other on the client workstation. This course emphasizes the development of applications, but also discusses implementation considerations such as organizational factors, information infrastructure, systems management, and management issues. A visual application development environment is used. Prerequisite: MIS 543, MIS 546. Elective. 2 quarter hours. %



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As of 12/16/10

**MIS 652 Introduction to Data Mining.** This course focuses on the interface between database systems and advertising and direct mail activities. The construction and use of an integrated database is essential in marketing communication, for it is the database that provides the information for tracking cost information as well as response information about customers. This course prepares students with information systems, advertising, or direct mail expertise to discuss planning and management issues on strategic marketing communication activities from either the company or the agency. Prerequisite: MIS 674. 2 quarter hours. %

**MIS 653 Financial Information Systems.** The rise of business process analysis within many organizations and the trend toward decentralization has forced many functions to operate autonomously. Students will learn to analyze the role of accounting information systems within a company's operating systems; appreciate the wider view of accounting's role in an organization as an integrated and comprehensive database; and learn the connections between transaction cycles, internal controls, and computer security. Students will be expected to apply quantitative and qualitative techniques learned in previous financial management and information systems courses to analyze cases selected from a wide variety of financial and IT problem areas. Elective. Prerequisite: MBA 601. Cross-listed as MBA / MIS 642. 2 quarter hours. %

**MIS 654 Enterprise-Wide Information Systems.** Application systems supporting business areas such as finance, sales and marketing, manufacturing, distribution, and human resources are studied. Special features and information sharing issues within and across functional areas are analyzed and developed. Topics include appropriateness of an information system as a business solution, the unique aspects of each business functional area, special design and implementation considerations, and integration issues with the enterprise model. Assignments include interviews with a user manager and a corresponding systems manager as well as a multiple application systems integration plan and design. Prerequisite: MIS 674. Elective. 4 quarter hours. %

**MIS 655 Computer and Network Systems Security.** Topics discussed include network infrastructure security issues, including perimeter security defense, firewalls, virtual private networks, intrusion detection systems, wireless security, network security auditing tools, honeypots, incident response, forensics, as well as ethical considerations. Also discussed is the development of an enterprise security policy. Pre-requisite: MIS 546. Elective. 4 quarter hours. %

**MIS 656 Information Systems Security.** Information is a vital corporate resource. The integrity, accuracy, timeliness, confidentiality, and physical security of this resource is essential to maintain its value to the organization. Topics discussed include security considerations as they apply to information systems analysis and design, vulnerability assessment, security audits, and access controls. Also discussed are disaster recovery, business continuity, as well as legal and social issues. Prerequisite: MIS 546. Required. 4 quarter hours. %

**MIS 657 Electronic Commerce.** This course presents the state-of-the-art in electronic commerce. Its focus is on the current and future impact of e-commerce. Students will learn how to create new business opportunities; identify new customers and additional value in existing customers; realign the organization for this new environment; address contemporary uncertainties; create a market presence; measure success; and consider outsourcing and partnering. Students examine recent successes and failures in e-commerce through case studies and other readings and will develop an e-commerce business plan for an organization. Elective. Cross-listed as MBA 657/MIS 657. Prerequisite: MIS 546 or MBA 641. 4 quarter hours. %

**MIS 658 Management of IT Facilities.** The support side of information systems is studied, focusing on physical needs and on-going production support. Facilities issues, including requirements for physical space, voice and data, servers, networks, emergency equipment, special environmental needs, and green issues of energy efficiency, recyclability, and sustainability are examined. Disaster recovery and business continuity issues are also considered. Elective. 2 quarter hours. %



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**MIS 674 Database Management Systems.** Database technology has evolved from simply being a better way to organize and access data to being an information systems keystone, required to effectively support the enterprise. This course introduces database technology, emphasizing effective database design. Specific topics include components, roles, and functions in a database environment; importance of data security; integrity and recovery; strengths and weaknesses of data models, focusing on the relational model. A course project requires the design of a personal computer-based database application. A research paper is also expected. Prerequisite: MIS 543, MIS 546. Required. 4 quarter hours. %

**MIS 677 Knowledge Management and Business Intelligence.** This course introduces the use of knowledge-based systems, including decision support systems, group decision support systems, expert systems and executive information systems within the functional structure of the firm. Decision support and expert systems will be discussed in depth. For decision support systems, topics include analysis of decision criteria and modeling techniques, and the system development process. For expert systems, students have the opportunity to demonstrate a business application using a rule-based system. Discussion will also include evaluation of existing software. Prerequisite: MIS 674. Elective. 4 quarter hours. %

**MIS 681 Network Planning.** In this course, students are asked to describe and evaluate networks as part of an organization's strategic and tactical plans. Business needs are evaluated and students offer feasible network solutions meeting these needs. Students analyze network opportunities, considering competitive forces, strategic advantages, strengths, and opportunities. Students evaluate network requirements and alternative solutions, selecting the most appropriate, given the current and projected business environment. Network management and security issues are reviewed and appropriate policies and procedures recommended. Students also investigate the future of enterprise-wide networks. Prerequisites: MIS 545, MIS 546. Required. 2 quarter hours. %

**MIS 682 Network Design.** In this course, students evaluate network topologies, protocols, network components, current technology standards, and interoperability issues. Students design a physical network solution that includes current physical environment, growth requirements, network solution requirements, and business constraints. Students design a logical network solution, which includes how the application will work across the physical network and how the data travels within and across networks. Distributed network models are also examined, looking at presentation, processing and data placement within the network structure. Tools for network management are reviewed, documentation standards are defined, and network solutions provide production criteria for managing an implemented network solution. Prerequisite: MIS 681. Required. 2 quarter hours. %

**MIS 683 Project Management.** The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects, within budget and on schedule. Advanced topics may include critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This course is appropriate for technology and non-technology managers alike. Required. 4 quarter hours. %

**MIS 684 Application Development Methodologies.** This course addresses managerial and technical issues involved in the development of information systems. Various models for software development are discussed, including rapid application development, joint application development, and case tools. Topics discussed include estimating, productivity, performance measurement, simulation, quality, testing, maintenance, and human resources. Practical examples of these topics are presented. Prerequisites: MIS 543, MIS 546. Elective. 2 quarter hours. %

**MIS 689 Strategic Information Technology Management.** This course requires students to use all disciplines and techniques learned. Strategy formulation and implementation concepts focusing on information technology are discussed using cases and readings. This course should be taken within two courses of completion or with permission of the program director. Required. 4 quarter hours. %



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**MIS 690 Management Information Systems Internship.** An internship offers practical work experience within which the student has the opportunity to apply and test theoretical learning while developing executive skills. The internship experience may be an apprenticeship, in which a less experienced student learns about the organization, the business unit, and a variety of information systems projects in which the supervisor is involved, or a project, in which the student has major responsibility for a specific assignment and exposure to other areas of responsibility or interest. The MIS internship may be repeated in different settings. Prerequisite: Permission of the program director. Elective. 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 99.* '

**MIS 691 Management of Information Technology Lecture Series.** Timely information technology topics are presented in the form of one- or two-credit hour courses. Keeping pace with information technology requires constant learning. These courses provide an opportunity to examine and assess current information technology issues. There are no designated prerequisites, but graduate students are encouraged to have completed the 500-level course sequence. Topics are announced in advance. Elective. 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 99.* '

## **Nursing and Health (**

**NRHL 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. Cross listed with MPH/MBA 500 3 semester hours. %

**NRHL 510 Transforming Nursing Roles: The Educator, Administrator and Socially Sculptured Professional Nurse.** This course focuses on forward-thinking approaches of the profession of nursing in the 21st century. New definitions of advanced professional nursing will be discussed and challenged. This course, building upon the foundations of professional nursing in the undergraduate program, addresses such areas as informed practice, the culture of nursing, current and future roles of nurses, the dynamics of professional development and professional practice strategies. It also continues with emphasis on holistic nursing, and community involvement. The interrelationship among nursing roles as educator, administrator and socially responsible citizens is presented. Students will sculpture their own transformation with their vision for the future of mankind. Pre-requisite: Admission to the MSN program or consent of instructor. 3 semester hours. %

**NRHL 511 Economics.** Fundamental concepts of macroeconomics, including supply and demand, measurements of and determination of economic performance, such as GDP, inflation, and unemployment, are studied. Other topics include the causes of instability in the economy and corrective measures such as fiscal and monetary policy, money and banking, and the Federal Reserve System. 3 semester hours. %

**NRHL 520 Global Leadership: Foundations of Nursing and Health Care.** This course focuses on the theoretical and historical foundations of the American "health care system" (the hospital, self-care, and public health). Ideas, events and people are introduced and examined for their influence and significance in sculpting both the institutions and the social roles of health care providers. The interrelationships among nursing and social, political, economic, and intellectual contexts are considered. Theories, conceptual models, and ways of thinking about health, disease, the illness experience, nursing, and relationships within the health care system are examined as educators, administrators and socially responsible citizens. Each term. %

