



Benedictine University

Graduate Catalog

2013-2014

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ACCREDITATION AND MEMBERSHIPS

Benedictine University is accredited by The Higher Learning Commission - A Commission of the North Central Association of Colleges and Schools, the Commission of Collegiate Nursing Education, the Accreditation Council for Dietetic Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, Illinois State Board of Education Teacher Certification Section and the Organizational Development Institute. The University's chemistry program is approved to grant American Chemical Society accredited degrees.

The University is a member of the American Council on Education, Council for Independent Colleges, Association of Governing Boards, National Association of Independent Colleges and Universities, Association of Catholic Colleges and Universities, National Catholic Education Association, Association of Benedictine Colleges and Universities, North Central Association, College Entrance Examination Board, National Association of College and University Business Officers, Federation of Independent Illinois Colleges and Universities, Associated Colleges of Illinois, Associated Colleges of the Chicago Area, Illinois Council on Continuing Higher Education, National Collegiate Athletic Association, Illinois Association of College Admissions Counselors, National Association of College Admissions Counselors, Association for Gerontology in Higher Education, and the Institute of International Education, Inc.

Benedictine University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Benedictine University has been granted a regular degree license by the Arizona State Board for Private Postsecondary Education to offer programs in Arizona.

INSTITUTIONAL MISSION

Benedictine University dedicates itself to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. As an academic community committed to liberal arts and professional education, distinguished and guided by its Roman Catholic tradition and Benedictine heritage, the University prepares its students for a lifetime as active, informed and responsible citizens and leaders in the world community.

INSTITUTIONAL VISION

Benedictine University is a Catholic University in the Benedictine Tradition that Provides a Values-Centered Liberal Arts Education Enriched by Our Excellence in Science.

UNIVERSITY CHARACTER

The Educational Program

The University fulfills its commitment to the liberal arts, teacher education and professional programs through excellence in teaching and interaction between students and faculty members. A

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liberal arts core prepares all undergraduate students to participate fully in a diverse and dynamic society, balancing their rights and duties as individuals with the demands of the common good. Professional education at the undergraduate, graduate and adult certificate levels builds on the liberal arts background of students, is multidisciplinary in nature, and prepares graduates for roles of leadership and social responsibility.

The Catholic Tradition

The University is guided by the Roman Catholic tradition that fosters a dialogue between religious and secular cultures, while promoting ecumenical and multicultural understanding. This type of education is designed to broaden and deepen a person's vision of reality, to help all understand the dignity and uniqueness of each human person, and at the same time to place an emphasis upon the demands of freedom and social responsibility. In this environment religious faith and science are both directed toward the pursuit of truth and are strengthened through research and study. Central to the University's educational tradition is the rigorous investigation of questions that deal with the ultimate purpose of life.

The Benedictine Heritage

The University is grounded in the spirit of the founders who based their lives and work on St. Benedict's Rule for Monks, written in the early sixth century. The University builds its educational life and efforts on the same values which Benedictine men and women espouse:

- A search for God by oneself and with others
- A tradition of hospitality
- An appreciation for living and working in community
- A concern for the development of each person
- An emphasis on a life lived in balance
- A dedication to responsible stewardship of the earth
- A commitment to academic excellence

Central to the Benedictine tradition is the celebration of community as a gathering of people who share a commitment to a common mission. The University strives to develop an academic community that supports each person in the pursuit of knowledge and personal development. This undertaking will be achieved through a life enriched by the collegiate community in which the individual's interest is tempered by concern for the common good.

NON-DISCRIMINATION POLICY

Benedictine University is an equal opportunity educator and employer. The University admits students of any age, religion, race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the University. Whenever the person is otherwise qualified, the University does not discriminate on the basis of race, color, national or ethnic origin, age, gender, disability or veteran status in administration of educational and employment policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.

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ACADEMIC REQUIREMENTS AND POLICIES

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.

Quarter Credit Hours

The academic year is divided into three quarters from October through December, January to March, and March to June.

For courses taught in the standard delivery method. One quarter credit hour is counted for each clock hour of class or lecture time – or each two or three clock hours of Laboratory work – per week during the quarter. A three quarter credit hour lecture course, for example, meets three hours per week over 10 weeks.

For courses taught in the accelerated delivery, on-line/blended delivery, or other non-standard format. One quarter credit hour consists of not less than twenty-five hours of instruction, individual learning activities [such as pre-course assignments, course assignments, preparation time], and team-based collaborative learning activities. Completion of graded outcomes that measure student achievement of learning objectives are comparable to those achieved via the standard delivery method.

Semester Credit Hours

The academic year is divided into two semesters from August through December and January through May.

For courses taught in the standard delivery method. One semester credit hour is counted for each clock hour of class or lecture time – or each two or three clock hours of Laboratory work – per week during the semester. A three semester credit hour lecture course, for example, meets three hours per week over 15 weeks.

For courses taught in the accelerated delivery, on-line/blended delivery, or other non-standard format. One semester credit hour consists of not less than thirty-eight hours of instruction, individual learning activities [such as pre-course assignments, course assignments, preparation time], and team-based collaborative learning activities. Completion of graded outcomes that measure student achievement of learning objectives are comparable to those achieved via the standard delivery method.

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Graduation Requirements

A student must earn 64 quarter credit hours (32-36 semester credit hours in the Linguistics program, 33 semester credit hours in all M.Ed. Programs, 38 semester hours in the M.A.Ed. Elementary Education track, 36-39 semester credit hours in the M.S.N. program, 37 semester credit hours in the M.A.Ed. Secondary Education track and 57 semester hours in the M.A.Ed. 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.

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

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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.

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 Provost and 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 BenU policies for academic status. The Office of Financial Aid 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 (GPA), cumulative GPA, the student's explanation for the prior GPA and plans to remedy the situation.

Withdrawal From Class

Students wishing to withdraw from a class must submit the proper paperwork to the Registrar's Office or use MyBenU by logging into BenU Connect at 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.

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

If after meeting with the department chair/program director 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/program director 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

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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 Records and Disclosures

Annual Notice to Students

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review your education records within a reasonable time after Benedictine University receives a request for access. If you wish to review your record, contact the Registrar or the University office that maintains the record to make arrangements. You are required to submit your requests in writing and identify the record(s) you wish to inspect.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. This includes any University faculty or staff employee (including the University Police Department) acting within the scope of his or her University employment and with appropriate supervisory authority; any individual or entity with whom the University has contracted as its agent to provide a service to the University when acting within the scope of the contract or agency and who is subject to appropriate confidentiality requirements; any member of the University's Board of Trustees; any student serving on an official committee, such as a disciplinary or grievance committee; and any student assisting a University official in performing tasks for which the University official may have access. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901.

Benedictine University's policy is to not release student record information without the express consent of the student. There are, however, some exceptions. For example, directory information may be released without the student's consent and includes the following: name, address, telephone number, major and minor fields of study; participation in officially recognized activities and sports, dates of attendance, degrees and awards received; most recent education institution attended; full-time/part-time enrollment status; and photo. The University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

In compliance with the Solomon Amendment, directory information is provided to the United States Department of Defense, upon request.

You may withhold disclosure of directory information by completing the "FERPA Non-Disclosure of Designated Directory Information" form available in the Registrar's office, within ten (10) calendar days of the first scheduled class day of each fall term. A request to withhold disclosure of directory information is effective for one academic year only and must be renewed each year.

The University may also disclose student account and financial aid information without the student's consent to the student's parents if the parent requests the information in writing; completes the Parent Certification section of the Authorization For Release of Confidential Information to Parents; and provides evidence that the student is his or her dependent for federal income tax purposes. The University may also disclose information to a parent if there is a health or safety emergency involving their son or daughter, or if their son or daughter is under the age of 21 and has violated a federal, state or local law or any University rule or policy concerning the use or possession of alcohol or a controlled substance.

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Upon written request, the University will disclose, to the alleged victim of a crime of violence or a non-forcible sex offense, or to the alleged victim's next of kin (if the victim dies as a result of the crime or offense), the final results of any institutional disciplinary proceeding dealing with that crime or offense.

University Promotional Photos/Videos

Benedictine University and its representatives on occasion, take photographs/videos for the University's use in print and electronic materials. This serves as public notice of the University's intent to do so and as a release to the University giving permission to use such images as it deems fit. If you should object to the use of your photograph, you have the right to withhold its release by contacting the Office of Marketing and Communications at (630) 829-6090.

Student Right-To-Know Act

The University provides data on retention and graduation rates through the Office of Institutional Research and at the [Compliance](#) webpage. Information on financial assistance, including descriptions of application procedures and forms, may be obtained from the Office of Financial Aid [Lisle Campus](#) (Lownik Hall) or [Springfield Campus](#) (Dawson Hall) and on pages 45-72 of this Catalog. Information concerning athletic program participation and may be obtained from the [Athletics Department](#) Lisle Campus, Rice Center and [Athletics](#) Springfield Campus. Other institutional information including: the cost of attendance, accreditation and academic program data, facilities and services available to disabled students, and withdrawal and refund policies are located elsewhere in this Catalog.

Campus Security Policy and Campus Crime Statistics Act

Benedictine University's Annual Security Report and Annual Fire Safety Report are available online. These reports meet the requirements of the Jeanne Clery Disclosure of Campus Security Policies and Campus Crime Statistics Act for the reporting of crime statistics, fire safety information, and other relevant University policies. The electronic versions of these reports are available on the Benedictine University website at:

Lisle Campus

Annual Security Report

http://www.ben.edu/campus_resources/police/loader.cfm?csModule=security/getfile&pageid=118524

Annual Fire Safety Report on Student Housing

http://www.ben.edu/campus_resources/police/loader.cfm?csModule=security/getfile&pageid=121717

Springfield Branch Campus

Annual Security Report http://www1.ben.edu/springfield/about/safety/annual_security_report.pdf

Annual Fire Safety Report on Student Housing

http://www1.ben.edu/springfield/about/safety/annual_fire_safety_report.pdf

Moser Center

Annual Security Report

http://www.ben.edu/campus_resources/police/loader.cfm?csModule=security/getfile&pageid=124004

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Bellwood Learning Center**Annual Security Report**

http://www.ben.edu/campus_resources/police/loader.cfm?csModule=security/getfile&pageid=124004

Printed copies of these reports may be obtained at the Benedictine University Police Department (ground floor of the parking structure located in the southwest part of the Lisle campus) or by calling the non-emergency telephone number, Lisle (630) 829-6122; Springfield (217) 306-8031.

GENERAL ADMISSION INFORMATION

General Admissions Policy

Benedictine University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the University would endanger the health, safety, welfare or property of the members of the academic community or interfere with the orderly and effective performance of the University's functions. Graduate students denied admission are required to wait one calendar year before reapplying to the program.

Some programs have special admissions standards. If you are considering a particular program, you need to determine the admissions standards for that program by reviewing the descriptions contained later in the Catalog or by contacting the faculty responsible for the program. Failure to provide Benedictine University with a correct and complete academic history will result in revoking of acceptance and/or administrative withdrawal.

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. All academic policies and institutional regulations apply to the GSAL, except that the student is not identified with any class year. Students must demonstrate proof of a baccalaureate degree conferred from a regionally accredited college or university and submit an application to the Enrollment Center. Applicants will be referred to the department chair or program director for permission 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. A GSAL may later request admission to degree status through the formal admission process. Admission and acceptance of credits completed is subject to the discretionary approval of the University.

Courses taken as an GSAL do not count toward the residency requirement if the GSAL is later admitted to degree status. GSAL credit may fulfill other graduation requirements, with the approval of the program chair. Regardless of status, all courses taken for credit will become part of the

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student's official record at Benedictine University. The graduation requirements a student must meet are those in effect at the time of admission to degree status, which may be different from those in effect during the GSAL period. GSAL status is not available to students denied regular admission to Benedictine, those who have recently been dropped by the University for poor scholarship, or those who have been dismissed from the last institution of attendance within the previous 12 months.

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

Phone: (630) 829-6300

Fax: (630) 829-6301

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

- Graduate Application for Admission
- \$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 <https://www.ece.org/>) evaluation or official Educational Perspectives Evaluation (<http://www.edperspective.org/benedictine/>) of any foreign country transcripts, if applicable. Report requirements vary by program, please contact the Office of Admissions for information on the type of report required.
- Official results of professional entrance exam or Graduate Professional Entrance Exam Waiver form, if applicable
- Letters of references from persons who know the applicant from a professional or academic perspective. Quantities of letters required vary by program. (Letters of reference must be no more than one year old at the time application is received)
- Resume, if applicable
- Essay statement of career and academic goals
- Autobiographical statement (Master of Science in Clinical Psychology)
- Copy of valid Illinois Teaching Certificate (M.Ed. only)
- Personal Interview (may be required of some programs)
- Math requirement (determined by program)

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International Admissions Requirements (applicants currently or planning to complete studies while on a visa, asylum or refugee status)

- 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
- Instead: Credit from any college or university outside of the United States must be evaluated by either Educational Credential Evaluators (ECE: <https://www.ece.org/>) or Educational Perspectives (<http://www.edperspective.org/benedictine/>). Report requirements vary by program, please contact the Office of Admissions for information on the type of report required.
- Official results of standardized test scores – GMAT, GRE, MAT, TOEFL or IELTS (may be required of some applicants) or Graduate Entrance Exam Waiver Request form if applicable
- Letters of reference from persons who know the applicant from a professional or academic perspective (4 - Clinical Psychology; 3 - Education; 2 – M.B.A., M.P.H. and M.S. in Accountancy, Business Analytics, Clinical Exercise Physiology, Leadership, Management and Organizational Behavior, Management Information Systems, Nutrition and Wellness, Science Content and Process, and Taxation)
- Evidence of English proficiency (please see English Proficiency Policy)
- Written statement of educational and career goals
- Resume, if applicable
- Personal Interview (may be required of some applicants)
- For students requesting an F or J visa: Official bank document, statement or letter of sponsorship showing sufficient funds to cover one year of tuition, room and board, and personal expenses. Contact the Office of Admissions to determine the amount required
- International Student Health form - Students must fully complete the health form that includes evidence of all immunizations and a current TB test.
- For students requesting an F or J visa: Proof of Insurance
- Housing form if requesting on campus housing
- Photocopy of Passport ID page
 - Please note, depending on the type of visa you are requesting additional documents may be required.

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 applicant's file will be forwarded to the International Programs and Services Office for review of documents required for visa application. The International Programs and Services Office will contact the student regarding the next steps in the process. All F-1 graduate students are required by law to be enrolled for eight 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

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dates and allowing ample time for renewal/extensions. Failure to do so can result in deportation and/or difficulty returning to the United States.

English Proficiency Policy

All international students must demonstrate they have met the English proficiency requirements for the Lisle campus degree program to which they are applying. Students applying to the Lisle campus for graduate programs must meet the following requirements:

- TOEFL Paper Based Test: 550
- TOEFL Internet Based Test: 79
- IELTS Exam: 6.0

Test scores must be no more than one year old at the time of application and must be official documents in their original, unopened envelopes or sent directly from the testing service. Electronic verification may be possible but is not guaranteed.

Under certain circumstances, the English Proficiency requirement *may* be met without the official TOEFL or IELTS. These circumstances include:

- studying at an accredited institution where the official language of instruction is English, consideration given for length of program, cumulative grade point average and overall academic performance
- completing one year or more of academic coursework at a United States institution, pending review of transcripts
- passing an in house English Assessment

A TOEFL/IELTS waiver will not be considered until all other documents required for admission have been received. Students may need to meet additional requirements such as the GPA or testing requirement, or they may be required to submit official confirmation of their language instruction. *At any time the office of Admissions, Graduate Department, or office completing the English Assessment can require further documentation or request the student submit an official TOEFL/IELTS.* Once all required documents have been received, the Graduate Department may waive the TOEFL/IELTS if it is determined English proficiency has been met. Those students who do not demonstrate English proficiency have the option to attend the English Language Program in Springfield, Illinois.