Pre-requisite: NRHL 510 3 semester hours. %



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As of 12/16/10

**NRHL 521 Leadership and Ethics in the Global Environment.** Reviews paradigms of leadership in global environment. Introduces and applies principles for ethical decision-making in business situations. Assesses student's leadership capacities and responsibilities in challenging situations. Required. Cross listed with MBA 520 3 semester hours. %

**NRHL 530 Ethical and Culturally Competent Health Care Professional.** This course draws upon the disciplines of philosophy, ethics, and the social sciences in examining key concepts of professional practice that form the foundations for leadership. The key concepts include professional obligations, duties, and rights, and cultural competence. Building upon the ethical and cultural foundations of undergraduate education, this course leads to an increased understanding of the relationships among socio-cultural contexts, ethics, and the health/illness beliefs and practices, the nature of human beings, how they respond to health and illness. The increasing complexity of vulnerable populations is presented with an interdisciplinary perspective on health and illness, basic principles of epidemiology, community-based assessment and evaluation, issues of equity, and levels of prevention. The role of the educator, administrator and social change agent provide a common basis for exploring what it means to be culturally competent, ethical health care professional and leader in health systems or education. Pre-requisite: NRHL 510 and NRHL 520. Each term. 3 semester hours. %

**NRHL 531 Organizational Behavior.** Course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. Cross listed with MPH/MBA 530 3 semester hours. %

**NRHL 540 Health Care Information Systems and Technology.** This course provides nurse leaders with working knowledge of technical, user and environmental factors that are important to consider in the selection and use of clinical information systems that support nursing care and decision making processes in multiple health care and academic settings. Students will gain an understanding of technology, data, human processing, and standards related to clinical information systems, and how these elements are used to make evidence-based decisions in health care systems and services. Pre-requisites: NRHL 510, NRHL 520 and NRHL 530. Each term. 3 semester hours. %

**NRHL 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. Cross listed MGMT 582 1.5 semester hours. %

**NRHL 601 Behavioral and Social Aspects of Public Health.** Overview of social and psychological determinants and theories of health behavior. Cross listed with MPH 601 3 semester hours. %

**NRHL 602 Health Systems.** Overview of the history, basic structures and operations of public health and health care delivery systems. Cross listed with MPH 602 3 semester hours. %

**NRHL 603 Ethical and Political Issues in Public Health.** This course focuses on the ethical and political dimensions of public health and health care organizations and professions. Prerequisite: MPH 602. Cross listed with MPH 603. 3 semester hours. %

**NRHL 604 Epidemiology.** This course analyzes chronic and communicable disease patterns in the U.S. and the world. It covers the epidemiological triad and other models, preventive health and medicine, disease in history and civilization and the study of epidemiological statistical methods. 3 semester hours. %





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**NRHL 605 Environmental Health.** The health implications of human relationships to the biosphere are examined as well as the effect of environmental change upon physical, biological and social patterns. Alternative solutions for environmental problems are explored. Cross listed with MPH 605 3 semester hours. %

**NRHL 608 Financial Planning in Health Care Organizations.** Applies the principles and techniques of financial management to intermediate and long-range planning in health care organizations. Topics include capital budgeting, cash flow analysis, planning short and long-range financing and prospective payment systems. Prerequisite: MGMT 500 or MBA 500, MPH 602. %  
Cross listed with MPH 608 1.5 semester hours. %

**NRHL 609 Cultural Context of Health Care in the U.S..** Supplies information on the cultural and sociological contexts in which the health care system developed. Examines the role of socio-economic groups in the history of the U.S. health care system. Cross listed with MPH 609 3 semester hours. %

**NRHL 610 Health Policy.** Considers current health policies as outcomes of the larger political and social debates as well as the determinants of disease and the resources and information gathering systems necessary to formulate health policies. Cross listed with MPH 610 3 semester hours. %

**NRHL 623 Legal Aspects of Health Care Administration.** Covers the issues of patient rights and consent, reimbursement, expansion, malpractice, risk management, and coordination with regulatory agencies. Cross listed with MPH 623 1.5 semester hours. %

**NRHL 632 Public Health Education Methods.** This course focuses on techniques that encourage behavior change through education methods used in various settings are covered in this course. It combines education theory with practical application. Cross listed with MPH 632. 3 semester hours. %

**NRHL 650 The Teacher Scholar, Administrator, Visionary Leader.** This course builds upon the knowledge and experience of the professional clinician. Focus is on the theoretical foundations of how adults learns, how to design curricula in health professional discipline, what and how to teach in the theoretical domain, and how to evaluate whether learning has occurred. Scholarship of teaching-evidenced based curricular designs, teaching methods, clinical competencies, and evaluation methods are discussed. Content also addresses what it means to be a scholar in professional practice settings, academic settings, and within the community. Academic responsibilities, ethical and legal issues, and the impact of professional trends, health care policies, and rapidly changing health illness care environments on the education of tomorrow's health professionals. 3 semester hours. %

**NRHL 651 Principles of Emergency & Disaster Management.** Disasters cross many geographic, jurisdictional and functional lines. Insectoral and interorganizational coordination are essential for successful disaster management. In this course, students will learn the functions of each sector and apply them to disaster management situations. Cross listed with MPH 651. 3 semester hours. %

**NRHL 654 Psychology and Sociology of Disasters.** The reaction of the population is key to disaster planning. This course will consider the psychological, sociological and communication aspects of working with the public. The course examines how disaster affects victims in both the short and long term. Students will learn the current best practices designed to mitigate the deleterious psychological and sociological impact of disaster. 3 semester hours. %

**NRHL 656 Disaster Assessment and Mitigation.** Focuses on the basics of hazard and vulnerability assessment and how disaster planning evolves from the assessment process. This course builds upon the concepts learned in MPH 650. 3 semester hours. %



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As of 12/16/10

**NRHL 657 Disaster Management in Public Health.** This course examines incident preparedness and response from a variety of public health dimensions, including: acute and chronic health care delivery, impacts on vulnerable populations, delivery of basic human services, epidemic response, and environmental and occupational health. Students will learn how to prepare for and address disruptions of public health systems arising from disasters. Cross listed with MPH 657 3 semester hours. %

**NRHL 658 Health Care Safety Management.** This course explains how to manage the unique safety requirements of health care organizations within the framework provided by OSHA regulations and voluntary accreditation organizations. Topics include: infection control, bloodborne pathogens, patient safety, ergonomics, construction safety, respiratory protection, fire protection and emergency response. 3 semester hours. %

**NRHL 660 Measuring Quality in Health and Education Systems.** This course analyzes problems raised by the various levels of quality found in health care systems, educational institutions, and other organizations. It includes knowledge about the major theories for the measurement of quality, with actual case examples using such measures. Additionally, the course will examine managerial and clinical rating systems used to determine program and service quality levels, and how the subsequent consideration of outcomes should be targeted for specific improvements. Students are expected to participate in the development of actual quality measures and explain prospective use of such measures in a defined health or educational system. Pre-requisites: NRHL 510, NRHL 520, NRHL 530, NRHL 540, NRHL 650. Each term. 3 semester hours. %

**NRHL 662 Management of Health Services Organizations.** This course addresses key business functions as they apply to effective management of health care organizations. It includes view of coverage of managerial functions and organizational matters in the health care arena as they relate to hospitals and provider-based organizations. Cross listed with MPH 662 3 semester hours. %

**NRHL 664 Marketing of Health Care Services.** Concepts of marketing theory and the execution of marketing tactics as they apply to the health industry. The course focuses on actions that successful health leaders take in marketing, planning, strategy, research and implementation of marketing plans. Cross listed with MPH 664 3-4 semester hours. %

**NRHL 670 Management, Human Resources and Financial Planning in Health and Education Systems.** This course analyzes problems raised by the various levels of quality found in health care systems, educational institutions, and other organizations. Ways to demonstrate effectiveness of health care interventions and maintain quality of care are explored. Health care professionals are now expected to make decisions based on evidence of effectiveness at individual, unit, and system levels. This course focuses on higher order interdisciplinary critical thinking, strategic planning, and leadership for transformational change within health/illness care organizations and systems. Content includes team-building, the changing requirements of health/illness care within the USA, the changing workforce needs, and informed decision-making processes. Emphasis is placed on the leadership role that nurses can play in creating healthcare systems that are safe, effective, and accessible to all. The students will conduct financial planning with consideration for: personnel, budgets, using this information to plan for quality service delivery, operation and strategic planning in academic and, health care service sectors. Pre-requisites: NRHL 510, NRHL 520, NRHL 530, NRHL 540, NRHL 650, NRHL 660. Offered each term. 3 semester hours. %