Benedictine University reserves the right to test the English writing and speaking skills of all incoming undergraduate and graduate students if circumstances warrant it. Students may be placed in courses which will help them improve in their academic endeavors.

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

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- If you have studied at a non-U.S. university, you must have your university educational credentials evaluated by ECE (Educational Credential Evaluators, Inc. <https://www.ece.org/>) or Educational Perspectives (<http://www.edperspective.org/benedictine/>). Report requirements vary by program, please contact the Office of Admissions for information on the type of report required. Read the directions on the evaluation form carefully and send all information needed and payment for the evaluation directly to the evaluating organization. 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/
- 1-800-GMAT-Now or www.mba.com
- 1-800-622-3231 (MAT) or www.milleranalogies.com
- 001-847-869-7700 (TOEFL) or www.ets.org/toefl

International Programs and Services Policies and Procedures

All international students are required to attend an orientation required as part of the academic experience. Participation in orientation course is mandatory and course is listed on final transcripts. Failure to attend may jeopardize your visa status. International students who do not show satisfactory academic progress may have their status terminated.

How To Apply to the Springfield Branch Campus

General Admissions Policy

Benedictine University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the University would endanger the health, safety, welfare or property of the members of the academic community or interfere with the orderly and effective performance of the University's functions. Graduate students denied admission are required to wait one calendar year before reapplying to the program.

Some programs have special admissions standards. If you are considering a particular program, you need to determine the admissions standards for that program by reviewing the descriptions contained later in the Catalog or by contacting the faculty responsible for the program. Failure to provide Benedictine University with a correct and complete academic history will result in revoking of acceptance and/or administrative withdrawal.

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:

Email: springadm@ben.edu

Phone: (217) 525-1420

Fax: (217) 528-9871

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

- Graduate Application for Admission
- \$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 <https://www.ece.org/>) evaluation or official Educational Perspectives Evaluation (<http://www.edperspective.org/benedictine/>) of any foreign country transcripts, if applicable. Report requirements vary by program, please contact the Office of Admissions for information on the type of report required.
- Letters of references from persons who know the applicant from a professional or academic perspective. Quantities of letters required vary by program. Letters of reference must be no more than one year old at the time application is received.
- Resume
- Essay statement of career and academic goals
- Copy of valid Illinois Teaching Certificate (M.Ed. only)
- Personal Interview (may be required of some programs)

International Admissions requirements (applicants currently or planning to complete studies while on a visa, asylum or refugee status)

- 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
- Instead: Credit from any college or university outside of the United States must be evaluated by either Educational Credential Evaluators (ECE: <https://www.ece.org/>) or Educational Perspectives (<http://www.edperspective.org/benedictine/>). Report requirements vary by program, please contact the Office of Admissions for information on the type of report required.

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- Official results of standardized test scores –TOEFL or IELTS (may be required of some applicants) or Graduate Entrance Exam Waiver Request form if applicable
- Letters of reference from persons who know the applicant from a professional or academic perspective (3 - Education; 2 – M.B.A., M.P.H. and M.S. in Management and Organizational Behavior)
- Evidence of English proficiency (please see English Proficiency Policy)
- Written statement of educational and career goals
- Resume, if applicable
- Personal Interview (may be required of some applicants)
- For students requesting an F or J visa: Official bank document, statement or letter of sponsorship showing sufficient funds to cover one year of tuition, room and board, and personal expenses. Contact the Office of Admissions to determine the amount required
- International Student Health form – Students must fully complete the health form that includes evidence of all immunizations and a current TB test.
- For students requesting an F or J visa: Proof of Insurance
- Housing form if requesting on campus housing
- Photocopy of Passport ID page
 - Please note, depending on the type of visa you are requesting additional documents may be required.

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 applicant's file will be forwarded to the International Programs and Services Office for review of documents required for visa application. The International Programs and Services Office will contact the student regarding the next steps in the process. All F-1 graduate students are required by law to be enrolled for eight 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.

English Proficiency Policy

All international students must demonstrate they have met the English proficiency requirements for the degree program to which they are applying. Students must meet the following requirements:

- TOEFL Paper Based Test: 550
- TOEFL Internet Based Test: 79
- IELTS Exam: 6.0

Test scores must be no more than one year old at the time of application and must be official documents in their original, unopened envelopes or sent directly from the testing service. Electronic verification may be possible but is not guaranteed.

Under certain circumstances, the English Proficiency requirement may be met without the official TOEFL or IELTS. These circumstances include:

- studying at an accredited institution where the official language of instruction is English, consideration given for length of program, cumulative grade point average and overall academic performance
- completing one year or more of academic coursework at a United States institution, pending review of transcripts
- passing an in house English Assessment

A TOEFL/IELTS waiver will not be considered until all other documents required for admission have been received. Students may need to meet additional requirements such as the GPA or testing requirement, or they may be required to submit official confirmation of their language instruction. *At any time the office of Admissions, Graduate Department, or office completing the English Assessment can require further documentation or request the student submit an official TOEFL/IELTS.* Once all required documents have been received, the Graduate Department may waive the TOEFL/IELTS if it is determined English proficiency has been met. Those students who do not demonstrate English proficiency have the option to attend the Abraham Lincoln Intensive English Program in Springfield, Illinois.

Benedictine University reserves the right to test the English writing and speaking skills of all incoming undergraduate and graduate students if circumstances warrant it. Students may be placed in courses which will help them improve in their academic endeavors.

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 ECE (Educational Credential Evaluators, Inc. <https://www.ece.org/>) or Educational Perspectives (<http://www.edperspective.org/benedictine/>). Report requirements vary by program, please contact the Office of Admissions for information on the type of report required. Read the directions on the evaluation form carefully and send all information needed and payment for the evaluation directly to the evaluating organization. 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 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/

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- 1-800-GMAT-Now or www.mba.com
- 1-800-622-3231 (MAT) or www.milleranalogies.com
- 001-847-869-7700 (TOEFL) or www.ets.org/toefl

International Programs and Services Policies and Procedures

All international students are required to attend an orientation required as part of the academic experience. Participation in orientation course is mandatory and course is listed on final transcripts. Failure to attend may jeopardize your visa status.

International students who do not show satisfactory academic progress may have their status terminated.

FINANCIAL POLICIES

Benedictine University is a non-profit corporation. Its endowment primarily consists of the contributed services of the Benedictine monks who teach at the University. The annual income from a student's fees covers only a portion of the cost of his or her education. Therefore, to meet its educational objective, and in fairness to all students, the University must insist on the following regulation: Financial arrangements must be made prior to the first day of the term.

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 Higher One (formerly Sallie Mae) to provide payment plans through TuitionPay for those students seeking arrangements to balance their tuition payments over an extended period of time.

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). Please note that payments are expected by the due date regardless of whether a statement is received. If you are nearing a payment due date and have not received a statement, please contact Student Accounts at (630) 829-6503 for assistance to determine the amount due. Students are encouraged to view their account information online using [MyBenU](#).

Lisle Campus 2013-2014

Tuition and Fees

Graduate

Quarter Tuition (per credit hour): \$590

Semester Tuition (per credit hour): \$865

Adult Accelerated Graduate (Learning Teams)

Master of Business Administration (M.B.A.) Tuition (per credit hour): \$590

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Master of Education (M.Ed.) Tuition (per credit hour): \$560

English as a Second Language (ESL) Endorsement Tuition (per credit hour): \$300

Audit (no credit) Tuition (per credit hour): \$590-\$865

Doctorate

Doctor of Business Administration (per credit hour): \$1,093.75

Doctor of Education (per credit hour): \$895

Doctor of Philosophy (per credit hour): \$1,093.75

Administrative Service Charges

Administrative fee: \$250

Application Fee: \$40

Certification fee: \$25

Duplicate diploma fee: \$25

Diploma red cover: \$10

Express transcript mailing (per address): \$30

Graduation fee: \$125

Immediate academic transcript fee (in 24 hours): \$20

Late payment/registration fee: \$100

Placement test posting fee: \$10

Registration deposit fee: \$125

Special examination: \$5

Transcript fee: \$5

Springfield Branch Campus 2013-2014

Tuition and Fees

Graduate

Quarter Tuition (per credit hour): \$460

Semester Tuition (per credit hour): \$475

Doctorate

Doctor of Philosophy (per credit hour): \$1,031.25

Administrative Service Charges

Administrative fee: \$250

Application fee (graduate): \$40

Application fee (doctoral): \$50

Application for Graduation fee: \$125

Application for Graduation late penalty fee: \$25

Application for Certification fee: \$25

Clergy/Lay Ministry Program (per credit hour): \$50

Duplicate Diploma fee: \$25

Diploma red cover: \$10

Elementary Education Background Check Fee: \$100

Independent Study (per credit hour): \$570

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Express transcript mailing (per address): \$30
Immediate academic transcript fee (in 24 hours): \$15
Late payment/registration fee: \$100
Non-Sufficient Funds Check (NSF): \$30
Placement test posting fee: \$10
Portfolio Assessment (per credit hour): \$50
Special Examination: \$15
Transcript fee: \$5

Payment Options

1. Payment in full - Benedictine University accepts cash, personal checks, money orders, Visa, MasterCard and Discover. Remit payment to:

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

PAYMENT DEADLINE: within seven calendar days after the first class meeting. Students may view and pay their accounts online at www.ben.edu/MyBenU from any on-campus computer or access MyBenU via [BenUConnect](http://www.ben.edu/benuconnect) at www.ben.edu/benuconnect from off-campus.

Instructions on how to make an online payment are found at <http://www.ben.edu/MyBenU>

2. Benedictine University has partnered with Higher One (formerly 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 website. 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 Benedictine University, a financial hold and late payment fee may apply.
 - o Annual budgets - For a fee of \$50, students can make monthly payments toward their full-year's tuition balance (June - May).
 - o 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.

3. Employer tuition reimbursement - For a fee of \$30, students can arrange with Higher One's (formerly Sallie Mae) 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. 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 Options 1, 2 or 3 by payment deadline will result in a late payment fee of \$100 and a financial hold placed on the student's account*****

Tuition Refund Policy

- 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.

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- 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
- 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 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:

Benedictine University
Attn: Financial Appeals Committee
5700 College Road, Lisle, IL 60532

Fax:

Financial Appeals Committee
(630) 829-6501

Email: FinancialAppealsCommittee@ben.edu

For more information on Student Accounts, please visit

http://www.ben.edu/campus_resources/studentaccounts/index.cfm.

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 continuously enrolled in the established curriculum program schedule.

Application Procedures

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

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 and register for classes will receive a financial aid award letter. The award letter will include the types of assistance and award amount(s) the student is eligible to receive.

Federal Direct Stafford Loan Programs

Graduate students are eligible to borrow up to a maximum of \$20,500 in Federal Direct Unsubsidized Stafford loans per academic year.

Direct Unsubsidized Stafford loans are not based on financial need. Students may borrow the cost of education minus all other financial aid, up to the annual maximum. The interest rate on the Unsubsidized Direct loan is fixed at 6.8% and begins to accrue from the date loan fees are disbursed. The interest may be paid while enrolled, or it can accrue and become part of the principal owed. Repayment on the Federal Direct Unsubsidized Stafford loan begins upon graduation or when the student ceases to be enrolled at least half-time.

Federal Direct Graduate/Professional PLUS Loan Program

Graduate and Professional students are eligible to borrow funds from the Federal Direct PLUS Loan program. Students may borrow the cost of education minus all other financial aid. The interest rate on the Federal Direct Graduate PLUS loan is fixed at 7.9% and begins to accrue from the date loan fees are disbursed. The interest may be paid while enrolled, or it can accrue and become part of the principal owed. The first payment on a Federal Direct PLUS Stafford loan is due within 60 days after the loan is fully disbursed, however, payments may be postpone while the student is enrolled at least half-time. Students should borrow their full Federal Direct Stafford Loan before borrowing from the Federal Direct PLUS Loan program.

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

I. 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.

II. Financial Aid Programs Included Under this Policy

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

III. Students Subject to this Policy

All students currently receiving federal and/or state 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.

IV. Satisfactory Academic Progress includes three criteria:

1. Academic standing based on the student's cumulative GPA;
2. The student's progress towards successful degree completion; and,
3. Degree completion within a maximum timeframe of 150% of the published length of a program for graduate/professional students.

In order to maintain Satisfactory Academic Progress, students must:

1. Remain in good academic standing or on academic probation. The minimum cumulative GPA for a graduate student is 3.0 (as defined in the University catalog);
2. Maintain a completion rate of coursework equal to at least 67% of the total number of credit hours attempted. This quantitative requirement ensures the student is steadily progressing toward their degree by completing at least two-thirds of all attempted credit hours. For example, a student who has attempted a cumulative total of 12 credit hours must complete at least 8 credit hours to meet the requirement ($12 \text{ hours} \times .67 = 8 \text{ credit hours}$).; Complete their degree requirements within 150% of the required hours to complete their degree. For example, a student enrolled in a master's degree program that requires a total of 64 credit hours, would have a maximum limit of 96 hours.

Once a student has reached the maximum credit hours, the student is no longer eligible to receive federal or state financial assistance. All terms of enrollment are reviewed as well as all transferred credits, regardless of whether aid was received.

V. Satisfactory Academic Progress Review Process

Satisfactory Academic Progress for traditional graduate students and online students is reviewed twice annually, at the end of the Spring and Fall quarter/session. Satisfactory Academic Progress for learning team students is reviewed at the end of each payment period. Students failing to meet Satisfactory Academic Progress will be notified in writing of their loss of financial aid eligibility.

VI. 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 appeal must include information explaining why the student failed to meet Satisfactory Academic Progress; what has changed in the student's situation that would allow the student to demonstrate Satisfactory Academic Progress at the next evaluation; and a realistic educational plan that outlines how the student will meet the SAP criteria. A meeting with an academic advisor to assess the viability of the educational plan to meet the degree requirements is recommended. The student's appeal must be in writing and submitted to the Office of Financial Aid.

An appeal may be approved only if:

1. The student will be able to meet Satisfactory Academic Progress standards after the subsequent payment period, or

The information contained on this page is from the 2013-2014 Graduate Catalog and is valid until August 1, 2014.

2. The student submits an academic plan that, if followed, will ensure that the student is able to meet Satisfactory Academic Progress standards by a specific point in time.

Probation: If a student fails to meet the requirements of Satisfactory Academic Progress and submits an approved appeal, he/she can continue to receive Title IV aid for one additional payment period. SAP will be monitored at the end of the probationary period.

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 Office of Financial Aid to request a review of his/her Satisfactory Academic Progress for reinstatement of assistance.

VII. Definitions for Financial Aid Purposes

Completion of Courses

For graduate/professional students, hours completed are based on grades of "A," "B," "C," and "P." Hours with an "D", "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 Office of Financial Aid 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 four-fifths 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 Office of Financial Aid 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 Office of Financial Aid 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 Office of Financial Aid has received the Leave of Absence form, the request will be processed and notification will be sent to the student, Enrollment Services (Ben Central) and the student's academic advisor. Enrollment Services (Ben 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 Office of Financial Aid, 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 Office of Financial Aid 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 Office of Financial Aid 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 Office of Financial Aid 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.