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As of 12/16/10

**NRHL 680 Synthesis and Transformation of Knowledge Capstone (Practicum).** This course includes advisement and supervision of the student's investigation into the scholarship of teaching, leadership, and social change in an ever changing world. The student will consider their educational interest, career goals and supporting electives when determining the personal fit for professional and personal growth. Guidelines for development, evaluation, and responsibilities associated with the practicum experience are provided in the course. Practicum options: Teacher Scholar Practicum-offers the opportunity to develop, implement, and evaluate a teaching/course plan based on the principles of teaching and learning and curriculum development. Requirements include development of a contract with the student's mentor-teacher, measurable learning outcomes, a lesson plan, use of a variety of teaching methods and audio-visual aids, and both peer and student evaluation of effectiveness. Nursing Leadership Practicum-offers the opportunity to apply leadership content and refine leadership abilities in a setting and practice area mutually agreed by the student and course faculty. The practicum experiences will occur at the organizational or system level. Requirements include a written contract with specified outcomes developed by the student, and agreed to by the preceptor/agency, and course faculty. One outcome of the practicum will be the completion of and formal report on an agency or system - specific project demonstrating nursing leadership. Interrelationship Practicum Community and Public Health - offers the opportunity to apply the context of knowledge gained throughout the program including the interrelationship among nursing roles as educator, administrator and socially responsible citizens. The practicum experience should be guided by principles of interdisciplinary perspectives on health and illness, epidemiology, issues of equity, and levels of prevention. The student will focus on health disparities and vulnerable populations when developing their project. Pre-requisites: NRHL 510, NRHL 520, NRHL 530, NRHL 540, NRHL 650, NRHL 660, NRHL 670. Each term. 3 semester hours. %

**NRHL 687 Multi-Cultural Management.** The complex global business arena of the 21st century mandates that managers develop the skills necessary to design and implement global strategies and to conduct effective cross-national interactions. This course will focus on the international manager's cultural skills and sensitivity as well as the ability to carry out the company's strategy within the context of the host country's business practices and environment. Cross listed with MBA 687 3 semester hours. %

**NRHL 688 Community Health and Risk Education.** This course emphasizes assessment, evaluations and development skills in community health education including utilization of Internet and media-based technologies. Students will also learn how to apply the principles of effective risk communication to address the specific health needs of their audiences. Cross listed with MPH 688. 3 semester hours. %

## **Nutrition - Graduate (**

**NTR 500 Exercise Physiology.** Study of the cardiorespiratory and neuromuscular systems and how they respond and adapt to exercise. Other topics covered are body composition, endocrine/hormonal responses to exercise, environmental physiology (effects of temperature and pressure), exercise and aging, and gender differences. Periodically. 4 quarter hours. %

**NTR 521 Fitness Testing.** Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Prerequisite: Must be accepted into the 4 + 1 MCEP graduate program to register. Cross-listed HLSC 321 and EXPH 521. Fall semester 2 quarter hours. %

**NTR 522 EKG Lab.** Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Spring. Prerequisite: HLSC 321 or EXPH 521. Must be accepted into the 4+ 1 MCEP graduate program to register. Cross-listed HLSC 322 and EXPH 522. Spring semester. 2 quarter hours. %



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**NTR 530 Science of Sports Nutrition.** The course examines the metabolic and physiologic basis for macronutrient and micronutrient recommendations during training, competition/performance, and recovery. Includes disease applications and case studies. Pre-requisites: physiology, biochemistry, and nutrition courses. Cross-listed NUTR 345. Spring and summer term. 4 quarter hours. %

**NTR 542 Applied Nutritional Physiology.** A physiological and biochemical examination of the impact of lifestyle factors (e.g., nutrient excesses and deficiencies, exercise, stress) on disease processes associated with Syndrome X. Spring. Prerequisite: NUTR 241 3 quarter hours. %

**NTR 560 Advanced Cardiovascular and Respiratory Physiology.** In depth study of the normal functioning of the cardiovascular and respiratory systems. Emphasis is placed on the acute effects of exercise as well as the adaptations that occur as a result of exercise. Cross-listed HLSC 360 and EXPH 560. Fall semester . 4 quarter hours. %

**NTR 591 Exercise Biochemistry and Metabolism.** Principles of biochemistry and metabolism of biomolecules as they pertain to rest and exercise. Interconversion of nutrients and their usage, integration of hormones and their metabolic effects on each organ system will be emphasized. Spring. Prerequisite: a biochemistry course. Cross listed with HLSC 392/EXPH 591. 3 semester hours. %

**NTR 595 Nutrition Counseling.** Interviewing methods and counseling skill development, techniques, and issues. Incorporates principles of ethics, outcome measurements, and reimbursement. Prerequisites: advanced nutrition course and NTR 670 or department consent. 2 quarter hours. %

**NTR 600 Independent Study.** Arranged on a specific topic by teaching/learning contract with instructor. Prerequisite: Department Consent 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 100.* '

**NTR 614 Advanced Human Nutrition.** This class will provide students with an in-depth study of the metabolism of carbohydrate, fat, protein, vitamins, and minerals. An understanding of action and interaction of nutrients with other micronutrients as well as macronutrients and metabolic consequences will be stressed. Emphasis on providing understanding of research methodology in nutrition using the current literature in the field will also be discussed. Prerequisites: physiology, biochemistry, & basic nutrition course. Fall. Cross listed NUTR 390 and MPH 614. 4 quarter hours. %

**NTR 615 Medical Nutrition Therapy Advanced Concepts and Outcome Measurement.** Application of clinical assessment techniques, data gathering methods, care planning, and documentation for patients with complex disease states. Use of waived point of care techniques will be taught and require student demonstration of competence. Critical analysis and application of current issues in the clinical nutrition case arena. Student skill in gathering and applying information from a variety of sources is enhanced. Requirements related to patient confidentiality and professional conduct are emphasized. Transportation is required, as off-campus site is utilized. Offered Fall term. Prerequisite: Instructor Consent 4 quarter hours. % *Consent Required.* '

**NTR 619 Laboratory Ethics & Laboratory Procedures.** A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting. In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc. Co-registration in NTR 623 is required. Cross listed with EXPH 685. Offered Summer. \$100 lab fee. 3 quarter hours. %

**NTR 621 Obesity: Theory & Practice Applications.** Discussion of the etiology, physiological, pathophysiological, and psychological impacts, and multidisciplinary assessment and treatment modalities of obesity for persons throughout the life cycle. Prerequisites: physiology, biochemistry, and an advanced nutrition course. Winter term. 4 quarter hours. %



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As of 12/16/10

**NTR 622 Case Studies in Dietetics Seminar.** Advanced level application utilizing case study approach for exploration of the Nutrition Care Process and medical nutrition therapy. Prerequisite: concurrent registration in NTR 670 or Instructor Consent 2 quarter hours. Spring quarter. 2 quarter hours. %

**NTR 623 Graded Exercise Testing.** Consideration of the implication of exercise for persons in rehabilitative programs. Experience in writing and implementing individualized exercise prescriptions, performing stress testing, and understanding the contraindications involved in these actions. Prerequisite: NTR/EXPH 521 and 619 3 quarter hours. %

**NTR 624 Portfolio and Professional Issues in Nutrition Services Management.** This course focuses on professional development, self-evaluation, and goal-setting. Legislative and public policy issues are addressed as they impact dietetics. Students are introduced to the ADA Professional Development system. Test taking strategies and sample test questions related to the ADA Registration Exam are introduced to the students. As an outcome of the course, students will develop a professional portfolio, including a plan for life-long learning. Prerequisite: concurrent registration in NTR 689 or Instructor Consent. 3 quarter hours. %

**NTR 625 Complementary and Alternative Nutrition.** Scientific examination of the use, mechanisms of action, efficacy, side effects, and practical recommendations for food and herbal complementary and alternative therapies. Prerequisites: physiology, biochemistry, and an advanced nutrition course. 4 quarter hours. %

**NTR 629 Health and Wellness Research Planning.** Principles and application of the research process with a focus on community-based research and evaluating outcomes of health educational programs. Prerequisites: statistics, advanced nutrition course, and credit or registration in a nutrition or health education course (e.g., NTR 511, MPH 601, MPH 632). 4 quarter hours. %

**NTR 631 Nutrition for Elite Athletes.** A case study approach to assess unique needs and nutritional concerns, and design nutrition strategies for training and performance in elite athletes. Includes ergogenic aids. Prerequisite: NTR 630 2 quarter hours. %

**NTR 632 Counseling for Disordered Eating in Sports.** Use of case studies to focus on the identification of eating disorders, assessment of impact on performance, and nutrition counseling strategies. Prerequisite: NTR 595 or MPH 601 or MPH 632. Summer. 2 quarter hours. %

**NTR 633 Health Education Methods and Material.** Using systematic instructional design methodology, develop health education materials in several media across the lifespan. Applications include creating and assessing health education materials for culturally diverse and low literacy populations. Pre-requisite: NTR 595 or MPH 601. Fall, winter. 2 quarter hours. %

**NTR 645 Nutrition Thesis I.** Completion of a literature review (Chapter 2) for his/her own original nutrition research. Pre-requisite: Instructor consent. Fall, Winter. 1 quarter hour. *Consent Required.*

**NTR 662 Advanced Exercise Physiology.** An integrated approach to the study of various physiological systems functioning in the human during exercise. 4 quarter hours. %

**NTR 664 Special Populations.** Basic assessment and treatment of special populations - such as adolescents, geriatric patients and those with neuromuscular disorders - and diabetes, pulmonary, renal or orthopedic problems. Prerequisite: Ntr/Exph 662 4 quarter hours. %



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As of 12/16/10

**NTR 670 DI Orientation.** Introduction to the practice of dietetics and protocols. Transportation may be required. Pre-requisites: completion of DPD, separate acceptance into Dietetic Internship program, and Instructor consent. Fall. Fee \$27.50 1 quarter hour. *Consent Required.* '

**NTR 671 DI Foodservice.** The goal of this course is that the dietetic intern will develop competencies, which will enable him/her to perform the duties and responsibilities necessary to successfully manage a clinical and/or foodservice and a retail foodservice operation. Transportation is required. Pre-requisites: NTR 670 and Instructor Consent. Each term and summer. 2 quarter hours. *Consent Required.* '

**NTR 672 DI Maternal and Child Nutrition.** The goal of the Maternal and Child nutrition course is that the dietetic intern will develop his/her competencies and knowledge regarding nutrition education programs for pregnant and postpartum women, pregnant and postpartum teens, infants, children and parents of infant children. Students will conduct supervised practice activities at WIC and HeadStart facilities as part of this course. Transportation is required. Pre-requisite: NTR 670 and instructor consent. Each term and summer. 2 quarter hours. *Consent Required.* '

**NTR 673 DI ENP.** The goal of the Villa St. Benedict/Elderly Nutrition Program course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition care to participants of these programs, in accordance with established procedures. Further, the intern will gain experience educating program participants, in a group presentation format, and counseling participants, at designated program facilities. Transportation is required. Prerequisites: NTR 670 and instructor consent. Each term and summer. 1 quarter hour. *Consent Required.* '

**NTR 674 DI Community.** The goal of the Community Projects course is that intern will gain experience in developing, planning, and implementing nutrition programs in the community settings, including schools. Transportation is required. Pre-requisites: NTR 670 and Instructor consent. Each term and summer. 1 quarter hour. *Consent Required.* '

**NTR 675 DI Clinical.** The goal of this first Clinical Nutrition Therapy course is that the dietetic intern will develop his/her core clinical nutrition skills in an acute care healthcare facility. The intern will gain experience in the assessment, evaluation, and education as it relates to the nutritional needs of patients. The intern will develop skills in all aspects of the Nutrition Care Process. Transportation is required. Pre-requisites: NTR 670 and Instructor Consent. Each term and Summer. 3 quarter hours. *Consent Required.* '

**NTR 676 DI Clinical (LTC/Sub Acute).** The LTC/Sub Acute course allows interns to further develop skills they acquired in the DI Clinical course. The goal of this course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition care to residents of intermediate care and retirement living facilities, in accordance with facility, state, and federal guidelines. Further, the dietetic intern will gain experience educating other professionals, and managing clinical activities at a LTC/sub-acute facility. Transportation is required. Pre-requisites: NTR 670 and Instructor Consent. Each term and summer. 2 quarter hours. *Consent Required.* '

**NTR 677 DI Community Education.** The goal of the Community Education course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition education and counseling of clients via management of The Healthy Table nutrition education center at Benedictine University. The intern will gain experience in the field of community nutrition and group education through experiences at several offsite locations. Further, the dietetic intern will gain experience in project management, and training/supervising a peer while managing all activities at the Healthy Table. Transportation is required. Pre-requisites: NTR 670 and Instructor consent. Each term and summer. Fee \$27.50 2 quarter hours. *Consent Required.* '



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As of 12/16/10

**NTR 678 DI Skill and Practice Competence.** This course focuses on guiding students through the process of demonstrating competence in all CADE required Competencies and Learning Outcomes, as well as the competencies for the Public Health and Community Nutrition concentration area for the program. An outcome of the course, the a completed competency portfolio that is a graduation requirement for the DI concentration. In addition, test taking strategies and sample test questions related to the ADA Registration Exam are introduced to the students. Prerequisite: concurrent registration in NTR 670 or Instructor Consent. Fall. 2 quarter hours. *Consent Required.* '

**NTR 684 Program Development and Administration.** Policies and procedures for the development of all phases of wellness programs with special emphasis on budgets, management, and evaluation. Prerequisites: NTR 629. Spring term. 4 quarter hours. %

**NTR 685 Fitness Internship.** Applied experience in fitness education. Transportation required; meets at off-campus site. May be repeated for up to 8 hours of credit. Prerequisite: NTR 521 and 614 and NTR 630; and nutrition department consent. Each term. Consent Required. 2-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 60.* '

**NTR 686 Health Education Internship.** Applied advanced experience in health education. Designed to meet the competencies of the National Commission for Health Education Credentialing, Inc., which serve as the basis of the Certified Health Education Specialists (CHES) Exam. Transportation required; meets at off-campus site. Prerequisite: MPH 601, NTR 614, NTR 629, NTR 633 and nutrition department consent. Summer. 4 quarter hours. *Consent Required.* '

**NTR 688 Research Internship.** Practical research applications in planning, data collection, entry, and/or analyses. Transportation may be required. may be repeated for up to 8 hours of credit. Pre-requisites: NTR 629 and Nutrition Department consent. Summer. 2-4 quarter hours. *Consent Required.* '

**NTR 694 Applied Data Analyses.** Overview of quantitative and qualitative analyses and reporting. Pre-requisites: NTR 629 and statistics. Winter. \$130 lab fee. 4 quarter hours. %

**NTR 697 Research I.** Students complete a review of current literature and actively participate in research processes, including planning, project implementation, data collection, data entry, and initial data analyses. Students must take NTR 697 and 698 in the same academic year with the same Research Supervisor (Course Instructor) to meet MSNW research competency requirements for graduation. Transportation may be required. Pre-requisites: NTR 629 and 694 or consent of instructor. Fall, winter spring. Fee: \$130. 2 quarter hours. %

**NTR 698 Research II.** Students will continue the research process through analyses and interpretation of statistical data and outputs, development of appropriate graphics, and oral and written dissemination of the research results and conclusions. Pre-requisites: NTR 697 and consent of Instructor. Fall. Fee: \$130. 2 quarter hours. *Consent Required.* '

## **Public Health (**

**MPH 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. 4 quarter hours. %





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As of 12/16/10

**MPH 511 Biostatistics.** Applies statistical reasoning and methods in addressing, analyzing, and solving problems in public health, healthcare, and biomedical, clinical, and population-based research. Pre-requisite: Algebra or equivalent. Offered: Spring term. Department consent. 4 quarter hours. *Consent Required.* '

**MPH 530 Organizational Behavior.** course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. 4 quarter hours. %

**MPH 541 Analytical Tools for Management Decisions.** The goal for this course is to prepare students to be more effective users of quantitative information, as well as to avoid the many potential pitfalls from the misuse of statistical methods. The emphasis is on understanding what a previously obtained data set implies and, if appropriate, to develop meaningful forecasts with a reasonable sense of confidence. Specific topics include data analysis and statistical description, sampling and statistical inference, time series, and regression analysis. 4 quarter hours. %

**MPH 591 Special Topics.** Varies in subject matter and may be repeated if topics are different. Depending on the topic, this course may count toward various concentrations. Elective. Offered: yearly. 2 quarter hours. %

**MPH 600 Independent Study.** Arranged on a specific topic by teaching/learning contract with instructor. Prerequisite: Department Consent 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 99.* '

**MPH 601 Behavioral and Social Aspects of Public Health.** Addresses behavioral and social factors and theories related to individual and population health. 4 quarter hours. %

**MPH 602 Public Health System.** Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. Department consent required. Cross listed with NRHL 320. 4 quarter hours. %

**MPH 603 Ethical and Political Issues.** Applies basic principles of ethical analysis (e.g. Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. Cross listed with NUTR 383 4 quarter hours. %

**MPH 604 Epidemiology.** Studies the patterns of disease and injury in human populations and applies findings to the control of health problems using Excel and PASW (formerly SPSS) statistical software. Pre-requisite: MPH 511 4 quarter hours. *Consent Required.* '

**MPH 605 Environmental Health.** Studies environmental factors including biological, physical, and chemical factors that affect the health of the community. 4 quarter hours. %

**MPH 606 Methods of Research in Public Health.** Explores research design, collection and reporting of data, interpretation of findings, inferential procedures and current public health research. Pre-requisites: MPH 511 and MPH 604. 4 quarter hours. *Consent Required.* '

**MPH 607 Community Health Analysis.** Demonstrates the collection of data on and setting priorities for improving the health of a defined population. It involves field work and utilization of research skills. Pre-requisites: MPH 511, MPH 604 and MPH 606. 4 quarter hours. *Consent Required.* '