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.

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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 percent 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 percent.
- 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
- Loan Servicer is notified of student's status change
- Post-Withdrawal Disbursements are identified (if applicable)
- Excess funds earned are offered to student (if applicable)
- 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 Perkins Loans
3. Federal Direct Grad PLUS

ACADEMIC CALENDARS

2013-2014

Master Academic Calendar

Doctoral and Graduate Semester (GSEM) and Online Programs

Graduate Semester Programs

Clinical Exercise Physiology

Education (M.Ed. and M.A.Ed.)

Linguistics

Nursing

Science Content and Process

Doctoral Semester Program

Higher Education and
Organizational Change

FALL 2013

August

26	Mon	FALL GSEM and Online Session 1 BEGIN
29	Thur	Opening Liturgy; no GSEM classes between 10:45 a.m. and 1:30 p.m.; all University offices open; end of add/drop course changes and late registration for Online Session 1.

September

2	Mon	Labor Day; no GSEM classes; all University offices closed.
13	Fri	Last day to file application for Spring 2014 pre-clinicals
30	Mon	Last day to file application for Fall 2013 Teacher Education program

October

13	Sun	Last day to withdraw from Online Session 1 classes
15	Tues	Application for May 2014 graduation degree/certificate recipients due
20	Sun	Online Session 1 ENDS
21	Mon	Online Session 2 BEGINS
24	Thur	End of add/drop course changes and late registration for Online Session 2
28	Mon	Last day to file for Fall 2014 Student Teaching

November

4	Mon	Spring 2014 registration begins
27	Wed	No GSEM classes after 6:00 p.m.
28-29	Thur-Fri	Thanksgiving Holidays; no GSEM classes; all University offices closed.

December

7-13	Sat-Fri	GSEM Fall official final exam period
8	Sun	Last day to withdraw from Online Session 2 classes
14	Sat	Commencement Convocation
15	Sun	FALL GSEM and Online Session 2 END
24-25	Tues-Wed	Christmas Holidays; all University offices closed.
31	Tues	December degree conferral

SPRING 2014

January

1	Wed	New Year's Holiday; all University offices closed.
6	Mon	Online Session 3 BEGINS
9	Thur	End of add/drop course changes and late registration for Online Session 3
13	Mon	SPRING GSEM BEGINS
15	Wed	Application for August 2014 graduation degree/certificate recipients due
20	Mon	Celebration of Rev. Dr. Martin Luther King Jr. Day; no GSEM classes; all University offices open.
24	Fri	Last day to file for Fall 2014 pre-clinicals

February

23	Sun	Last day to withdraw from Online Session 3 classes
24	Mon	Last day to file application for Spring 2014 Teacher Education program

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2013-2014

Master Academic Calendar

Doctoral and Graduate Semester (GSEM) and Online Programs

Graduate Semester Programs

Clinical Exercise Physiology

Education (M.Ed. and M.A.Ed.)

Linguistics

Nursing

Science Content and Process

Doctoral Semester Program

Higher Education and
Organizational Change

March

2	Sun	Online Session 3 ENDS
3	Mon	Summer 2014 registration begins; Online Session 4 BEGINS.
6	Thur	End of add/drop course changes and late registration for Online Session 4
14	Fri	Last day to file for Spring 2015 Student Teaching
15	Sat	Application for December 2014 graduation degree/certificate recipients due
17-23	Mon-Sun	Spring break; no GSEM classes; all University offices open.
31	Mon	Fall 2014 registration begins

April

18-20	Fri-Sun	Good Friday, Saturday and Easter; no GSEM classes; all University offices closed.
20	Sun	Last day to withdraw from Online Session 4 classes
21	Mon	Easter Monday; GSEM classes in session; all University offices closed.
27	Sun	Online Session 4 ENDS

May

3-9	Sat-Fri	GSEM spring official final exam period
10	Sat	Commencement Convocation
11	Sun	SPRING GSEM ENDS
26	Mon	Memorial Day; all University offices closed; no GSEM classes.
31	Sat	May degree conferral

SUMMER 2014

April

28	Mon	Online Session 5 BEGINS
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May

1	Thur	End of add/drop course changes and late registration for Online Session 5
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June

2	Mon	SUMMER GSEM BEGINS
15	Sun	Last day to withdraw from Online Session 5 classes
22	Sun	Online Session 5 ENDS
23	Mon	Online Session 6 BEGINS
26	Thur	End of add/drop course changes and late registration for Online Session 6

July

4	Fri	Independence Day; no GSEM classes; all University offices closed.
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August

10	Sun	SUMMER GSEM ENDS; last day to withdraw from Online Session 6 classes.
17	Sun	Online Session 6 END
31	Sun	August degree conferral

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2013-2014 Master Academic Calendar

Doctoral and Graduate Quarter (QTR) and Online Programs

Graduate Quarter Programs

Accountancy
Business Administration
Business Analytics
Clinical Psychology
Leadership
Management Information Systems
Management and Organizational Behavior
Nutrition and Wellness
Public Health
Taxation

Doctoral Quarter Programs

Organization Development

FALL 2013

August

26 Mon Online Session 1 BEGINS
29 Thur End of add/drop course changes and late registration for Online Session 1

September

2 Mon Labor Day; no QTR classes; all University offices closed.
30 Mon FALL QTR BEGINS

October

13 Sun Last day to withdraw from Online Session 1 classes
15 Tues Application for March and June 2014 graduation degree/certificate recipients due
20 Sun Online Session 1 ENDS
21 Mon Online Session 2 BEGINS
24 Thur End of add/drop course changes and late registration for Online Session 2

November

4 Mon Winter/Spring 2014 registration begins
27 Wed No QTR classes after 6:00 p.m.
28-29 Thur-Fri Thanksgiving Holiday; no QTR classes; all University offices closed.

December

8 Sun FALL QTR ENDS; last day to withdraw from Online Session 2 classes.
14 Sat Commencement Convocation
15 Sun Online Session 2 ENDS
24-25 Tues-Wed Christmas Holidays; all University offices closed.
31 Tues December degree conferral

WINTER 2014

January

1 Wed New Year's holiday; all University offices closed
6 Mon WINTER QTR and Online Session 3 BEGIN
9 Thur End of add/drop course changes and late registration for Online Session 3
15 Wed Application for August 2014 graduation degree/certificate recipients due
20 Mon Celebration of Rev. Dr. Martin Luther King Jr. Day; no QTR classes; all University offices open.

February

23 Sun Last day to withdraw from Online Session 3 classes

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2013-2014 Master Academic Calendar

Doctoral and Graduate Quarter (QTR) and Online Programs

Graduate Quarter Programs

Accountancy
Business Administration
Business Analytics
Clinical Psychology
Leadership
Management Information Systems
Management and Organizational Behavior
Nutrition and Wellness
Public Health
Taxation

Doctoral Quarter Programs

Organization Development

March

2 Sun Online Session 3 ENDS
3 Mon Summer 2014 registration begins
15 Sat Application for December 2014 graduation degree/certificate recipients due
16 Sun WINTER QTR ENDS
17-23 Mon-Sun Spring break; no QTR classes; University offices open.
31 Mon March degree conferral

SPRING 2014

March

3 Mon Online Session 4 BEGINS
6 Thur End of add/drop course changes and late registration for Online Session 4
24 Mon SPRING QTR BEGINS
31 Mon Fall 2014 registration begins

April

18-20 Fri-Sun Good Friday, Saturday and Easter; no QTR classes; all University offices closed.
20 Sun Last day to withdraw from Online Session 4 classes
21 Mon Easter Monday; QTR classes in session; all University offices closed.
27 Sun Online Session 4 ENDS
28 Mon Online Session 5 BEGINS

May

1 Thur End of add/drop course changes and late registration for Online Session 5
10 Sat Commencement Convocation
26 Mon Memorial Day; no QTR classes; all University offices closed.

June

1 Sun SPRING QTR ENDS
15 Sun Last day to withdraw from Online Session 5 classes
22 Sun Online Session 5 ENDS
30 Mon June degree conferral

SUMMER 2014

June

9 Mon SUMMER QTR BEGINS
23 Mon Online Session 6 BEGINS
26 Thur End of add/drop course changes and late registration for Online Session 6

July

4 Fri Independence Day observance; no QTR classes; all University offices closed.

August

10 Sun Last day to withdraw from Online Session 6 classes
17 Sun SUMMER QTR and Online Session 6 END
31 Sun August degree conferral

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STUDENT SERVICES

Library

Benedictine University Libraries strive to provide the resources for all academic and research needs. Providing access to more than 110 databases, 200,000 books and eBooks, and helpful librarians seven days a week, we are here to assist you in person and online.

The primary mission of the Benedictine University Libraries is to provide library resources and services that support the Benedictine University community and meet its academic and research needs. In accordance with the University mission, the library also endeavors to enhance the University's Roman Catholic tradition and Benedictine heritage, the multicultural character of the campus community, and the University's commitment to assist students in becoming responsible citizens and leaders in the world community. The library will also share its resources appropriately with outside communities, including the broader academic community and local users.

Collections:

- More than 200,000 books (print and electronic)
- Access to more than 50,000 periodicals (print and electronic)
- More than 110 different databases in a variety of subject areas, most accessible from off campus
- Instructional Materials Collection - juvenile books, teacher's kits, multimedia resources, videos / DVD's, CDs
- Copies of all theses and dissertations completed at Benedictine University and George Williams College
- State of Illinois Documents Repository
- Archives and Special Collections (Appointments are not required but strongly encouraged. Call (630) 829-6064 to arrange an appointment.)

Services:

- Circulation
- Interlibrary Loan
- Reference
- Information Literacy Instruction
- Reserves
- Collection Development, Acquisitions and Technical Services

Consortium affiliations:

- Consortium of Academic and Research Libraries in Illinois (CARLI)
- LIBRAS
- AMIGOS

Lisle Campus

Career Development

The Career Development Office offers comprehensive services to assist students and alumni in developing, implementing and evaluating career and life plans. Our goal is to promote personal and professional development by utilizing a holistic approach to achieve their career goals, provide them with a foundation to become self-directed learners, and educate them through the career planning process.

This mission will be accomplished through collaboration with students, alumni, faculty and employers and a commitment to empowering students and alumni to be active participants in their own career development process. Career Development is here for you not only during your journey at Benedictine, but we stay connected with you as an ongoing partnership in your journey as an alumnus of Benedictine University.

We know that sometimes life can throw a curve ball and transitions in careers happen either by choice or sometimes not our choice. Career Development offers a wide range of services to accommodate different needs, at different times for different transitional career support.

Career Development offers services from one-on-one career counseling to a wide range of virtual career services ranging from career assessments to resume assistance. We'll help you with cover letters, mock interviews, internship, job fairs, workshops, career assessments and more.

Career Development in Krasa Center – Lower Level Room 010, email career@ben.edu or call (630) 829-6040 to schedule an appointment with one of our career counselors today.

University Ministry

University Ministry, located on the fourth floor of Kindlon Hall, celebrates the Catholic acknowledgement of the rich diversity of faiths at Benedictine University. Through our programs and services, we aim to assist Benedictine students, staff and administration in their spiritual and personal growth.

You're invited to get involved with the wide variety of opportunities we have to offer! Whether you're in need of spiritual direction, would like to use your musical talents in worship, or are seeking to learn more about your faith or others, our doors are always open.

Dining Services

The Krasa Center Dining Commons, the Coal Ben and the Coffee Shop are managed by Sodexo Campus Services and the dining team at Benedictine University. Sodexo Campus Services and the dining team at Benedictine University strive to bring new and improved types of service.

Barnes and Noble at Benedictine University

You can purchase new or used textbooks and other required supplies from the University's bookstore, Barnes and Noble at Benedictine University. Show your school spirit with Benedictine University apparel. The bookstore sells a variety of apparel items and offers a number of sales

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throughout the year. Visit ben1.bkstore.com or stop by the bookstore to see the latest styles and selections. You can contact the bookstore at (630) 829-6010 or visit us on the first floor of the Krasa Student Center.

Campus Recreation

As a Benedictine student, you are invited to take part in campus recreation opportunities. Campus Recreation encompasses a variety of activities including intramurals, group fitness classes, informal sports and adventure activities. All of these activities will give you the opportunity to connect with the University community, meet new people on campus and have fun. For questions, contact Campus Recreation at (630) 829-6107.

Benedictine Fitness Center

The Benedictine Fitness Center provides state-of-the-art facilities for students, athletes, faculty and staff. The center has both early morning and evening hours of operation. For more information, check out the Athletics website at www.benueagles.com.

University Police

University Police provide a number of services such as jump-starting stalled vehicles, safety escorts (between 6:00 p.m.-6:00 a.m.) and vehicle lockouts. For more information, visit the Benedictine University Police office on the lower level of the South Parking Garage.

Alumni Association

Graduating students are members of an ever-expanding organization—the Benedictine University Alumni Association. As an alumnus, the University still plays a very important role in your life. There are many ways for alumni to stay involved with Benedictine and to keep in touch with classmates. In addition, Benedictine University alumni are entitled to many special benefits. The Alumni Association is operated through the services of a volunteer governing board of directors consisting of 24 members. The function of this board is to support all alumni programs and activities through the Office of Alumni Relations. These programs include: AlumNet, a group of volunteer alumni who offer their help in mentoring new and existing students in their educational and career paths; class reunions; homecoming; admissions recruitment; the Annual President's Invitational Golf Outing; regional alumni activities; alumni chapters; and many other events both on and off campus. Contact the Alumni Association at: www.ben.edu/alumniassociation or (630) 829-6077.

Springfield Branch Campus

Disability Services

Benedictine University at Springfield strives to provide individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with a documented permanent or temporary disability requiring accommodations should contact Disability Services as early in the semester as possible.

Accommodations are based on each individual's documentation and circumstances. Some of the more common services granted are:

- Extended Testing Time
- Separate and quiet testing space

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- Note taking assistance
- Books and materials in alternate formats
- Preferential classroom seating
- Learning Success Plan-Individualized action plan towards improved academic experience.

Disability Services works with students, faculty and other campus personnel in a cooperative and confidential effort to find appropriate solutions to each individual's special needs

Advising

Each student is assigned an advisor for academic counseling and for guidance in planning academic work. While advisors are available to assist students in all aspects of academic planning, students are responsible for knowing and meeting degree requirements and for identifying courses that are required by their intended program of study.

Campus Ministry

Campus Ministry at Benedictine University at Springfield strives to provide a variety of spiritual opportunities for students, faculty and staff. The University welcomes students of all faiths and traditions to share their spiritual lives with other students, faculty and staff at the University. Weekly Catholic Masses are held in the Sacred Heart Chapel.

The mission of Benedictine University supports the value of community service and encourages active participation in outreach opportunities coordinated by Campus Ministry and other campus organizations. Volunteering even one hour per week makes a positive difference for agencies, individuals, families and even animals in the surrounding community. The Campus Ministry office will be happy to match your interests and talents with volunteer opportunities that conform to the mission and values of Benedictine University.

Campus Police

The Benedictine University Campus Police Department works to provide resources that ensure a safe campus environment and improve the quality of life within the University Community. The department is staffed by State certified police officers, with the same authority as municipal police and county sheriffs, including the power of arrest, who provide a full range of safety and security services. University Police can assist with by providing escorts to vehicles, access to locked vehicles, battery jumps and other services.

Career Development/Internship Placement

Development Staff can assist with all aspects of career development including choosing a major, deciding on a career path, writing a resume, locating internships and field placements, conducting a job search, preparing for interviews, finding employment after graduation, and preparing for graduate school.