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As of 12/16/10

**MPH 608 Financial Planning in Health Care Organizations.** Applies the principles and techniques of financial management to intermediate and long-range planning in health care organizations. Topics include capital budgeting, cash flow analysis, planning short and long-range financing and prospective payment systems. Prerequisite: MGMT 500 or MBA 500, MPH 602 %

Fall and Summer 2 quarter hours. *Consent Required.* '

**MPH 609 Cultural Context of Health Care in the U.S..** Addresses cultural factors related to individual and population health and health disparities over the life course. 4 quarter hours. %

**MPH 610 Health Policy.** Addresses the development and advocacy processes for public health policies; provides tools for policy analysis; and application to important public health issues. 4 quarter hours. %

**MPH 611 Public Health Biology.** Explores the biological and molecular context of public health and its incorporation into public health practice and articulates how biological, chemical and physical agents affect human health. 4 quarter hours. %

**MPH 614 Advanced Human Nutrition.** This class will provide students with an in-depth study of the metabolism of carbohydrate, fat, protein, vitamins, and minerals. An understanding of action and interaction of nutrients with other micronutrients as well as macronutrients and metabolic consequences will be stressed. Emphasis on providing understanding of research methodology in nutrition using the current literature in the field will also be discussed. Prerequisites: physiology, biochemistry, & basic nutrition course. Fall. Cross listed NUTR 390 and MPH 614. 4 quarter hours. %

**MPH 618 Alcohol Abuse: Applied Theory.** This course examines the social, physiological, cultural, and psychological factors in the etiology of alcoholism. A wide range of both theoretical and practical approaches to alcoholism treatment are outlined not only for the alcoholic, but also for those affected by the alcoholic's drinking. An application project or paper is required. 4 quarter hours. %

**MPH 619 Drug Abuse: Applied Theory.** This course is a study of drugs of abuse (exclusive of alcohol), including legal and illegal drugs, medical and recreational drugs. It includes an examination of the incidence of abuse, identification of problems, control of abuse patterns and prevention techniques. An application project or paper is required. 4 quarter hours. %

**MPH 621 Obesity: Theory & Practice Applications.** Discussion of the etiology, physiological, pathophysiological, and psychological impacts, and multidisciplinary assessment and treatment modalities of obesity for persons throughout the life cycle. Prerequisites: physiology, biochemistry, and an advanced nutrition course. Winter term. 4 quarter hours. %

**MPH 622 Case Studies in Dietetics Seminar.** Advanced level application utilizing case study approach for exploration of the Nutrition Care Process and medical nutrition therapy. Prerequisite: concurrent registration in NTR 670 or Instructor Consent 2 quarter hours. Spring quarter. 2 quarter hours. %

**MPH 623 Legal Aspects of Health Care Administration.** Covers the issues of patient rights and consent, reimbursement, expansion, malpractice, risk management, and coordination with regulatory agencies. 2 quarter hours. %

**MPH 624 Portfolio and Professional Issues in Nutrition Services Management.** This course focuses on professional development, self-evaluation, and goal-setting. Legislative and public policy issues are addressed as they impact dietetics. Students are introduced to the ADA Professional Development system. Test taking strategies and sample test questions related to the ADA Registration Exam are introduced to the students. As an outcome of the course, students will develop a professional portfolio, including a plan for life-long learning. Prerequisite: concurrent registration in NTR 689 or Instructor Consent. 3 quarter hours. %





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**MPH 629 Health and Wellness Research Planning.** Principles and application of the research process with a focus on community-based research and evaluating outcomes of health educational programs. Prerequisites: statistics, advanced nutrition course, and credit or registration in a nutrition or health education course (e.g., NTR 511, MPH 601, MPH 632). 4 quarter hours. %

**MPH 632 Public Health Education Methods.** Presents evidence-based methods of health education and promotion addressing major risk factors for death, injury and disability. 4 quarter hours. %

**MPH 634 Professional Health Education Preparation.** Focuses on the skills required for the Certified Health Educator Specialist (CHES) examinations. 2 quarter hours. %

**MPH 650 Principles and Practices of Emergency Response and Recovery.** Introduces the core principles and practices of emergency response and recovery from all types of hazards, threats and disasters. 4 quarter hours. %

**MPH 651 Disaster Management in Public Health.** Disasters cross many geographic, jurisdictional and functional lines. Insectoral and interorganizational coordination are essential for successful disaster management. In this course, students will learn the functions of each sector and apply them to disaster management situations. 4 quarter hours. %

**MPH 652 Hazard Vulnerability Assess..** In order to identify and acquire the necessary resources and support for a disaster, it is necessary to assess the likelihood and extent of the event. Using techniques from biostatistics and epidemiology, the student will learn how to estimate the probability of an event as well as measures to be taken to prevent, mitigate and recover from a disaster. 2 quarter hours. %

**MPH 653 Natural and Manmade Disasters.** This is a survey of the range and intensity of disasters. Students will learn steps to be taken to avoid disaster as well as the essential means for meeting the challenge it poses. 2 quarter hours. %

**MPH 654 Psychology and Sociology of Disasters.** Examines the immediate and long-term effects that natural and man-made disasters have on survivors, their communities and first responders; and methods to assist survivors in their recovery. 4 quarter hours. %

**MPH 656 Hazard Assessment and Preparedness Planning.** Focuses on the basics of hazard and vulnerability assessment and how disaster planning evolves from the assessment process. This course builds upon the concepts learned in MPH 650. 4 quarter hours. %

**MPH 657 Disaster Management in Public Health.** Examines incident preparedness and response from a variety of public health dimensions, including: acute and chronic health care delivery, impacts on vulnerable populations, delivery of basic human services, epidemic response and environmental and occupational health. 4 quarter hours. %

**MPH 658 Health Care Safety Management.** This course explains how to manage the unique safety requirements of health care organizations within the framework provided by OSHA regulations and voluntary accreditation organizations. Topics include: infection control, bloodborne pathogens, patient safety, ergonomics, construction safety, respiratory protection, fire protection and emergency response. 4 semester hours. %

**MPH 660 Innovations in American Healthcare.** 4 quarter hours. *Course Repeatable. Maximum number of units allowed 99.* %



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**MPH 662 Management of Health Services Organizations.** Explores basic management principles and practical tools for health management professionals in a variety of public health and health care organizations. 4 quarter hours. %

**MPH 664 Marketing of Health Care Services.** Explores concepts of marketing theory, planning, strategy, research and implementation of marketing plans. 4 quarter hours. %

**MPH 671 Finance in Public Health and Health Care Delivery Systems.** Development of managed care, types of organizations and plans, financial models, risk management and trends; financing through public and private grants. Prerequisite: MPH 602. 4 quarter hours. *Consent Required.* '

**MPH 672 Managed Care Impact on Care Delivery.** This course probes the impact of managed care on health care providers, including the effects on utilization management, outcomes monitoring, quality assessment, shifting risk to providers and delivery trends. Prerequisite: MPH 671 2 quarter hours. %

**MPH 673 Health Literacy.** Patient instructional materials. This course enables the student to assess and write reading level appropriate materials. 2 quarter hours. %

**MPH 674 HIPAA.** The Health Information Privacy and Portability Act of 1996 mandates complex policies and procedures for the protection of patient records. This course guides the student through the required procedures. 2 quarter hours. %

**MPH 683 Long Term Care Financing.** Examines the key ways in which long-term care is financed, including Medicare, Medicaid, integrated programs, financing options and long-term care insurance. 2 quarter hours. %

**MPH 686 Health Insurance and Privacy of Health Information.** Explains how health insurance works and the regulations and systems designed to protect personal health information. 4 quarter hours. %

**MPH 688 Media, Technology and Public Health.** Explores the role of mass media, social networking and other emerging technology based tools in public health practices. 4 quarter hours. %

**MPH 690 MPH Internship/Capstone.** The internship is a capstone experience that allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. Department consent required. 6-10 quarter hours. *Consent Required.* '

**MPH 692 Health Policy Law.** Introduces the legal bases for public health and health services and the role law plays in effectuating public health policy objectives. 4 quarter hours. %

## **Science Content & Process (**

**MSSCP 501 Pedagogy of Inquiry Science Teaching.** This course will introduce inquiry techniques and constructionist learning for the classroom teacher. Instructors will model these methods and students will participate in science classroom activities to develop an understanding of inquiry science. Students will develop lessons that they can use in their own classrooms and learn to enhance existing activities for better student understanding. 3 semester hours. %

**MSSCP 503 Nature of Science.** Students will learn about science as a human endeavor and the nature of scientific knowledge. They will gain a historical perspective of science and learn to differentiate science from pseudoscience. 3 semester hours. %



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**MSSCP 504 Research Internship.** Students will participate in a research internship in which they will learn the processes used by researchers in the area of specialization. Working in the laboratory environment of a scientist, interns will learn the overall scope of a research project and have the opportunity to assist in some aspect of the research commensurate with their background knowledge and abilities. Interns will assist in some aspect of planning, executing and/or analyzing data. An intern will be expected to complete a final paper describing the overall research project and the work that she/he completed (and submit a copy of the paper to the internship director). Intern will present the results of her/his experience at a mini-symposium during the spring term. 3 semester hours. %

**MSSCP 510 Zoology.** Basic principles of zoology, the biology of animals, will be explored in the manner in which students learn about animals through their own developmental stages and through the grades. Starting from the beginning concepts of animals as living, moving, reproducing beings that a child can relate to, we will move into further levels such as animal classification by body coverings, by skeletal or dental features, by life styles and by habitats. Later we learn about comparative structures such as: the hand of a primate, the wing of a bat, the flipper of a dolphin. The animal collection at Brookfield Zoo enables us to observe many of the major animal groups. This course will offered at Brookfield Zoo. 3 semester hours. %

**MSSCP 512 Animal Behavior.** This course is designed to help teachers build skills in the study of animal biology -- learning about animals, their behavior, completing behavioral observations and contributing to the pool of research on animal behavior. Emphasis will be placed on the practical applications of behavioral research-- including its relationship to conservation, human impact on natural populations, and the methods of behavioral research. The course serves as an entree into the scientific method using inquiry: asking questions, seeking answers (collecting data) and formulating answers (interpreting data). 3 semester hours. %

**MSSCP 515 Field Ecology.** 3 semester hours. %

**MSSCP 517 Environmental Science.** This interdisciplinary course provides environmental science content to enhance understanding of current, complex, environmental issues. Methods of teaching environmental science in a balanced and objective manner are explored. Emphasis will be placed on planning effective outdoor field trips and lab opportunities. Spring. 3 semester hours. %

**MSSCP 518 Prehistoric Life.** This course focuses on what is known about the environment and life of northeastern Illinois throughout Earth's history. Students will review, for each period in the 5-billion year history of the planet: what forms of life existed on Earth, what the Illinois environment was like, and, to the extent known, what living forms existed in Illinois. 3 semester hours. %

**MSSCP 520 Basic Physics.** Course will be taught at Fermi National Accelerator Laboratory. Through exploration of experiments they can use in the classroom, teachers will learn the basic concepts of physics covered by the National Science Standards. These concepts will include motion, simple machines, heat & light, and electricity & magnetism. Participants will receive materials that they can use in the classroom. Physicists from Fermilab will be guest facilitators. Participants will: %  
1- Successfully construct apparatus that can be used and copied for classroom use. %  
2- Learn basic physics concepts, including energy, motion, forces, heat, light, electricity, magnetism, matter, and atoms, as well as relationships among them, in a context appropriate to their classroom use. %  
3- Include basic physics concepts in their science curriculum, either independently or in conjunction with other topics. 3 semester hours. %



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**MSSCP 522 Astronomy.** Students in this course will review astronomy concepts, focusing on the concepts which appear in the National Science Standards. They will utilize inquiry activities for teaching students physical concepts required of students to comprehend astronomy related natural phenomena such as the appearance of the night time sky, reasons for the seasons, phases of the Moon, motion of the stars, and planets, surface features of the Moon, and nature of eclipses. The course will address astronomy concepts utilizing group activities, laboratory exercises and open class discussions based on inquiry pedagogy. This participant-centered course provides a variety of investigations and activities relating to the understanding and teaching of astronomy. No previous knowledge of astronomy or math is assumed, but teachers at all grades and knowledge levels will gain a better understanding of the subject and its pedagogy. This course will be offered at Benedictine University. 3 semester hours. %

**MSSCP 524 Human Biology and Nutrition.** Functions of the human body and principles of nutrition. Course designed for K-8 teachers to introduce them to the principles regulating the function of the human body and nutrition to prepare teachers to teach these principles in the K-8 curriculum. 3 semester hours. %

**MSSCP 591 Topics.** 1-3 semester hours. %



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## **Higher Education and Organizational Change '**

**HEO 700 Higher Education in the United States.** Explores the history and scope of higher education in the United States. Surveys philosophical bases; types of mission, organizational structure and governance [not-for-profit and for-profit]; characteristics of faculty, students, and curricula; regulatory role of government and accrediting agencies. 4.5 quarter hours. )

**HEO 710 Quantitative and Qualitative Methods in Educational Research.** Introduces methods for conducting inquiry. Provides an overview of sampling and research design strategies, instrumentation, data collection techniques, and analysis performed with commonly used statistical software packages. Reviews use of organizational and social science theory to analyze postsecondary education. 4.5 quarter hours. )

**HEO 720 Dissertation Research Seminar I.** Introduction to dissertation Planning, including selection of dissertation topic, review of literature, assessment of institutional culture, and identification of a methodology employing clear measurables and the use of valid quantitative or qualitative instruments. Review of APA citation and bibliographic standards. Winter. 4.5 quarter hours. )

**HEO 730 Student Development and Services.** Analyzes effective program components for enhancing student learning and student growth and development outside the classroom, including residence life, counseling, health, student government, athletics, community involvement, and values education. 4.5 quarter hours. )

**HEO 740 Cultural Assessment and Cultural Change.** Reviews enrollment management strategies to maximize tuition revenue, with a focus on recruitment, retention, marketing, pricing philosophy and strategies, and student aid policy. Analyzes impact of demographic change on the student recruitment pool, with special attention to minority populations. 4.5 quarter hours. )

**HEO 750 Advancement Strategies in Higher Education.** Analyzes current trends in private giving by corporations, foundations, individual donors and alumni. Reviews strategies for obtaining gift support to sustain current operations and capital growth. Emphasis on the development of case statements, grant writing, and solicitation methods. 4.5 quarter hours. )

**HEO 760 Human Resource Management.** Reviews policies and practices related to employee relations, compensation and benefits, performance management, employee communications, supervisory and management training, organizational design and effectiveness, and career transition services. Strategies for career advancement in higher education administration. 4.5 quarter hours. )

**HEO 770 Patterns of Public Funding for Higher Education.** Analyzes current trends in local, state, and federal funding of the not-for-profit and for-profit sectors of Higher Education. Reviews role of interest groups and political strategies for winning public funding, with special attention to developing case statements and implementing political advocacy campaigns. Fall. 4.5 quarter hours. )

**HEO 800 Modes of Pedagogy.** Designed to prepare administrators in the field of conflict mediation, including labor relations. Provides opportunities to analyze case studies, critique basic assumptions of conflict theories and role-play appropriate behavior in conflict scenarios. Topics include analyzing background information, preparing a mediation plan, conducting mediation sessions and caucuses, resolving impasses, and documenting agreements. 4.5 quarter hours. )



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**HEO 810 Financial Management in Higher Education.** Provides administrative generalists with a basic understanding of financial structure, accounting issues, auditing procedures, financial analysis, cash management, capital structure, long-term debt, investment of institutional assets, and risk management in both private and public institutions. Winter. 4.5 quarter hours. )

**HEO 820 Business Process Design.** An introduction to the key role of institutional research and data systems in supporting student services, human resources and other administrative and educational functions in contemporary higher education institutions. An opportunity to look at the business processes that underlie university administration. 4.5 quarter hours. )

**HEO 830 Dissertation Research Seminar II.** Working with advisor and faculty in an intense seminar setting, students will develop a formal dissertation proposal to define and test an intervention to achieve a best practice result. The proposal will incorporate a literature review; a method for assessing the institutional culture in which the intervention will take place, and a quantitative methodology to capture and analyze the results. Draft proposals will be submitted to faculty and peers for discussion and revision. Final proposals will be submitted to doctoral committee for approval, following which students will be admitted to candidacy status. Spring. 4.5 quarter hours. )

**HEO 840 Principles and Practices of Budgeting.** Introduces strategies for effective administration of operating and capital budgets, with special attention to revenue-generating profit centers and cost-containment opportunities. Summer. 4.5 quarter hours. )

**HEO 850 Conflict Resolution and Mediation.** 4.5 quarter hours. )

**HEO 860 Enrollment Management.** Review of enrollment management strategies to maximize tuition revenue, with a focus on recruitment, retention, marketing, pricing philosophy and strategies, and student aid policy. Analyzes impact of demographic change on the student recruitment pool, with special attention to minority populations. Fall. 4.5 quarter hours. )

**HEO 870 Career Management in Higher Education.** Introduces strategies for promoting career growth in an era of changing skills requirements. Focus will be on setting career goals, packaging talents to the hiring market, and using networks of professional peers to identify and pursue new job opportunities. Fall. 4.5 quarter hours. )

**HEO 891 Dissertation I.** Working with the advisor and HEOC staff, students will complete research based on the formal dissertation proposal. 9 quarter hours. )

**HEO 892 Dissertation II.** Working with the advisor and HEOC staff, students will complete analysis of the intervention. 9 quarter hours. )

**HEO 893 Dissertation III.** Working with the advisor, students will complete writing of the doctoral dissertation reporting on the results of the intervention. 9 quarter hours. )