Internships encourage students to develop professional skills in their chosen career field while providing them with the valuable work experience needed in an economically competitive work world. Internships can either be non-credit or credit bearing. Complete an application with career development if you are interested in participating in an internship.

Dining Services

A selection of meals, sandwiches and snack foods are offered through our campus dining room in Mueller Hall and at the 'Dog House' in the Student Lounge. Mueller Hall dining room serves lunch Monday through Friday and dinner Sunday through Thursday. Breakfast is available in the lower level of Dawson Hall for board students. Students can go to the cafeteria between 2:00 – 4:30 for made to order options as well. Students can purchase meals or individual items using cash, debit or credit cards or, more conveniently, by purchasing flex dollars to deposit on their BenCard. Flex Dollars can be purchased from the Student Accounts Office by calling 217-525-1420 Ext 219. Weekly menus and catering can be found on the University website at www.ben.edu/springfield.

The Fitness Area

The fitness area offers a variety of options for strength and aerobic training and activities. The area is available to all members of the campus community and is free to use. The staff in the area are trained to help you utilize all of the equipment available to maximize your results.

Intramural Sports

We offer our students, faculty and staff opportunities to participate in intramural sports events. Competitive sports held in the past include foosball, pool, flag football, basketball, volleyball, and dodge ball. Seasons are scheduled to last from one day to several weeks, depending on the sport and student participation. See The Pit Staff for more information.

The Resource Center

The Benedictine University at Springfield Resource Center's mission is to advance academic excellence and professional development by leading progressive initiatives aimed at cultivating active campus engagement. Academic and professional engagement goals include the following:

- To promote the advancement of academic and professional objectives by providing teaching-and-learning, tutoring, and professional-development services in a comfortable, accessible, and supportive environment;
 - To offer guidance and direction in developing professional goals, targeting lifelong learning desires, and pursuing service activities;
 - To bolster academic engagement and pedagogical enrichment by offering resources, professional development, best-practices strategies, and research-driven direction; and
 - To enhance and support the development of curricular, departmental, and campus pursuits.
- CLEP Testing, Professional Development, Learning Success Plans, Tutoring, and Disability Services are offered through the Resource Center. The space also offers computers for student use and space for group or individual study.

STUDENT COMPLAINT PROCESS

Your concerns are important to us. If you encounter a problem involving the application of a Benedictine University policy or procedure or have any other dispute with the University that you cannot resolve informally and which adversely impacts you, you may file a complaint in writing.

For purposes of this Process, a "Complaint" is an expression of dissatisfaction concerning, a University employee, department, service or process, or a University administrative action, that requires clarification, investigation and/or resolution.

Complaint Process:

- A complaint must be made in writing, preferably using the online Complaint Form at http://www.ben.edu/campus_resources/student_life_complaints_satisfaction_form.cfm.
- It is important to report complaints promptly and to include a short and concise statement of all the relevant facts and the action or remedy you are requesting so that an investigation can be completed and a resolution achieved.
- Complaints must be filed within 15 business days from the date of the action or occurrence which is the subject of the complaint.
- The Office of Student Life will assign a tracking number to the complaint and acknowledge its receipt using the contact information you have provided on the Complaint Form.
- The Office of Student Life reviews each complaint to determine if it is one upon which action should be taken. If the complaint is properly the subject of the academic or financial appeals processes, or is a question of academic discretion, the complaint will be dismissed without further action.
- The Office of Student Life refers complaints requiring further action to the appropriate academic or administrative official (typically, a Dean or Director, or another appropriate administrator whom they have designated) for investigation and resolution.
- Within 10 business days after receiving a complaint, the Office of Student Life will advise the student in writing either (a) that it has referred the complaint to an administrator for investigation and resolution, and to whom the complaint was referred, or (b) that it has dismissed the complaint and the reason for the dismissal.
- An administrator to whom a complaint has been referred has 20 business days from the date of the referral to investigate and address the complaint. During the investigation and resolution process the administrator will communicate directly with the student who has filed the complaint. At the conclusion of the investigation and resolution the administrator will notify the student and the Office of Student Life in writing of the results of the investigation and the resolution of the complaint.
- The Office of Student Life may extend the investigation period beyond 20 business days by notifying, in writing, the student who filed the complaint, using the contact information provided on the Complaint Form.
- A complaint may be dismissed without further action if the student fails to cooperate in the investigation.

NOTE: Dealing with concerns in the most direct and honest fashion should always be the first step toward resolution. Many problems are resolved when one makes an appointment with a faculty or staff member and calmly and honestly communicates their concerns.

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ACADEMIC PROGRAMS - GRADUATE

Master of Arts (M.A.) in Linguistics/Certification in TESOL

College: College of Liberal Arts

Department: Languages and Literature

Student Type: Graduate

Faculty:

Sandra Gollin Kies, Ph.D.

Olga Lambert, Ed.D.

Description:

The Master of Arts in Linguistics Program will allow candidates to earn the M.A. in Linguistics with TESOL, M.A. in Linguistics with Literary Studies, or Concentration in TESOL. The M.A. in Linguistics with TESOL provides degree candidates with both practical and theoretical instruction in applied linguistics, including preparation for teaching in a range of contexts. The M.A. with Literary Studies gives degree candidates the option of pursuing linguistic and cultural studies in languages other than English, including Spanish, Arabic, and Chinese.

The credit hours for either concentration in the master's degree total 28 hours of traditional 15-week courses and labs, plus 4-8 hours of individual, supervised research and writing for the Master's Thesis. The Certification program requires 18 credit hours of coursework.

Requirements for the M.A. with TESOL:

Required: Introduction to Linguistics w/Lab, Second Language Acquisition w/Lab, Methods and Materials for Teaching ESL w/Lab, Assessment of ESL and Bilingual Students w/Lab, MA Thesis (total 20-24 hours)

Electives (student must choose three): Sociocultural Studies in ESL w/Lab, Research Methods: TESOL, TESOL and the Adult Learner, World Englishes w/Lab, Issues in Second Language Writing, Modern English w/Lab, Style w/Lab, English for Specific Purposes (total 12 hours)

Successful completion of the MA Thesis as approved by program faculty is required for the degree.

Requirements for the M.A. with Literary Studies:

Required: Introduction to Linguistics w/Lab, Literatures and Issues in Translation w/Lab, Modern English w/Lab, Research Methods: Context Studies, Style w/Lab OR Critical Theory/Global Literary Theory w/Lab OR Advanced Literary Studies in a Language other than English w/Lab, MA Thesis (total 24-28 hours)

Electives (students must choose two): Second Language Acquisition w/Lab, Sociocultural Studies in ESL w/Lab, Research Methods: Context Studies, Issues in Second Language Writing, Modern English w/Lab, Style w/Lab, English for Specific Purposes (total 8 hours)

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Successful completion of the M.A. Thesis as approved by program faculty is required for the degree.

Requirements for the Concentration in TESOL:

Required: Introduction to Linguistics, Second Language Acquisition, Methods and Materials for Teaching ESL, Assessment of ESL and Bilingual Students, Sociocultural Studies in ESL (total 15 hours)

Electives (students must choose one): World Englishes, Style, Literatures and Issues in Translation, Modern English (total 3 hours)

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

College: College of Business; Margaret and Harold Moser College of Adult and Professional Studies

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

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

Associate Professor and Chair, M.B.A. and M.S. in Accountancy Programs

John Draut, M.B.A.

Instructor, M.B.A. and M.S. in Accountancy Programs

Program Director, M.S. in Accountancy Program

Ricky Holman, J.D.

Instructor, M.B.A. and M.S. in Accountancy Programs

Barbara T. Ozog, Ph.D.

Professor and Program Director, M.S. in Management Information Systems Program

Thomas Yu, Ph.D.

Assistant Professor, M.B.A., M.S. in Management Information Systems Program
and M.S. in Accountancy Programs

Apostolos Xanthopoulos, Ph.D.

Assistant Professor, M.B.A. and M.S. in Accountancy Programs

Marvin Camburn, Ph.D., Professor Emeritus†

† - Deceased

Academic Administrators:

Susan Stackley, M.S., Associate Director

Courtney Hatcher, B.A., Program Manager

Lecturers:

David Baker, M.B.A., CPA

Brian Blazina, M.B.A.

John Carroll, M.B.A.,

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

Cyril V. Crane, M.B.A., CPA

David Dibblee, M.B.A., CPA, Professor Emeritus

Chris Fernandez, Ph.D.

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and is valid until August 1, 2014.*

John Frech, M.B.A., CPA
Ann Fulmer, M.S., Senior Lecturer
R. David Fulton, M.S., CPA, Senior Lecturer
Kenneth Hansen, J.D., Senior Lecturer
George Hay, Ph.D.
James Hill, M.B.A., Senior Lecturer
Philip L. Hupfer, M.S.
John Kennedy, M.B.A.
Joseph Kocinski, M.B.A., Senior Lecturer
Mark Kozak, M.B.A., M.A.
Richard Magner, Ph.D., Senior Lecturer
John Malec, M.A., Senior Lecturer
Hamid Noorani, M.I.M.
Peter Papantos, M.B.A., Senior Lecturer
Phil Perillo, M.B.A., CPA
Ronald Revers, Ph.D., Senior Lecturer
David Schreier, M.S.
Greg Sellers, Ph.D.
Bernard Silverman, Ph.D., Senior Lecturer
Mark Sowa, M.A., M.B.A.
Andy Sze, M.B.A., M.S.
Martin Terpstra, M.S., CPA
Joseph Youchison, M.S., M.B.A., Senior Lecturer
Christopher Yu, Ph.D.
James Zoda, 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.

Introduction

For more than 35 years, Benedictine M.B.A. Programs have been preparing students 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 M.B.A. has prepared more than 7,000 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 Master of Business Administration (M.B.A.):

Upon completion of the Benedictine's M.B.A. 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 finance, accounting, management, operations, marketing, and economics.

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 M.B.A. 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 M.B.A. programs are:

- Traditional M.B.A.
- Online M.B.A.
- Internship M.B.A.
- 4+1 M.B.A. Program
- International M.B.A. Program
- Learning Team M.B.A.
- Dual Degrees (M.B.A./M.S. in Management and Organization Behavior, M.B.A./M.P.H., M.B.A./M.S. in Management Information Systems, M.B.A./M.S. in Accountancy, M.B.A./M.S.N.)

Traditional (evening) 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 held on the main campus in Lisle and are ideal for those who seek flexibility in their course schedules, an academic concentration and time to complete their degrees as part-time students. Afternoon Matinee M.B.A. classes allow students to take one class from 3:00 to 6:00 p.m. and a second class from 6:30 to 9:30 p.m. on the same night, saving gas and time. Students usually complete one to two courses per quarter.

The M.B.A. program consists of six (6) foundation courses that provide preparation for the managerial-level core courses. Students with prior undergraduate business coursework may be waived from four foundation courses. To be eligible for course waivers, prior undergraduate coursework must have been taken within the last seven years, pending department chair approval. This means you can complete your degree in less than two years.

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 credit toward the master's degree for graduate coursework completed at another accredited institution.

Online M.B.A. Program:

Benedictine University offers a high quality, fully online M.B.A. with seven concentrations: Accounting, Entrepreneurship and Managing Innovation, Financial Management, Health Administration, International Business, Marketing Management, and Internet Marketing. 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.

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.

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 Copenhagen Business School (CBS). Summer sessions at CBS 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 Jianzhu 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 (M.S.) in Management Information Systems programs throughout China and Vietnam.

Learning Team M.B.A. Program:

Benedictine University's Learning Team M.B.A. Program offers an evening, blended-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 teams start regularly throughout the year at locations throughout the Chicago area and northern Illinois.

Dual Degree M.B.A. Programs:

Benedictine University offers the following five dual M.B.A. degrees: M.B.A./M.S. in Management Information Systems, M.B.A./M.S. in Management and Organizational Behavior, M.B.A./M.P.H. and M.B.A./M.S. in Accountancy, M.B.A./M.S.N. 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. Students admitted to a graduate business program may apply to a dual degree program at any time during their initial program or up to three years after completion of the initial degree program.

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 or Department Chair before they initiate their first Certificate course. Certificates are offered in the following areas: accounting, business administration, business law, entrepreneurship, derivatives trading, financial management, international business, integrated marketing communications, operations management, project management, sustainable business and leadership.

M.B.A. Program Curriculum:*Foundation Courses 24 quarter credit hours:*

MBA 520 Leadership and Business Ethics in a Global Environment

MBA 541 Analytical Tools for Management Decisions

MBA 510 Economics

MBA 530 Organizational Behavior or MBA 633 Legal Issues in the Workplace*

MBA 500 Financial Accounting or MBA 501 Accounting for Non-Financial Managers*

MBA 539 International Business

The Managerial Process 28 quarter credit hours:

MBA 601 Managerial Accounting or MBA 545 Business Law*

MBA 611 Managerial Economics

MBA 630 Operations Management

MBA 651 Financial Management

MBA 661 Marketing Management

MBA 683 Project Management or MBA 641 Information Technology Management*

MBA 671 Strategic Management

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

*Either MBA 500 and MBA 601 must be taken in combination, or MBA 501 and MBA 545 must be taken in combination. Students may not combine MBA 500 and MBA 545 since there are critical managerial accounting concepts covered in MBA 601 and MBA 501 which are a necessary prerequisite for MBA 671 Strategic Management. Option courses are not available in the online or learning team programs.

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. Course specific software may also be required such as SPSS statistical software and Bloomberg financial software. 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 complete the 500-level foundation courses at a grade of 'B' or better and successfully complete the 13 required courses plus 12 hours in elective coursework, at a 3.0 or higher cumulative grade point average. 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. Each of the 13 required courses are offered year round. Traditional evening M.B.A. classes typically meet one evening per week, from 6:30-9:30 p.m. (selected 'matinee' courses are offered in a 3:00-6:00 p.m. time slot for student's convenience) 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. 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/licensure (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. Course substitutions/waivers cannot be awarded for professional work/life experience.

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.

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M.B.A. Program Concentrations:

A unique feature of the Benedictine M.B.A. Program is the option to earn one or more concentrations in more than 17 areas. A concentration is earned by completing 12 elective credits from the specific courses designated for each concentration. Earning a concentration is optional. Students must comply with all course pre-requisites when planning a concentration. Those students wishing to earn two or more concentrations must complete a unique set of courses for each concentration. An elective cannot be used to meet the requirements of two different concentrations.

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 prerequisites must be met for enrollment in upper level courses. Contact the M.B.A. Program Manager 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. All students must have a conferred baccalaureate degree from an accredited institution prior to starting the M.B.A. program. The student should request that all transcripts, including any from Benedictine University, be mailed directly to the Graduate Admissions Office at Benedictine University.
4. Minimum cumulative grade point average of 2.75. If a student's cumulative GPA fall below the minimum required for admission the student may be required to meet with the M.B.A. Program Director to discuss options.
5. Two letters of reference from persons who know the applicant from a professional or academic perspective.
6. A one-page statement of educational and career goals.
7. Resume which includes chronological work history.
8. Interview with the M.B.A. Program Director, at the director's discretion.
9. 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 no 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 Math Review.