**HEO 894 Results.** Students present and defend the completed dissertation before the class and the doctoral committee to satisfy the requirement of a final oral comprehensive examination. 9 quarter hours. )

**HEOC 700 Higher Education in the United States.** Explores the history and scope of higher education in the United States. Surveys philosophical bases; types of mission, organizational structure and governance [not-for-profit and for-profit]; characteristics of faculty, students, and curricula; regulatory role of government and accrediting agencies. 3 semester hours. )





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**HEOC 705 Issues in Higher Education.** Students will review major issues and events influencing the history and development of US education. Considerations include its purposes, variety, curriculum, diversity of students and personnel, governance, oversight, funding, and quality. Particular attention will be directed to current and emerging issues, including global and on-line developments, which students will analyze and address in the contexts of policy and practice. 3 semester hours. )

**HEOC 710 Quantitative and Qualitative Methods in Educational Research.** Introduces methods for conducting inquiry. Provides an overview of sampling and research design strategies, instrumentation, data collection techniques, and analysis performed with commonly used statistical software packages. Reviews use of organizational and social science theory to analyze postsecondary education. 3 semester hours. )

**HEOC 715 Research Methods.** Students will learn quantitative and qualitative methods for conducting meaningful educational enquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. They will review the use of organizational and social science theory to analyze postsecondary education. 3 semester hours. )

**HEOC 720 Patterns of Public Funding for Higher Education.** Analyzes current trends in local, state, and federal funding of the not-for-profit and for-profit sectors of higher education. Reviews role of interest groups and political strategies for winning public funding, with special attention to developing case statements and implementing political advocacy campaigns. 3 semester hours. )

**HEOC 725 Policy, Politics and the Law.** Students will study aspects of education law and legal issues particularly pertinent to leadership. They will explore the design, intent, development, function and effect of policy within educational institutions. They will gain appreciation of the roles of political forces, political and governance organizations and other entities involved in policy development. 3 semester hours. )

**HEOC 730 Student Development and Services.** Analyzes effective program components for enhancing student learning and student growth and development outside the classroom, including residence life, counseling, health, student government, athletics, community involvement, and values education. 3 semester hours. )

**HEOC 735 Organizational Development, Change and Innovation.** Students will gain an understanding of organizational culture and explore the impact of leadership on the change process. They will explore group evolution, and the transmission and management of cultural change especially in times of increasing diversity. Students will be introduced to frameworks, techniques, and perspectives that expand current beliefs and assumptions about ways to transform practice through a strategically planned process. 3 semester hours. )

**HEOC 740 Enrollment Management.** Reviews enrollment management strategies to maximize tuition revenue, with a focus on recruitment, retention, marketing, pricing philosophy and strategies, and student aid policy. Analyzes impact of demographic change on the student recruitment pool, with special attention to minority populations. 3 semester hours. )

**HEOC 745 Institutional Planning and Accountability.** Students will be introduced to accreditation, assessment, institutional effectiveness and self-study issues and processes. Students will explore some of the challenges related to assessing institutions, academic programs and non-academic programs and support services. They will examine various state, regional, national and international recognition and accreditation systems and discuss their effectiveness relative to overall improvement and accountability. 3 semester hours. )





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**HEOC 750 Human Resource Management.** Reviews policies and practices related to employee relations, compensation and benefits, performance management, employee communications, supervisory and management training, organizational design and effectiveness, and career transition services. 3 semester hours. )

**HEOC 755 Qualitative Research Methods.** Students will study qualitative research design appropriate to doctoral research. Topics include theory and applications with practice in selected qualitative methods, benefits, limitations and use of qualitative design, selection of a design appropriate to the study and procedures for applying the methodology. Each term. 3 semester hours. )

**HEOC 758 Dissertation Seminar 2: Dissertation Research.** Students will focus on internship and dissertation planning. They will explore and propose internship opportunities and outcomes. They will develop focus statements for their dissertations, with a draft of possible outcomes, plan for dissertation committee members, identify possible research designs, and develop plans for the literature review. 3 semester hours. )

**HEOC 760 Student Development and Services.** Analyzes effective program components for enhancing student learning and student growth and development outside the classroom, including residence life, counseling, health, student government, athletics, community involvement, and values education. 3 semester hours. )

**HEOC 765 Organizational Strategy and Student Services.** The student body results from both organizational strategy and social forces. Attracting, admitting, retaining, developing, graduating and tracing its particular students are essential responsibilities of a college. Studies include theories, practices and assessments of student services, especially practices that align services for students with the mission of the college, promote student success and engage them in community. Students will recognize the range and complexity of the organization and delivery of such services, and study best practices that promote institutional mission 3 semester hours. )

**HEOC 770 Organizational Culture and Change Management.** Provides an overview of various cultural patterns possible in an institution. Explores the opportunities and impediments to managing change in various institutional milieus. Special focus on the unique aspects of university cultures. 3 semester hours. )

**HEOC 775 Emerging Technologies.** Technology affects every phase of education, from learning and communicating to MIS, automated procedures and green controls. Students will consider the impact of technology relative to enhancing student learning and engagement and will be introduced to major academic and administrative functions. They will explore commercial and creative applications and their potential. Cost, outsourcing and infrastructure issues are included. 3 semester hours. )

**HEOC 780 Dissertation Research Seminar I.** Provides an overview of factors relating to the selection of the dissertation topic. Students will identify an area of management requiring a significant intervention to facilitate change. A comprehensive literature review of best practices in the area to be investigated will be completed, as well as an assessment of the institutional culture in which the intervention will take place. Working with the advisor, this course will be developed into the first chapter of the dissertation, and successful completion of the course is required before enrollment in second year of the Ed.D. program. 3 semester hours. )

**HEOC 800 Institutional Data Systems.** An introduction to the key role of institutional research and data systems in supporting student services, human resources and other administrative and educational functions in contemporary higher education institutions. An opportunity to look at the business processes that underlie university administration. 3 semester hours. )



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**HEOC 803 Dissertation Seminar: Dissertation Research.** Students will focus on internship and dissertation planning. They will explore and propose internship opportunities and outcomes. They will develop focus statements for their dissertations, with a draft of possible outcomes, plan for dissertation committee members, identify possible research designs, and develop plans for the literature review. 3 semester hours. )

**HEOC 805 Curriculum Planning and Evaluation.** Students will be introduced to processes for planning, implementing and evaluating curriculum in higher education institutions, including the particular needs of community colleges. They will examine the social, philosophical and historical roots of curriculum planning and development in higher education and explore assessment and evaluation practices that ensure program quality. 3 semester hours. )

**HEOC 810 Principles and Practices of Budgeting.** Introduces strategies for effective administration of operating and capital budgets, with special attention to revenue-generating profit centers and cost-containment opportunities. 3 semester hours. )

**HEOC 815 Teaching and Learning.** Students will gain a perspective on the impact of the Scholarship of Teaching and Learning in post-secondary education. They will be introduced to current research in higher education in the areas of instructional methodologies and will gain an understanding of teaching and learning as a field of study. Students will become familiar with leading researchers and their work and will explore best practices that reflect the norms, tools and conventions that have remained current within this area of inquiry. 3 semester hours. )

**HEOC 820 Institutional Data Systems.** An introduction to the key role of institutional research and data systems in supporting student services, human resources and other administrative and educational functions in contemporary higher education institutions. An opportunity to look at the business processes that underlie university administration. 3 semester hours. )

**HEOC 825 Quantitative Research and Mixed Designs.** Students will develop an understanding of quantitative and mixed research designs for doctoral work. Topics include quantitative and mixed design theory, applications and benefits, selection of a design appropriate to the study, and procedures for applying the methodologies. Students will be introduced to a statistical package. 3 semester hours. )

**HEOC 828 Dissertation Seminar: Management for Change.** Students will study the loci and management of power and influence in the academy. Including strategies for negotiation and managing agendas successfully. They will practice skills in board, employee and administration relations and in conflict prevention and resolution. Emphasis on strategies for change management, including communication, and an appreciation of the many resources available for resolution. 3 semester hours. )

**HEOC 830 Human Resource Management II.** Reviews current literature on leadership theory and practice. Explores new paradigms for leadership in promoting change, with emphasis on the role of cultivating group skills, understanding social institutions, shaping a common vision, and risk taking. Introduction to the role of appreciative inquiry and accreditation as strategies for organizational change. 3 semester hours. )

**HEOC 835 Financial Management and Budgets.** Students will study the structure of college budgets and accounting and audit issues for annual budgets; the course requires investigation of financial analysis, capital management, investments and risk analysis with the purpose of developing skills necessary for sustaining institutional quality and growth. 3 semester hours. )

**HEOC 840 Financial Management in Higher Education.** Explores the role of communications strategies in enhancing a college's mission and its bottom line. Taught by dedicated academics and top practitioners, this program investigates strategies for dealing with various stakeholders, including governing boards, faculty and staff, students, alumni, legislators, foundations, media, the financial community, and other segments of the public. 3 semester hours. )



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**HEOC 845 Budgets and Resource Development.** Introduced to educational budgets, including operating, restricted, capital and reserve accounts, students will learn how to manage revenue and expenditure to achieve goals and create budget flexibility. Strategies for cost-containment, reduction and reallocation will be studied, along with those for profit centers and alternative resource development, including philanthropy, grants and contracts. Enrollment and tuition management strategies are included. 3 semester hours. )

**HEOC 850 Modes of Pedagogy.** 3 semester hours. )

**HEOC 855 Personnel, Performance and Accountability.** Students will study practices in human resource management with a focus on how to attract and retain talent, develop and work through teams, and require optimum performance in both organized and right to work environments. Basic topics include hiring and orientation, performance evaluation including tenure reviews, discipline, and separation. Special topics will include communications, faculty and staff development, incident management, wellness, diversity and succession planning. 3 semester hours. )

**HEOC 860 Dissertation Research Seminar II.** Reviews factors to be considered in choosing methodology for an Ed.D. dissertation. Working with the advisor and faculty in an intense seminar setting, students will identify a methodology for undertaking the intervention chosen for the dissertation project. Emphasis will be placed on the use of clear measurables and valid quantitative or qualitative instruments. Working with the advisor, this course will be developed into the second chapter of the dissertation. 6 semester hours. )

**HEOC 865 Management of Change.** Students will study the loci and management of power and influence in the academy, including strategies for negotiating and managing agendas successfully. They will develop skills in board, labor and administrative relations, and in conflict prevention and resolution. Emphasis is placed on strategies for change management, including communication, and on appreciation of the many resources available for resolution. 3 semester hours. )

**HEOC 870 Career Management in Higher Education.** Introduces strategies for promoting career growth in an era of changing skills requirements. Focus will be on setting career goals, packaging talents to the hiring market, and using networks of professional peers to identify and pursue new job opportunities. Fall. 3 semester hours. )

**HEOC 875 Dissertation Seminar III: Leadership for Solutions.** Successful completion of this course is required before enrollment in the third year of the Ed.D. program. )

1 Working with faculty advisors, students will prepare and present draft dissertation proposals to faculty and peers for discussion and revision. Final proposals will be submitted to the doctoral committee for approval, following which students will be advanced to candidacy status. )

2 Through case studies and group work, students will examine how leaders encourage and create solutions, execute action, and operate ethically. Strategies for managing media communications will be included. 3 semester hours. )

**HEOC 880 Guided Study: Dissertation Research II.** Working with the advisor, the student will identify a methodology for conducting the intervention chosen for the dissertation topic. Emphasis will be placed on the use of clear measurables and valid qualitative or qualitative instruments. Students will then develop a formal dissertation proposal incorporating a definition of the intervention to be investigated, a literature review, and the proposed methodology. Following approval by the doctoral committee, the student will be admitted to candidacy status. Successful completion of course required before enrollment in the third year of the Ed.D. program. 3 semester hours. )



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**HEOC 885 Internship.** The internship may be completed at any time after the first year of the program. The internship is competency based, not time bound.

The Internship consists of two requirements: )

1 Each candidate will identify, propose and complete an internship in which he/she will apply material and knowledge pertinent to current study and future professional plans.

The student will submit an internship plan for approval. The plan will identify the placement, mentor and objectives. Assessment of the internship will include a report, self assessment, mentor assessment and faculty assessment of the experience, materials developed and gains in learning. Details are available in the Ed.D. Internship Handbook.

2 Each student will also complete the following:

A certificate or a training course in any one of the following skills. The student will make arrangements independently, with guidance from the University and with final University approval. All courses of study are available on-line. In some cases additional fees may apply. Incident Management, Quality management, Ethics, Academic assessment )

Attendance at one American Council of Education (ACE) national conference.

(ACE is considered the premier professional organization in higher education. ACE is comprised of academic leaders poised to affect change and respond to current trends impacting higher education. This body keeps its members apprised of critical information and provides a forum for discussing these major issues. ACE provides leadership and serves as the voice of its members relative to public policy matters in Washington, DC and across the nation.)

Participation in at least two major lectures scheduled by Benedictine University. 6 semester hours. )

**HEOC 891 Dissertation.** The student will complete research and analysis of the intervention chosen as the topic for research and will complete writing of the doctoral dissertation reporting on the results of the intervention. 15 semester hours. )

**HEOC 892 Results.** Student presents and defends the completed dissertation before the class and the doctoral committee to satisfy the requirement of a final oral comprehensive examination. 3 semester hours. )

**HEOC 895 Dissertation.** Students will successfully complete their dissertations under the direction of dissertation advisors. Each student is expected to complete a rigorous and robust study of a current trend, issue, organizational or educational intervention, or educational inquiry that results in a professional body of knowledge that can be applied in the field of higher education. The student's research and writing will be reviewed on an on-going basis by the advisor. 6 semester hours. )

## **Organization Development '**

**PHDOD 731 Environmental Trends – Global.** This course reviews major global environmental trends including economic, demographic, political, legislative as well as other global trends influencing organizational effectiveness. The course focuses on the identification of major global problems and the role of organization development. 4 quarter hours. )

**PHDOD 732 Environmental Trends – Evolution.** This course reviews current major environmental trends including economic, population demographic, political, and organizational as well as other work environment factors shaping the current and projected future. The course focuses on the role and potential contribution of the field and practice of organization development. 4 quarter hours. )



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**PHDOD 734 Organization Strategy.** This course integrates O.D. into the concept of organizational strategy. The focus on the role of O.D. in the development and implementation of organization strategy. The course reviews traditional management strategy concepts and approaches along with O.D. approaches including Integrated Strategic Management (ISM), Open Systems, Planning and Transorganizational Development. 4 quarter hours. )

**PHDOD 735 Philosophy of Science.** This course is devoted to understanding the construction, development, and refinement of knowledge in the social organizational sciences. It seeks to help students strengthen conceptual skills in advancing knowledge in the social sciences, to navigate through the process of structured inquiry, to understand the different goals of scientific inquiry (understanding, explanation, generativity, and prediction). 6 quarter hours. )

**PHDOD 736 Organization Research and Theory.** This Organization Theory (OT) seminar is a doctoral level introduction to some key perspectives (both traditional and contemporary) in organization theory and research. Organization Theory is closely intertwined with Organization Development in the sense that it provides the theoretical fodder for the practice of change. The aim of the course is to examine a number of perspectives in OT, consider the strengths and weaknesses of each, and to look at the comparative ability of these models to explain a variety of organizational phenomena and examine their implications for practice. 6 quarter hours. )

**PHDOD 791 Lecture Series (Contemporary Trends in Change Management).** This series brings to campus top national academicians and consultants to address state-of-the-art issues in Organizational Behavior, Organization development and Human Resources Management. 2 quarter hours. *Course Repeatable. Maximum number of units allowed 99. '*

**PHDOD 812 Qualitative Methods.** This course explores the philosophical roots of qualitative research such as phenomenology, hermeneutics, deconstructionism and postmodernism. Emphasizes grounded theory, participant observation and case study. 4 quarter hours. )

**PHDOD 813 Quantitative Methods.** This course emphasizes the understanding of the connection between research design, measurement, data reduction and analysis. Focuses on the evolution of a quantitative study from research questions, hypotheses and conceptual understanding to variable operationalization, data collection, data reduction and the resulting data files used in statistical analysis. 4 quarter hours. )

**PHDOD 880 Group Process.** This course uses group experience to help students become more aware of how their actions affect and are affected by others. Studies major concepts in group and interpersonal relations, including perceptions, leadership, trust, and power dynamics. 4 quarter hours. )

**PHDOD 881 Organizational Change and Design.** This course focuses on organization change, with a particular emphasis on social constructionism and the emerging area of positive approaches to change. Revisits the social constructionist paradigm and compares/contrasts it with the social cognitivist view. Reviews practical implications for organization change of both the constructionist and cognitive perspectives. 4 quarter hours. )

**PHDOD 884 Organization Consultation.** This course is an overview of organizational consultation tools and methods. Emphasizes assessment, diagnosis, style, techniques, strategies, approaches, knowledge base and power. 4 quarter hours. )

**PHDOD 891 Advanced Topics.** Advanced Topics Seminar: These seminars are advanced courses which faculty offer independently or in collaboration with a visiting scholar depending on contemporary research/theory interests. Content topics and convening faculty may change from cohort to cohort. These advanced seminar topics may involve new theoretical frameworks, methodological innovations, and/or intervention activities. Previous seminars have included topics such as International Organization Development and Advanced Socio-Technical Systems Theory. 4-12 quarter hours. *Course Repeatable. Maximum number of units allowed 99. '*



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**PHDOD 899 Dissertation.** Completion of Research, Chapter Writing, and Dissertation Completion. 10 quarter hours. )  
*Course Repeatable. Maximum number of units allowed 99. '*