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 (CPA) or Certified Managerial Accountant (CMA) 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 and Practice I (4)
MBA 506 Corporate Accounting Theory and Practice II (4)
MBA 512 Federal Income Taxation (4)
MBA 513 Auditing Theory and Practice (4)
MBA 515 Advanced Accounting (4)
MBA 545 Business Law (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)
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 and Assurance I (4)
MBA 615 Auditing and Assurance II (4)
MBA 616 Information Systems Auditing (4)
MBA 617 Internal Auditing (4)
MBA 620 International Accounting (4)

Business Law:

The Business Law concentration focuses on how law shapes and transforms all aspects of business. Students will engage in explorations of such present-day issues related to the role of law in the rights of employees, partnerships, corporations and their boards of directors. Students will learn to apply the tenants of case law in real property, copyright and commercial transaction issues. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 544 Introduction to Business Law (4)
MBA 545 Business Law (4)
MBA 633 Legal Aspects in HR (4)
MBA 546 Intellectual Property (4)

*Note that if MBA 545 and MBA 633 are chosen by the student as a required course they cannot apply to the concentration.

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

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students to manage their own portfolios. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 650 Financial Risk Management (4)
MBA 645 Fundamental Security Analysis (4)
MBA 653 Investment Theory and Portfolio Management (4)
MBA 656 Investment Analysis (4)
MBA 658 Derivative and Risk Management (4)
MBA 659 Investment Accounting and Business Ethics (4)
MBA 660 Investment Seminar (4)

Entrepreneurship and 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 544 Introduction to Business Law (4) or MBA 545 Business Law (4)
MBA 559 Entrepreneurship (4)*
MBA 622 Creativity and Innovation in Business (4)*
MBA 626 Strategic Business Communication (4)
MBA 633 Legal Issues in the Workplace (4)
MBA 634 Strategy, Structure and Decision Making (4)
MBA 655 Financing New Ventures [online only] (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 650 Financial Risk Management (4)
MBA 645 Fundamental Security Analysis (4)
MBA 603 Cost Analysis, Profit Planning and Control (4)
MBA 604 Theory and Practice of Financial Reporting (4)
MBA 613 Business and Economic Forecasting (4)
MBA 619 International Economics and 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:

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:

MPH 602 Public Health System (4)
MPH 605 Environmental Health (4)
MPH 664 Marketing of Health Care Services (4)
MPH 680 The Business of Healthcare (4)
MGMT 558 Service Management (2)
MGMT 570 Human Resource Management Overview (offered in online format only)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (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 (offered in online format only)
MGMT 571 Labor Relations (2)
MGMT 572 Compensation and Benefits (2)
MGMT 573 Performance Management Systems (2)
MGMT 578 Recruitment and Selection (2)
MGMT 579 Training and 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 disrupt our home and workplace computer systems. While there is a need for reliable computer systems that provide security and privacy to 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. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 657 Electronic Commerce (4)
MIS 655 Computer and Network Systems Security (4)
MIS 656 Information Systems Security (4)
MIS 663 Data Mining and Business Intelligence (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 and Finance (4)*
MBA 620 International Accounting (4)
MBA 626 Strategic Business Communication (4)
MBA 632 Supply Chain Management (4)
MBA 636 Transnational Management and Global Organizations (4)
MBA 686 International Marketing [online only] (4)
MBA 687 Multicultural Management [online only] (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 544 Introduction to Business Law (4) or MBA 545 Business Law (4)
MBA 582 Conflict Management (2)
MBA 626 Strategic Business Communication (4)
MBA 634 Strategy, Structure and Decision Making (4)
MGMT 557 Organizational Culture (2)
MGMT 558 Services Management (2)
MGMT 579 Training and Development Overview (2)
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)*
- MIS 657 Electronic Commerce (4)
- MIS 546 Systems Analysis and Design (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 654 Enterprise-Wide Information Systems (4)
- MIS 655 Computer and Network Systems Security (4)
- MIS 656 Information Systems Security (4)
- MIS 658 Management of IT Facilities (2)
- MIS 659 Business Analytics (4)
- MIS 663 Data Mining and Business Intelligence (4)
- MIS 674 Database Management Systems (4)
- MIS 677 Decision Support and Knowledge-based Systems (4)
- MIS 681 Network Planning (2)
- MIS 682 Network Design (2)
- MIS 689 Strategic Information Technology Management (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 622 Creativity and Innovation in Business (4)
- MBA 626 Strategic Business Communication (4)
- MIS 663 Data Mining and Business Intelligence (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 [online only] (4)
- MBA 676 Marketing Strategies in the Digital Age (4)

Integrated Marketing Communications (IMC):

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 Business Communications (4)
MBA 657 Electronic Commerce (4)
MBA 670 Internet Marketing Communications (4)
MIS 663 Data Mining and Business Intelligence (4)

Internet Marketing (available through Online M.B.A. program only):

Learn the most effective web marketing tactics and strategies through the Internet Marketing certificate. This certificate delivers continually updated instruction designed to develop your proficiency with current marketing tools. The result is a real-world curriculum that powers your Internet marketing career right now. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. You may earn this concentration by selecting 12 or more credits from the following courses:

MBA 592 Conversion Optimization (4)
MBA 593 Web Analytics (4)
MBA 594 Search Engine Optimization (SEO) (4)
MBA 595 Social Media (4)
MBA 596 Online Advertising (4)

Nonprofit Management:

This concentration will examine the legal and governance issues found in nonprofit organizations. The role of nonprofit Boards and executives in providing leadership at the organizational, community and societal levels will be explored. The function of financial literacy, transparency and stewardship in the effective oversight of nonprofit organizations will also be discussed. This concentration is earned by selecting 12 or more credits from the list below:

MBA 680 Financial Management for Nonprofit Organizations (4)
MBA 681 Principles of Nonprofit Management (4)
MBA 682 Nonprofit Board Governance (2)
MGMT 527 Funding and Grantsmanship (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 and Control (4)
MBA 632 Supply Chain Management (4)*
MBA 636 Transnational Management and 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 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 Business 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 683 Project Management (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 and Leadership:

The green revolution is here. Social responsibility and environmental concerns will shape the way we do business in the 21st century. The Sustainable Business and Leadership concentration 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. This concentration is earned by selecting 12 or more credits from the list below:

MBA 546 Intellectual Property (4)
MBA 672 Essentials of Sustainable Leadership (4)
MBA 674 Leading Sustainable Organizations (4)
MBA 675 Understanding the New Revolution in Sustainability (4)
MBA 677 Sustainability as a Driver for Innovation, and Growth (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. Prerequisites 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)

Certificate in Business Law:

The Business Law certificate focuses on how law shapes and transforms all aspects of business. Students will engage in explorations of such present-day issues related to the role of law in the rights of employees, partnerships, corporations and their boards of directors. Students will learn to apply the tenants of case law in real property, copyright and commercial transaction issues. You may earn this concentration by selecting 16 credits from the list below:

MBA 544 Introduction to Business Law (4)
MBA 545 Business Law (4)
MBA 633 Legal Aspects in HR (4)
MBA 546 Intellectual Property (4)

Certificate in 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

The information contained on this page is from the 2013-2014 Graduate Catalog and is valid until August 1, 2014.

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 is required to earn the certificate. Students are required to complete 16 credit hours selected from the courses listed below:

MBA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers*

MBA 510 Economics (4)*

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

One other four-credit course (or two, two-credit courses) of your choice in the M.B.A., Management Information Systems, Management and Organizational Behavior or M.P.H. graduate programs.

*Required

Certificate in 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. 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. Students are required to complete 16 credit hours selected from the courses listed below:

MBA 650 Financial Risk Management (4)

MBA 645 Fundamental Security Analysis (4)

MBA 653 Investment Theory and Portfolio Management (4)

MBA 656 Investment Analysis (4)

MBA 658 Derivatives (4)

MBA 659 Investment Accounting and Business Ethics (4)

MBA 660 Investment Seminar (4)

Certificate in Entrepreneurship and Management Innovation (16 credits):

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 is required to earn the certificate. Students are required to complete 16 credit hours selected from the courses listed below:

MBA 544 Introduction to Business Law (4) or MBA 545 Business Law (4)

MBA 559 Entrepreneurship (4) *

MBA 622 Creativity and Innovation in Business (4)*

MBA 634 Strategy, Structure and Decision Making (4)

MBA 641 Information Technology Management (4)

MBA 657 Electronic Commerce (4)

MBA 683 Project Management (4)

**Required*

Certificate in Financial Management (16 credits):

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. Please note that successful completion of the starred courses listed below is required to earn the certificate. Students are required to complete 16 credit hours selected from the courses listed below:

MBA 650 Financial Risk Management (4)

MBA 645 Fundamental Security Analysis (4)

MBA 601 Managerial Accounting (4) *

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

MBA 604 Theory and Practice of Financial Reporting (4)

MBA 651 Financial Management (4) *

MBA 653 Investment Theory and Portfolio Analysis (4)

MBA 654 Problems in Corporate Financial Analysis (4)

MPH 608 Financial Planning in Health Care Org (4)

**Required*

Certificate in Integrated Marketing Communications (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. Please note that successful completion of the starred courses listed below is required to earn the certificate. Students are required to complete 16 credit hours selected from the courses listed below:

MBA 622 Creativity and Innovation in Business (4)

MBA 626 Strategic Business Communications (4)

MBA 657 Electronic Commerce (4)

MBA 662 Brand Management (4)

MBA 663 Marketing Communication (4)*

MBA 665 Principles of Marketing Research (4)*

MBA 666 Advanced Topics in Consumer Behavior (4)

MBA 668 Sports Marketing [online only] (4)

MBA 670 Advanced Marketing Theory & Practice (4) (Asian M.B.A. program only)

MBA 686 International Marketing [online only] (4)

MIS 663 Introduction to Data Mining (4)

**Required*

Certificate in International Business (16 credits):

The globalization of business is ongoing and pervasive. International business courses emphasize understanding the cultures and institutions that shape trade and investment decisions. 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. Students are required to complete 16 credit hours selected from the courses listed below:

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

Certificate in Internet Marketing (16 credits) (available through Online M.B.A. program only):

The vanguard of marketing, sales and advertising is online. Learn the most effective web marketing tactics and strategy through the Internet Marketing concentration of Benedictine's online Master of Business Administration (MBA). This concentration delivers continually updated instruction designed to develop your proficiency with real-world marketing tools. Classes are updated as new online marketing strategies and tools emerge, and outdated tactics are phased out. The result is a real-time curriculum that powers your Internet marketing career right now. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Students are required to complete 16 credit hours selected from the courses listed below:

MBA 592 Conversion Optimization (4)
MBA 593 Web Analytics (4)
MBA 594 Search Engine Optimization (SEO) (4)
MBA 595 Social Media (4)
MBA 596 Online Advertising (4)

Certificate in 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 degree. Please note that successful completion of the starred courses listed below is required to earn the certificate. Students are required to complete 16 credit hours selected from the courses listed below:

MBA 601 Managerial Accounting (4) *
MBA 630 Operations Management (4) *
MBA 632 Supply Chain Management (4) *

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MBA 635 Advanced Operations Management and Logistics (4) (Asian M.B.A. program only)

MBA 636 Transnational Management and Global Organizations (4)

**Required*

Certificate in 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. Students are required to complete 16 credit hours selected from the courses listed below:

MBA 530 Organizational Behavior (4)

MBA 634 Strategy, Structure and Decision-Making (4)

MBA 683 Project Management (4)

MGMT 580 Group Dynamics (4) or

MGMT 581 Team Building (2) and

MGMT 582 Conflict Management (2)

Certificate in Sustainable Business and 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 and 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 are required to complete 16 credit hours selected from the courses listed below:

MBA 546 Intellectual Property (4)

MBA 672 Essentials of Sustainable Leadership (4)

MBA 675 Understanding the New Revolution in Sustainability (4)

MBA 674 Leading Sustainable Organizations (4)

MBA 677 Sustainability as a Driver for Innovation and Growth (4)

Master of Science (M.S.) in Accountancy

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

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

Associate Professor and Chair, MBA and M.S. in Accountancy Programs

John Draut, M.B.A.

Instructor and Director, M.S. in Accountancy Program

Barbara T. Ozog, Ph.D.

Professor and Director, M.S. in Management & Information Systems Program

Thomas Yu, Ph.D.

Assistant Professor, MBA and M.S. in Accountancy Programs

Apostolos Xanthopoulos, Ph.D.

Assistant Professor, M.B.A. and M.S. in Accountancy Programs

Academic Administrators:

Susan Stackley, M.S., Associate Director

Courtney Hatcher, B.A., Program Coordinator

Lecturers:

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

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

David Dibblee, M.S.A., C.P.A., Professor Emeritus

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

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

Kenneth Hansen, J.D., Senior Lecturer

Richard Magner, Ph.D., Senior Lecturer

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

Martin Terpstra, M.S., C.P.A.

James Zoda, 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.

Introduction:

Accounting information is becoming more critical in all levels of organizations and if your management responsibilities have led you to accounting, the M.S. in Accountancy degree is vital in providing your career with distinct set of skills that will differentiate your talents from those of your peers. This program is structured for individuals who have a business-related undergraduate degree but little previous study or experience in accounting. The program provides an integrated sequence of courses at the graduate level which emphasize topics relevant to the work of a professional accountant, and the background necessary to prepare 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.

Learning Goal for the Master of Science (M.S.) in Accountancy:

Upon completion of the Benedictine's M.S. in Accountancy 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 and provides students with the professional skills and competencies necessary to be a successful accountant in today's complex business environment. 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. The course materials will focus students toward a cohesive 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

Evening M.S. in Accountancy Program:

Benedictine University's Traditional M.S. in Accountancy program is designed for working adults who have a business-related undergraduate degree but limited coursework or experience in accounting. Evening 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 for the two core courses of (MSA 500 Financial Accounting and MSA 601 Managerial Accounting) in the M.S. in Accountancy Program will be available on select afternoon hours from 3:00-6:00 p.m. Please consult the schedule for the exact times and locations.

The M.S. in Accountancy program may accept up to 16 quarter credit hours in transfer credit 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. in Accountancy Program:

Well-qualified Benedictine University students who complete their undergraduate degree in

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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. in Accountancy Program is developed specifically for recent college graduates. Admittance to the Accountancy program is not automatic and an application must be completed during the student's senior year of undergraduate work. M.S. in Accountancy classes are conducted in evenings, and on-line to meet the needs of students.

Dual Degree Programs (M.S. in Accountancy/M.B.A., M.S. in Accountancy/M.S. in Management Information Systems):

The dual degree programs combine the comprehensive accounting core of the M.S. in Accountancy 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 consists of 96 quarter credit hours and can be completed in 36 months or less. Application and admission is required to each graduate program, and students must complete all requirements for the selected dual degree. Students admitted to a graduate business program may apply a dual degree program at any time during their initial program or up to five years after completion of the initial degree program based on the approval of the M.S. in Accountancy Program Director and the M.B.A. Department Chair.

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 (Foundation) 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 and 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/Foundation Accounting Competency:

MSA 500 Financial Accounting (4)
MSA 601 Managerial Accounting (4)
MSA 504 Corporate Accounting Theory and Practice I (4)
MSA 513 Auditing Theory and Practice (4)
MSA 515 Advance Accounting (4)

Advanced Accounting Topics:

MSA 506 Corporate Accounting Theory and Practice II (4)
MSA 603 Cost Analysis, Profit Planning and Control (4)
MSA 604 Theory and Practice of Financial Reporting (4)
MSA 605 Tax Influences on Decision Making (4)

Managerial Competency:

MBA 510 Economics (4)
MBA 520 Leadership and Business Ethics in a Global Environment (4)

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MBA 530 Organizational Behavior (4)
MBA 611 Managerial Economics (4)

Twelve quarter-credit hours of electives are required for completion of the degree. Electives may be chosen from the M.B.A., M.S. in Accountancy, M.S. in Management Information Systems, or M.S. in Management and Organizational Behavior programs based on student's needs. Students planning to sit for the CPA exam may need to take MBA 626 Strategic Business Communication as an elective to meet the business communication requirement.

Starting the Program:

The academic calendar is organized around four 10-week academic quarters. The Benedictine Accountancy 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. All students must have a conferred baccalaureate degree from an accredited institution prior to starting the M.S. in Accountancy program.
4. Minimum cumulative grade point average of 2.75 based on Benedictine University courses. If a student's cumulative GPA fall below the minimum required for admission the student may meet with the M.B.A. Program Director to discuss options.
5. Two letters of reference from persons who know the applicant from a professional or academic perspective.
6. A one-page statement of educational and career goals.
7. Resume which includes chronological work history.
8. Interview with the M.S. in Accountancy Program Director, at the director's discretion.
9. Test scores (i.e., TOEFL).

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.

Concentrations

Forensic Accounting:

MSA 606 Forensic Accounting
MSA 607 Fraud Examination

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MSA 609 Computer Fraud

MSA 608 Fraud and the Legal Environment

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

Auditing:

MSA 614 Auditing and Assurance I

MSA 615 Auditing and Assurance II

MSA 616 Information System Auditing

MSA 617 Internal Auditing

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

Taxation:

MSA 623 Taxation of Corporations and Shareholders

MSA 624 Federal Tax Research

MSA 625 Federal Taxation and Partnerships

Note: For those students planning to sit for the CPA exam, MSA 624 Federal Tax Research will count towards the research requirement)

Certificate Programs

Certificate programs are designed for a concentrated focus for those professionals looking to expand their knowledge in a specific area. Courses may be taken throughout the year, in a traditional, and may be applied toward the M.S. in Accountancy 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.S. in Accountancy degree. All students entering into a Certificate Program must schedule an advising appointment with the M.S. in Accountancy Program Director before they initiate their first Certificate course. Those students seeking an M.S. in Accountancy certificate concurrently while working on the M.S. in Accountancy degree or post degree completion should be aware that courses completed within the M.S. in Accountancy degree program cannot be applied to a certificate. Certificates are offered in the following areas: auditing, forensic accounting and taxation.

Auditing Certificate (16 credits):

The certificate in auditing is for those students interested in gaining the background necessary to prepare for the United States Uniform 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:

MSA 614 Auditing and Assurance I (4)

MSA 615 Auditing and Assurance II (4)

MSA 616 Information System Auditing (4)

MSA 617 Internal Auditing (4)

Forensic Accounting Certificate (16 credits):

The certificate in forensic accounting is for those students interested in gaining the background

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necessary to prepare 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:

MSA 606 Forensic Accounting
MSA 607 Fraud Examination
MSA 609 Computer Fraud
MSA 608 Fraud and the Legal Environment

Taxation Certificate (16 credits):

This certificate is designed to provide students with an in-depth understanding of U.S. federal income tax law as it relates to corporations, partnerships and other legal entities. Students must successfully complete the following courses:

MSA 623 Taxation of Corporations and Shareholders (4)
MSA 624 Federal Tax Research (4)
MSA 625 Federal Taxation and Partnerships (4)
MSA 512 Federal Taxation (4) or MSA 605 Tax Influences on Decision Making (4)

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. in Accountancy Program Director, on a case-by-case basis. Demonstration of a graduate degree, a professional certificate (such as Certified Public Accountant) or extensive undergraduate completion of equivalent coursework at a 3.0 or higher grade point average is required for any Accountancy course substitution/waiver or transfer.

Each of the 13 required courses are offered year round. Traditional, evening Accountancy classes typically meet one evening per week, from 6:30-9:30 p.m. 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. Accountancy courses require individual academic work and team projects.

M.S. in Accountancy 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. in Accountancy 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. in Accountancy students wishing to take three or more M.S. in Accountancy courses per quarter require approval from the M.S. in Accountancy Program Director.

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Master of Science (M.S.) in Clinical Exercise Physiology

College: College of Science

Department: Biological Sciences

Student Type: Graduate

Faculty:

Pedro Del Corral, Ph.D., M.D.
Academic Program Director,
Clinical Exercise Physiology Program;
Assistant Professor, Department of Biological Sciences
Ph.D., Exercise Physiology, 1997, University of Tennessee
M.D., 2003, University of St. Eustatius, Netherland Antilles

Jayashree Sarathy, Ph.D.
Assistant Professor, Department of Biological Sciences
Ph.D., Physiology, 1999, University of Illinois at Chicago

Academic Administrators:

Regina Schurman, Ed.D., RCEP, CSCS, CPA
Administrative Program Director,
Student Internship Coordinator,
Clinical Exercise Physiology Program;
Director, The Activities of Daily Living Performance Enhancement Research Center,
Ed.D., Higher Education and Organizational Change, 2012, Benedictine University

Lecturers:

Philip DuPont, M.D., Ph.D.
Jenna Eisenberg, D.C.
Karla Hanson, M.S.
Amie Luna, M.S., RCEP
Adam Reimel, M.S., EMT-P
Jeffrey D. Samburg, DPT, M.S., NASM-CES
Brian Saso, M.S.
Laurie Schubert, Ph.D., RD, LDN
David Zanghi, M.S., M.B.A., ATC/L, CSCS, FAACVPR

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.

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Introduction:

Benedictine University's Master of Science (M.S.) in Clinical Exercise Physiology 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 (RCEP). Students 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 M.S. in Clinical Exercise Physiology program is part of the Department of Biological Sciences at Benedictine. 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 ACSM. 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 professional settings including hospitals, independent cardiac rehabilitation programs, agencies, schools, corporations and health clubs. In addition to professional preparation, the program 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. in Clinical Exercise Physiology 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.

Students are introduced to the most recent information in the natural sciences through coursework in physiology, pathophysiology, biochemistry, pharmacology and nutrition. Courses in behavioral modification and preventative health care address the mental and spiritual aspects of better health. Coursework assists students in program development and administration, exposes students to specialized intergenerational needs, and addresses the ethics of research and health care administration.

Two clinical internships which offer students the opportunity to gain practical experience in the workplace are required. Internships are supervised by practicing professionals in the field who provide feedback on the student's knowledge, skills and abilities as well as personal attributes that employers seek when making new hires.

Students gain expertise in numerous physiological assessment techniques through internships, research, community testing and Benedictine's Young Hearts for Life screening program. Learning is also enhanced through collaborations with Benedictine's Physical Education and athletic programs.

The Human Physiology Laboratory at Benedictine University allows students to assess the physiological responses to the stress of exercise. The new fitness center in the Dan and Ada Rice

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Center is an additional resource for laboratory-based courses. Additional clinical and research opportunities are available at the Activities of Daily Living Performance Enhancement Research Center at the Villa St. Benedict retirement facility.

The M.S. in Clinical Exercise Physiology program is academically demanding and prepares students for the critical responsibility they assume in professional practice. Students improve decision-making skills, learn to critically analyze the literature, and demonstrate the ability to safely assess physiological performance of patients. Successful completion of the program requires that each student pass an academic and skills competency exam that is based on the knowledge and skills learned throughout their coursework

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 (80 percent or higher on each component) this exam within 6 months of completing the EXPH 624 class.

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**These courses are designated as *foundational*, which means, 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/MSCEP.

Starting the Program

Admissions and Prerequisites Clinical Exercise Physiology Program:

Students must have earned an undergraduate degree. Students must have 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 professional 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.

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 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.

Please note that the Graduate Record Examination (GRE) is not required.

Follow the application procedures as found at www.ben.edu/GradApply. 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).

Master of Science (M.S.) in Clinical Psychology

College: College of Liberal Arts

Department: Psychology/Sociology

Student Type: Graduate

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).

Jane Boumgarden, M.S.W., LCSW, ACSW
Associate Professor, Sociology and 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, Criminal Justice, and MS in Clinical Psychology
Department
B.S., 1972, M.A., 1973, East Tennessee State University; Ph.D., 1980, University of Akron

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., LCPC
Program Director, M.S. in Clinical Psychology
B.A., 1971, Northern Illinois University; M.S., 1996, Benedictine University

Michael C. Smith, Ph.D.
Associate Professor, Clinical Psychology
B.A., 1984, University of Illinois-Springfield
Ph.D., 1991, Illinois Institute of Technology

Lecturers:

Rita Bobrowski, Psy.D.
James Derr, LPC
Steve Eisenberg, M.S., LCPC
Barbara Leiber, LCPC
Linda Plachetta, Ph.D.
Nancy Wajler, M.S.
Patricia Somers, Ph.D.
Mary Andrus, M.A., LCPC

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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:

MCP 516 Group Processes (2)*

MCP 633 Group Counseling and Psychotherapy (3)*

Professional Practice, Ethics and Law:

MCP 601 Professional, Ethical and Legal Issues in Counseling I (3)*

MCP 602 Professional, Ethical and Legal Issues in Counseling II (2)*

Psychopathology:

MCP 603 Clinical Interviewing and DSM (3)*

MCP 651 Maladaptive Behavior and Psychopathology (3)*

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Counseling Techniques:

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

Counseling Theory:

MCP 629 Theory and Practice of Counseling and Psychotherapy (3)*
MCP 630 Theory and Techniques of Counseling and Psychotherapy (3)*

Career Counseling:

MCP 658 Career Counseling, Testing and Planning (2)*
MCP 659 Job Search Strategies (3)*

Appraisal:

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

Family:

MCP 672 Marriage and Family: Systems Theory (3)*
MCP 673 Workshop in Marital Therapy (3)*

Social and Cultural Foundations:

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

Human Growth and Development: (2 classes required)

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

Substance Abuse:

MCP 550 Addiction and the Family (2)*
MCP 551 Substance Abuse: Alcoholism and Other Substances of Abuse (3)*

Practical Experience and Internship: (10 Quarter Hours required)

MCP 690 Supervised Field Experience in Mental Health I (1-6) *
MCP 691 Supervised Field Experience in Mental Health II (1-6) *
A background check is required of all students prior to going out on placement.

Research Development and Utilization:

Two tracks are available for completion of the research requirement.

Track A: Non-thesis option:

MCP 606 Methods of Research (3)*

MCP 635 Research in Counseling and Psychotherapy (2)*

Track B: Requires the two above and:

MCP 688 Master's Thesis (4)

MCP 688 credit hours are counted against electives.

Elective courses:

MCP courses not listed under "required courses":

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

MCP 580 Psychology of Women (3)

MCP 585 Grief and Loss (3)

MCP 600 Independent Study (1-4)

MCP 621 Brief Counseling (3)

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

MCP 616 Stress Management (3)

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

MCP 649 Human Sexual Development (3)

MCP 653 Behavior Disorders of Childhood (3)

MCP 687 Readings in Counseling Psychology (1-4)

MCP 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.

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. A concentration is not required to graduate from the program.

Courses required for a Child Subspecialty are as follows:

From the core courses:

MCP 646 Human Development: Infancy and Childhood (3)

MCP 647 Human Development: Adolescence (3)

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

From the elective courses:

MCP 560 Principles of Behavior Modification (3)

MCP 650 Art Therapy (2)

MCP 653 Behavior Disorders of Childhood (3)

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

Clinical field placement:

MCP 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:

MCP 550 Addiction and the Family (2)

MCP 551 Alcoholism and Other Substances of Abuse (3)

MCP 648 Human Development: Adulthood (3)

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

MCP 673 Workshop in Marital Therapy (3)

From the electives:

MCP 580 Psychology of Women (3)

MCP 649 Human Sexual Development (3)

Clinical field placement:

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

Declaring a subspecialty is not a requirement.

Policies:

All students are required to have satisfactorily completed undergraduate courses in Introduction to Psychology, Personality Theory, Abnormal Psychology and Statistics. 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.)

College: College of Education and Health Services; Margaret and Harold Moser College of Adult and Professional Studies

Department: Education

Student Type: Graduate

Faculty:

Richard Campbell, Ed.D.
Certification Officer/School Administration
B.A., M.A., Eastern Illinois University;
Ed.D., Illinois State University

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

Cynthia Kuck, Ph.D.
Professor
A.A., Concordia College of Michigan; B.A., M.A., Concordia College of Illinois;
Ph.D., University of Illinois at Chicago

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 Professor/Educational Psychology, Special Education
B.A., Elmhurst College; M.Ed., Benedictine University; Ph.D., Loyola University

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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.

Trevor Steinbeck, Ed.D.

Gene Swierczewski

Deborah Tyrrell, M.S.

William Ward, M.A.Ed.

Craig Weber, M.Ed.

Attila Weninger, Ph.D.

Mary Winiiecki

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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.

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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 Curriculum and Instruction, Special Education/Collaborative Teaching, and Reading and Literacy (learning team program only).

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 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

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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 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.*

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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)

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)

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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.
- 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.

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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

- 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.*

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 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 M.Ed. programs for teachers who are interested in an accelerated master's degree in a learning team format. All courses are based on adult learning principles and are delivered in a blended format that combines the most effective aspects of live instruction with self-directed, Internet-based learning. The following programs of study are available:

Reading and Literacy (specialist endorsement)

This M.Ed. degree program is 33 semester hours, completed in 15 to 17 months, and 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.

English as a Second Language (ESL endorsement)

This program consists of 18 semester hour credits of coursework, along with 100 practicum hours that enable certified teachers to obtain the additional state approval needed to receive an English as a Second Language Endorsement. The program prepares certified teachers in the foundations and methods of teaching ESL in culturally and linguistically diverse settings.

Reading and Literacy:

Reading Specialist Endorsement:

The M.Ed. in Reading and Literacy is based on the Illinois Content Standards for a Reading Specialist and leads to a Reading specialist endorsement on your Illinois Professional Educator's License. The reading specialist endorsement is valid both for teaching reading to students and for providing professional development to other teachers. The program offers students a focus on reading as a process and a strong research/inquiry base. Completion of a capstone and professional portfolio are included in the program. These courses are open only to degree seeking students only.

Reading and Literacy Course List

EDUC 631 Action Research and Inquiry (3)
EDUC 622 Theoretical Foundations of Literacy and Learning (3)
EDUC 601 Cultural Diversity and ESL (3)
EDUC 567 Literacy and the English Language Learner (3)
EDUC 553 Multicultural Literature for Children and Adolescents (3)
EDUC 524 Emergent Literacy (3)
EDUC 564 Content Area Literacy and Learning (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)

English as a Second Language (ESL) Course List

EDUC 601 Cultural Diversity and English as a Second Language (3)
EDUC 604 Theoretical Foundations of Teaching English as a Second Language (3)
EDUC 606 Linguistics for Educators (3)
EDUC 607 Methods and Materials for English as a Second Language (3)
EDUC 609 Assessment of English as a Second Language and Bilingual Students (3)
EDUC 553 Multicultural Literature for Children and Adolescents (3)

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)

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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.

Master of Science (M.S.) in Leadership

College: Margaret and Harold Moser College of Adult and Professional Studies

Student Type: Graduate

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 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 Master of Science in Leadership 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.

Curriculum:

The Master of Science in Leadership is a 64 quarter credit-hour program consisting of the following 16 courses:

- MSL 501 Developing a Philosophy of Leadership (4)
- MSL 542 Self Efficacy: The Genesis for Leadership (4)
- MSL 510 Critical Thinking for Leaders (4)
- MSL 663 Servant Leadership (4)
- MSL 586 Power, Politics and Conflict Resolution (4)

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MSL 620 Strategic Planning for Effective Leaders (4)
MSL 635 Diversity, Inclusion and Cultural Management for Women Leaders (4)
MSL 522 Community Service and Social Responsibility (4)
MSL 581 The Gender Awareness Phenomenon:
 Exploring Interpersonal and Organizational Dynamics (4)
MSL 540 Mentoring and Networking for Leaders (4)
MSL 650 Financial Management and Business Intelligence (4)
MSL 672 Entrepreneurial Management and Leadership (4)
MSL 536 Ethical Leadership and Globalization (4)
MSL 589 Change Agent: A New Leader for Change (4)
MSL 550 The Endowment of Religions for Female Leadership (4)
MSL 681 Leadership Capstone (4)

Students must maintain a GPA of 3.0 for degree completion.

Online Program

Benedictine University now offers a fully online Master of Science in Leadership program. The interactive online format allows students to complete their coursework around busy work and personal schedules. The online courses are scheduled during six 8-week sessions per year. Students taking one course per 8-week session will finish the program in a little over two and a half years.

Master of Science (M.S.) in Management and Organizational Behavior

College: College of Business; Margaret and Harold Moser College of Adult and Professional Studies

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

Peter F. Sorensen, Jr., Ph.D.

Therese F. Yaeger, Ph.D.

Academic Administrator:

Bryan Frederick, M.S., Associate Director

Lecturers:

Philip T. Anderson, Ph.D.

Mark Bennett, J.D.

Kathleen M. Buchman, Ph.D.

Christopher L. Fernandez, Ph.D.

Connie Fuller, Ph.D.

George W. Hay, Ph.D.

Gina Hinrichs, Ph.D.

Ida M. Kisiel, Ph.D.

Jennifer Smith, M.S.

John Morrow, Ph.D.

Cheryl Richardson, Ph.D.

Christopher A. Robinson-Easley, Ph.D.

Marilyn J. Runkel, Ph.D.

Donald Strauss, M.A.

Patricai A. Svehla, M.B.A.

Richard Magner, Ph.D.

Stephen H. Treacy, M.S.

Steven DiBiase, Ph.D.

Robert Verner, Ph.D.

Matthew G. Vosmik, M.B.A., M.A.

Nancy Voss, 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.

Introduction

In this competitive and complex era, companies are demanding managers who can effectively

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achieve financial results and efficiently manage human resources. The Master of Science (M.S.) in Management and Organizational Behavior 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 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 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 Management and Organizational Behavior 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 M.S. degree in Management and Organizational Behavior can choose the "traditional", "accelerated" or online 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. The interactive online format of the program 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.

In addition to the M.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 Management and Organizational Behavior program at Benedictine University is sure to be an important stepping stone 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.S. degree from Benedictine University.

Curriculum:

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

Management Foundation Courses:

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 foundation course) (4)

MPH 511 Introduction to Statistical Analysis (4) or MBA 541 Analytical Tools for Management Decisions (4)

Concentrations:

The concentrations available include:

- 1) Health Administration
- 2) Human Resource Management
- 3) Human Service Administration
- 4) Management and Organizational Behavior
- 5) Management in a Professional Technical Environment
- 6) 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 Management and Organizational Behavior courses may be substituted with the approval of the Management and Organizational Behavior 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 and 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 and 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 570 Human Resource Management Overview (2)**
MGMT 571 Labor Relations (2)*
MGMT 572 Compensation and Benefits (2)*
MGMT 573 Performance Management Systems (2)
MGMT 574 Affirmative Action (2)*
MGMT 578 Recruitment and Selection (2)*
MGMT 579 Training and Development Overview (2)*
MGMT 592 Managing Diversity (2)
MBA 633 Legal Issues in the Workplace (4)
*Highly Recommended
**Online course only

Concentration in Human Service Administration:

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.

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MGMT 527 Funding and Grantsmanship (2)*
MGMT 552 Leadership (2)*
MGMT 553 Organization Design (2)
MGMT 556 Strategy and Implementation (2)*
MGMT 557 Organizational Culture (2)
MGMT 558 Service Management (2)
MGMT 559 Entrepreneurship (2)
MGMT 561 Marketing - Concepts and Planning (2)*
MBA 633 Legal Issues in the Workplace (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 and 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.

MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)
MGMT 553 Organization Design (2)
MGMT 556 Strategies and Implementation (MBO) (2)
MGMT 557 Organizational Culture (2)*
MGMT 573 Performance Appraisal (2)
MGMT 578 Recruitment and Selection (2)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)

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MGMT 582 Conflict Management (2)
MGMT 584 Strategies for Change (2)
MGMT 633 Legal Issues in the Workplace (4)
MIS 641 Management 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 and 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.

Accelerated Program:

Objectives:

The Accelerated M.S. in Management and Organizational Behavior is a 13-month program consisting of five 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 Accelerated 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.

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)

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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 570 Human Resource Management Overview (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)
*Online Course Only

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:

MGMT 530 Organizational Behavior (4)
MGMT 552 Leadership (2)
MGMT 580 Group Dynamics (4)
MGMT 556 Strategy and Implementation (2)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 584 Strategies for Change (2)
MIS 641 Management of Information Technology (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)

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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)

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 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)
MGMT 574 Affirmative Action (2)

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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

Distinguished Visiting Scholars:

Billie Alban, Alban & William, Ltd.
Dr. Chris Argyris, Harvard University
Richard & Emily Axelrod, The Axelrod Group
Dr. Frank Barrett, Naval Post Graduate School
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. Bruce Buchowicz, National University, School of Business & Management
Dr. Anthony Buono, Bentley College
Dr. W. Warner Burke, Columbia University
Dr. Steve Cady, Bowling Green St. University
Dr. Peter Cappelli, University of Pennsylvania, Wharton Center for Human Resources
Dr. John Carter, John Carter & Associates
Dr. Allan Church, Columbia University/Pepsico, Inc.
Dr. James Clawson, University of Virginia, Darden Graduate School
Dr. David Coghlan, University of Dublin, Trinity School of Business
Dr. David Cooperrider, Case Western Reserve University, Weatherhead School of Management
Dr. Thomas Cummings, University of Southern California, Marshall School of Business
Dr. Richard Daft, Vanderbilt University
Kathy 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 Griener, University of Southern California
Dr. Bjorn Gustayen, Work Research Institute, Norway
Dr. Richard Hackman, Harvard University
Dr. Mary Jo Hatch, University of Virginia, McIntire School of Commerce
Dr. Thomas Head, Roosevelt University
Dr. David Jamieson, Pepperdine University
Dr. Robert Keidel, University of Pennsylvania, Wharton School
Dr. Henrik Holt Larsen, Copenhagen Business School, Denmark

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Dr. Fred Luthans, University of Nebraska
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. Flemming Poulfelt, Copenhagen Business School, Denmark
Dr. Joanne Preston, Pepperdine University
Dr. Ronald Purser, San Francisco State University
Dr. Robert Quinn, University of Michigan
Dr. Thoralf Ovale, Work Research Institute, Norway
Dr. John C. 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. Ralph Stablein, University of Otago, New Zealand
Dr. Ralph Stacey, University of Hertfordshire, United Kingdom
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. Frans M. van Eijnatten, Eindhoven University of Technology, Netherlands
Dr. Glenn Varney, Bowling Green State University
Dr. Don Warrick, University of Colorado – Colorado Springs
Dr. Marvin Weisbord, FutureSearch Associates
Dr. Karen Whelan-Berry, Texas Wesleyan University
Dr. Diana Witney, 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

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

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

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

Associate Professor and Department Chair, Department of Graduate Business Administration (2005)
B.S., 1982, Elmhurst College; M.B.A., 1992, Roosevelt University; Ph.D., Benedictine University (2003)

John C. Draut, M.B.A.

Instructor, Department of Graduate Business Administration (2008)

Program Director, M.S. in Accountancy Program

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

Ricky M. Holman, J.D.

Instructor, Department of Graduate Business Administration (2013)

B.S., 1977, George Mason University; J.D., 1988, Thomas M. Cooley Law School

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

Apostolos Xanthopoulos, Ph.D.

Assistant Professor, Department of Graduate Business Administration (2013)

B.B.A., 1985, Kent State University; M.A., 1988, M.B.A., 1989, University of Texas-Arlington; Ph.D., 2009, Illinois Institute of Technology

Thomas Yu, Ph.D.

Instructor, Department of Graduate Business Administration (2008)

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

Academic Administrators:

Susan Stackley, M.S., Associate Director

Courtney Hatcher, B.A., Program Manager

Lecturers:

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

Ruth Chen, Ph.D.

Tsun Chow, Ph.D.

Robert A. Dengler, Ph.D.

Bryan J. Eckert, M.B.A.

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Chris Fernandez, Ph.D.
Ann H. Fulmer, M.S., Senior Lecturer
Edwin J. Kocinski, M.B.A., Senior Lecturer
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., Senior Lecturer
Chang Miao, Ph.D., M.B.A.
Sam Russo, M.S., M.B.A.
Greg Sellers, Ph.D.
Bernard Silverman, Ph.D., Senior Lecturer
Martin Mark Sowa, M.A., M.B.A.
Andy Sze, M.B.A., M.S.
Nathan Patrick Taylor, M.S., M.P.H.
Christopher Yu, Ph.D.
James C. Zoda, 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.

Overview:

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

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

The 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 accountancy, business, management, and public health programs.

The 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, Business Analytics, Health Administration, Information Security, Integrated Marketing Communications, Management and Organizational Behavior, Professional Internship, and Project Management. 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

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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 accountancy, business, management, and public health 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 M.S. in Management Information Systems Program:

The learning goals for the program are:

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

The core body of knowledge in management information systems includes 32 to 38 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 10 to 16 quarter-hour credits of 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. in Management Information Systems 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. degree with one additional year (four additional quarters) of full-time graduate study (12 credit hours per quarter). The full-time 4+1 Program is developed specifically for recent college graduates. Admission to the Program is not automatic and an application must be completed during the student's senior year of undergraduate coursework. Management Information Systems 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 program concentration. Students complete 64 credits in courses including 12 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.

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 M.S. in Management Information Systems 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. student, you must schedule an advising appointment before enrolling in your first 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 resources. Course prerequisites must be met for enrollment in upper level courses. Contact the Program Manager for the Graduate Business Administration Department 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.

Core (28 credits):

MIS 545 Computer Organization and Architecture (4)

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MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 656 Information Systems Security (4)
MIS 663 Data Mining and Business Intelligence (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 671 Strategic 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)
MBA 604 Theory & Practice of Financial Reporting (4)
MBA 605 Tax Influences on Decision Making (4)

**Required*

Electives (20 credits):

MIS 510 Accounting Information Systems (4)
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 659 Business Analytics (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
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.

Core (32 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 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Business Administration (16 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 541 Analytical Tools for Management Decisions (4)
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)

**Required*

Electives (16 credits):

MIS 510 Accounting Information Systems (4)
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 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 Electronic Commerce (4)
MIS 659 Business Analytics (4)
MIS 663 Data Mining and Business Intelligence (4) MIS 658 Management of IT Facilities (2)
MIS 677 Decision Support and Knowledge-based Systems (4) MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Business Analytics:

Business Analytics refers to the skills, technologies, applications and practices for iterative exploration and in and investigation of past business performance to gain insight and drive business planning. This concentration focuses on developing new insights and understanding of business performance based on data and statistical methods.

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Core (36 credits):

MBA 520 Leadership and Ethics in a Global Environment (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 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Business Analytics (16 credits):

MBA 541 Analytical Tools for Management Decisions (4)*
MIS 659 Business Analytics (4)*
MIS 663 Data Mining and Business Intelligence (4)*
MIS 677 Decision Support and Knowledge-based Systems (4)*

Electives (12 credits):

MIS 510 Accounting Information Systems (4)
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 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 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Health Information Systems Management:

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.

Core (36 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)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)

MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Health Information Systems Management (16 credits):

MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health System (4)*
MPH 603 Ethical and Political Issues (4)*
MPH 604 Epidemiology (4)
MPH 605 Environmental Health (4)
MPH 606 Methods of Research in Public Health (4)
MPH 610 Health Policy (4)
MPH 662 Management of Health Services Organizations (4)
MPH 664 Marketing of Health Care Services (4)
MPH 671 Finance in Public Health and Health Care Delivery Systems (4)
MPH 686 U.S. Health Care Delivery System (4)
MPH 688 Media, Technology, and Public Health (4)
MPH 690 Supervised Field Experience in Public Health (4)

**Required*

Electives (12 credits):

MIS 510 Accounting Information Systems (4)
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 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 659 Business Analytics (4)
MIS 663 Data Mining and Business Intelligence (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Information 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. in Accountancy Programs. This concentration is designed to explore the challenges and possible solutions to information systems security.

Core (36 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 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Information 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*

Electives (12 credits):

MIS 510 Accounting Information Systems (4)
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 654 Enterprise-wide Information Systems (4)
MIS 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS 659 Business Analytics (4)
MIS 663 Data Mining and Business Intelligence (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
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

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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.

Core (32 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 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Integrated Marketing Communications (16 credits):

MBA 520 Leadership & Ethics in a Global Environment (4)*
MBA 626 Strategic Managerial Communications (4)
MBA 661 Marketing Management (4)
MBA 670 Internet Marketing Communications (4)
MIS 657 Electronic Commerce (4)
MIS 663 Data Mining and Business Intelligence (4)

**Required*

Electives (16 credits):

MIS 510 Accounting Information Systems (4)
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 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 659 Business Analytics (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Management and Organizational Behavior

The Management and Organizational Behavior concentration emphasizes organizational behavior,

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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.

Core (32 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 671 Strategic 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)
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*

Electives (16 credits):

MIS 510 Accounting Information Systems (4)
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 654 Enterprise-wide Information Systems (4)

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MIS 655 Computer and Network Systems Security (4)
MIS 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS 659 Business Analytics (4)
MIS 663 Data Mining and Business Intelligence (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
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 Management Information Systems concentration. Students complete 64 credits in Management Information Systems 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.

Core (38 credits):

MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 656 Information Systems Security (4)
MIS 663 Data Mining and Business Intelligence (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 671 Strategic 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*

Electives (10 credits):

MIS 510 Accounting Information Systems (4)
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)

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MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Project Management:

Project management is one of the world's most in-demand skill sets spanning all industries and sectors of business. 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. Courses 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.

Core (32 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 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Project Management (16 credits):

MBA 520 Leadership and Ethics in a Global Environment (4)*
MBA 530 Organizational Behavior (4)*
MBA 634 Strategy, Structure, and Decision-Making (4)
MBA 651 Financial Management (4)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)

**Required*

Electives (16 credits):

MIS 510 Accounting Information Systems (4)
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 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 659 Business Analytics (4)

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MIS 663 Data Mining and Business Intelligence (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
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. 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.

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

Business Analytics Certificate (16 credits):

Business Analytics refers to the skills, technologies, applications and practices for iterative exploration and in and investigation of past business performance to gain insight and drive business planning. It focuses on developing new insights and understanding of business performance based on data and statistical methods.

MIS 659 Business Analytics (4)*
MIS 663 Data Mining and Business Intelligence (4)*
MIS 674 Database Management Systems (4)*
MIS 677 Decision Support and Knowledge-based Systems (4)*
*Required

Electronic Commerce Certificate (16 credits):

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

MIS 656 Information Systems Security (4)*
MIS 663 Data Mining and Business Intelligence (4)*
MIS 657 Electronic Commerce (4)*
4 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)*

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

MIS 650 Issues in Health Information Systems (2)

MIS 663 Data Mining and Business Intelligence (4)*

MPH 602 Public Health System (4)*

4 credit hours in Management Information Systems electives

**Required*

Information 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)*

MIS 655 Computer and Network Systems Security (4)*

MIS 656 Information Systems Security (4)*

MIS 657 Electronic Commerce (4)

MIS 663 Data Mining and Business Intelligence (4)

6 credit hours in Management Information Systems 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*

Integrated Marketing Communications Certificate (16 credits)

Integrated marketing communications 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 traditional communication tools used by marketing professionals.

MIS 657 Electronic Commerce (4)

MIS 663 Data Mining and Business Intelligence (4)

MBA 626 Strategic Managerial Communications (4)

MBA 661 Marketing Management (4)*

MBA 670 Internet Marketing Communications (4)*

8 credit hours in Management Information Systems electives

**Required*

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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)*

MIS 683 Project Management (4)*

MGMT 580 Group Dynamics (4)* or

MGMT 581 Team Building (2)* and

MGMT 582 Conflict Management (2)*

MBA 651 Financial Management (4)*

**Required*

Dual Degree Programs:

Benedictine University offers several dual M.S. degrees in Management Information Systems with other graduate degree programs: M.S. in Management Information Systems/Master of Business Administration; M.S. in Management Information Systems/M.S. in Management and Organizational Behavior; M.S. in Management Information Systems/M.S. in Accountancy; and M.S. in Management Information Systems/Master of Public Health. 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. in Management Information Systems Program:

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 (M.S.) in Business Analytics

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

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

Associate Professor and Department Chair, Department of Graduate Business Administration (2005)
B.S., 1982, Elmhurst College; M.B.A., 1992, Roosevelt University; Ph.D., Benedictine University (2003)

John C. Draut, M.B.A.

Instructor, Department of Graduate Business Administration (2008)

Program Director, M.S. in Accountancy Program, M.B.A., 1981, DePaul University; B.S., 1970, University of Illinois

Ricky M. Holman, J.D.

Instructor, Department of Graduate Business Administration (2013)

B.S., 1977, George Mason University; J.D., 1988, Thomas M. Cooley Law School

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

Apostolos Xanthopoulos, Ph.D.

Assistant Professor, Department of Graduate Business Administration (2013)

B.B.A., 1985, Kent State University; M.A., 1988, M.B.A., 1989, University of Texas-Arlington; Ph.D., 2009, Illinois Institute of Technology

Thomas Yu, Ph.D.

Assistant Professor, Department of Graduate Business Administration (2008)

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

Academic Administrators:

Susan Stackley, M.S., Associate Director

Courtney Hatcher, Program Manager

Lecturers:

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

Ruth Chen, Ph.D.

Tsun Chow, Ph.D.

Robert A. Dengler, Ph.D.

Bryan J. Eckert, M.B.A.

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Chris Fernandez, Ph.D.
Ann H. Fulmer, M.S., Senior Lecturer
Edwin J. Kocinski, M.B.A., Senior Lecturer
William H. Kuglich, M.S.
John Malec, M.A., Senior Lecturer
Sam Russo, M.S., M.B.A.
Greg Sellers, Ph.D.
Bernard Silverman, Ph.D., Senior Lecturer
Martin Mark Sowa, M.A., M.B.A.
Nathan Patrick Taylor, M.S., M.P.H.
James C. Zoda, 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.

Overview:

The Master of Science (M.S.) in Business Analytics Program at Benedictine University is a new and exciting program. The Business Analytics Program leverages our decades-long expertise. The M.B.A., M.S. in Management Information Systems, M.S. in Management and Organizational Behavior, and M.S. in Accountancy programs have been preparing professionals for rapid advances in technology, intense global competition, and more complex business environments for as long as 50 years.

The graduate program in business analytics focuses on the skills, technologies, applications, and practices for iterative exploration and investigation of past business performance to gain insight and drive business planning. It makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management to drive decision-making. Data-driven companies treat their data as a corporate asset and leverage it for competitive advantage.

Examples of business analytics uses include:

- Exploring data to find new patterns and relationships
- Explaining why a certain result occurred
- Simulate business decisions to facilitate business planning and execution
- Forecasting future results

The graduate program in business analytics is appropriate for students in functional business units as well as information technology because it leverages information technology and business thinking to turn data into actionable intelligence. The program is designed for students who have an interest in quantitative methods, exploring and uncovering relationships through data analysis, using data to solve business problems, and want to enter or advance in a career in business analytics.

Benedictine offers an innovative course of professional graduate study that integrates the body of knowledge in business analytics with the student's choice of a concentration, such as Business Administration, Forensic Accounting, Health Care, Management Information Systems, Marketing,

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and Professional Internship. These concentrations and additional available electives are not only applicable to a student's profession, but are also key in broadening a student's perspective.

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 accountancy, business administration, marketing, management information systems, and public health programs. The exposure to other students with different talents, experiences and job responsibilities is a key element in each student's development of business analytics skills.

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

Learning Goals for the M.S. in Business Analytics Program:

Students will be expected to:

- Describe data bases, data mining, data warehousing, business intelligence, dashboards, and data visualization
- Construct appropriate business questions
- Construct database queries
- Identify and implement appropriate analyses
- Make informed decisions based on relevant data
- Communicate findings
- Lead project teams

Curriculum:

The M.S. in Business Analytics Program requires 64 quarter-hour credits, integrating 36 quarter-hour credits of core courses, 12 quarter-hour credits of elective courses, as well as 16 quarter-hour credits of courses in one of several concentrations: Business Administration, Forensic Accounting, Health Care, Management Information Systems, Marketing, and Professional Internship Program.

The core body of knowledge includes analytical tools for management decisions, business analytics, and analytics for big data. The core also includes database management systems, data mining and business intelligence, data visualization, and data warehousing. Finally, project management and a capstone project course are required.

The student has a choice of a wide range of elective courses. These topics include forensic accounting, fraud examination, fraud and the legal environment, computer fraud, and information systems auditing. Other electives include business and economic forecasting, operations management, supply chain management, and strategic managerial communications. Electronic commerce and decision support and knowledge-based systems courses are available, as are courses in organizational behavior and team building. Independent study and internship opportunities are also available.

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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. in Business Analytics Program:

Well-qualified Benedictine University students who complete an undergraduate degree in business administration, business analytics, business and economics, or computer information systems are eligible to complete the business analytics degree with one additional year (four additional quarters) of full-time graduate study (12 credit hours per quarter). Students in other majors are encouraged to discuss curricular options with the Program Director. The full-time 4+1 Program is developed specifically for recent college graduates. Admission to the Program is not automatic and an application must be completed during the student's senior year of undergraduate coursework. Business analytics 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 program concentration. Students complete 64 credits in business analytics 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.

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 M.S. in Business Analytics degree requires a significant commitment, your initial advising appointment is very important. Each newly-accepted student must schedule an advising appointment before enrolling in your first business analytics course. 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 business analytics resources. Business analytics course prerequisites must be met for enrollment in upper-level courses. Contact the Program Manager for the Graduate Business Administration Department 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.

Applicants who have not completed college algebra within the past seven years may be required to demonstrate math proficiency or participate in MBA 400, Mathematics Review.

Business Analytics Core (36 credits):

The business analytics core is common across all concentrations:

MBA	541	Analytical Tools for Management Decisions (4)
MIS/MSBA	659	Business Analytics (4)
MIS	674	Database Management Systems (4)
MIS/MSBA	663	Data Mining, Text Mining and Business Intelligence (4)
MSBA	685	Data Visualization (4)
MSBA	686	Analytics for Big Data (4)

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MSBA	687	Data Warehousing (4)
MIS	683	Project Management (4)
MSBA	689	Business Analytics Capstone (4)

Business Analytics Electives (16 credits):

The set of electives is common across all concentrations:

MBA/MSA 608 Fraud and the Legal Environment (4)
MBA 613 Business and Economic Forecasting (4)
MBA 630 Operations Management (4)
MBA 632 Supply Chain Management (4)
MBA 626 Strategic Managerial Communications (4)
MGMT 530 Organizational Behavior (4)
MGMT 581 Team Building (2)
MIS 609 Computer Fraud (4)
MIS 616 Information System Auditing (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MSA 606 Forensic Accounting (4)
MSA 607 Fraud Examination (4)
MSBA 600 Independent Study (1-4)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 690 Business Analytics Internship (1-4)

Concentrations**Business Administration:**

This concentration provides exposure to the major business functions of accounting and finance along with operations management and supply chain management. It is most appropriate for those students who have or expect to have significant interaction with these areas of an organization. It is also appropriate for those students who are considering an M.B.A. degree as a dual degree.

Business Administration (16 credits):

MBA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Leadership and Ethics in a Global Environment (4)*
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)
MBA 651 Financial Management (4)
MBA 630 Operations Management (4)
MBA 632 Supply Chain Management (4)
MSBA 641 Optimization Techniques for Management Decisions (4)

**Required*

Forensic Accounting:

The concentration in forensic accounting is intended for students with a background in accounting and who are interested in adding to the background necessary to prepare for the CPA exam or CFE

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exam. It is also appropriate for those students who are considering an M.S.A. degree as a dual degree.

Forensic Accounting (16 credits):

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

MIS 609 Computer Fraud (4)

MIS 616 Information System Auditing (4)

MSA 606 Forensic Accounting (4)

MSA 607 Fraud Examination (4)

MBA/MSA 608 Fraud and the Legal Environment (4)

**Required*

Health Care:

This concentration lays a foundation for business analytics in health care. It is important for business analytics and health care professionals to effectively manage and apply appropriate tools to solve problems specific to health care. This concentration is also appropriate for students considering an M.P.H. degree as a dual degree.

Health Care (16 credits):

MPH 602 Public Health System (4)*

MPH 603 Ethical and Political Issues (4)*

MPH 606 Methods of Research in Public Health (4)

**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.

Management Information Systems (16 credits):

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

MIS 546 Systems Analysis and Design (4)

MIS 655 Computer and Network Security (4)

MIS 656 Information Systems Security (4)

MIS 657 Electronic Commerce (4)

MIS 677 Decision Support and Knowledge-based Systems (4)

**Required*

Marketing:

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 communications. Roles in marketing management, planning and agency marketing are enhanced with this concentration.

Marketing (16 credits):

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

MBA 626 Strategic Managerial Communications (4)

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MBA 662 Brand Management (4)
MBA 661 Marketing Management (4)
MBA 665 Marketing Research (4)
MBA 670 Internet Marketing Communications (4)
**Required*

Professional Internship Program:

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

Professional Internship Program (16 credits):
MBA 520 Leadership and Ethics in a Global Environment (4)*
MSBA 690 Business Analytics Internship (12)
**Required*

Master of Science (M.S.) in Taxation

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

Ron Baiman, Ph.D.
Assistant Professor

Sharon Borowicz, Ph.D., EA
Associate Professor and Chair, Graduate Business Administration Programs

John Draut, M.B.A.
Instructor and Program Director, M.S. in Accountancy Program

Barbara T. Ozog, Ph.D.
Professor and Program Director, M.S. in Management and Information Systems Program

Thomas Yu, Ph.D.
Assistant Professor

Apostolos Xanthopoulos, Ph.D.
Assistant Professor

Academic Administrators:

Susan Stackley, M.S., Associate Director
Courtney Hatcher, B.A., Program Coordinator

Lecturers:

David Baker, M.B.A., C.P.A.
Cyril V. Crane, M.B.A., C.P.A.
David Dibblee, M.S.A., C.P.A., Professor Emeritus
John Frech, M.B.A., C.P.A.
R. David Fulton, M.S., C.P.A., Senior Lecturer
Kenneth Hansen, J.D., Senior Lecturer
Richard Magner, Ph.D., Senior Lecturer
John Ruther, M.B.A., C.P.A.
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.

Introduction:

Master of Science (M.S.) in Taxation program at Benedictine University is an exciting new discipline that is designed to prepare students for managerial roles in tax departments of corporate and service organizations as well as public accounting firms. By conveying practical knowledge and essential skills in such areas as tax research, taxation of corporations and shareholders, taxation of partnerships, state income taxation, and corporate reorganizations just to name a few of the courses, the Benedictine M.S. in Taxation provides comprehensive, analytical, and theoretical skills that are critical to make well-grounded organizational tax decisions that will maximize profits and limit audit risks. The M.S. in Taxation is an essential component of a student's career growth and leadership development and is widely recognized throughout the business environment as a powerful professional credential. There are many electives that a student may choose to augment their areas of interest that will prepare them for either a general taxation focus or a more specialized skill set. The program provides an integrated sequence of courses at the graduate level which emphasize topics relevant to the work of a professional accountant, and the background necessary to prepare candidates who wish to take the United States Uniform Certified Public Accountant (CPA) examination and the Enrolled Agent (EA) examination.

Learning Goals for the Masters of Science in Taxation:

Upon completion of the Benedictine's program students will demonstrate a working knowledge of the Internal Revenue Code (IRC), identify and apply sections of the tax law that are relevant to particular tax situations, describe the political process and motivations behind tax laws, apply technology tools to effectively research authoritative resources to address the tax issues, craft professional documents that will serve as an effective means of communication with clients and regulatory agencies.

Evening M.S. in Taxation Program:

Benedictine University's Traditional M.S. in Taxation program is designed for working adults who have a business-related undergraduate degree and desire a career in the area of taxation. Evening 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 starting at 6:30 p.m. Select courses may be offered from 3:00 to 6:00 p.m. enabling a student to take two courses in one evening, allowing the student to come to campus one night a week. Please consult the schedule for the exact times and locations.

The M.S. in Taxation program may accept up to 16 quarter credit hours in transfer credit 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. in Taxation Program:

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

Dual Degree Programs (M.S. in Accountancy/M.S. in Taxation, M.B.A./M.S. in Taxation):

The Dual Degree Programs combine the comprehensive accounting core of the M.S. in Taxation with the competencies of Business Management or Accountancy. 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 consists of 96 quarter credit hours and can be completed in 36 months or less. Application and admission is required to each graduate program, and students must complete all requirements for the selected dual degree. Students admitted to a graduate business program may apply a dual degree program at any time during their initial program or up to five years after completion of the initial degree program based on the approval of the M.S. in Taxation Program Director and the M.B.A. Depart Chairperson.

Curriculum:

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

1. Core (Foundation) Accounting Competency: four (4) courses focused on U.S. accounting standards
2. Tax Competency Topics: five (5) courses focused on in depth concepts, theories and issues in taxation
3. Advanced Taxation Topics: four (4) courses focused on tax issues related to partnerships, closely held corporation and corporate reorganizations
4. Electives: students are required to choose three (3) elective courses suited to their personal or professional interests

Core/Foundation Accounting Competency:

MSA 515 Advance Accounting (4)
MSA 504 Corporate Accounting Theory and Practice I (4)
MSA 506 Corporate Accounting Theory and Practice II (4)
MST 512 Federal Income Tax (4)

Tax Competency Topics:

MST 624 Federal Tax Research (4)
MST 605 Tax Influences on Decision Making (4)
MST 623 Taxation of Corporations and Shareholders (4)
MST 692 Tax Accounting, Periods and Methods (4)
MST 693 Federal Income Tax Procedures (4)

Advanced Taxation Topics:

MST 625 Federal Taxation of Partnerships (4)

MST 694 Overview of State Income Taxation (4)

MST 695 Taxation of Closely Held Corporations (4)

MST 696 Corporate Reorganizations

Twelve quarter-credit hours of electives are required for completion of the degree. Electives may be chosen from the M.S. in Taxation, M.B.A., M.S. in Accountancy, M.S. in Management Information Systems, or M.S. in Management and Organizational Behavior programs based on student's needs. Students planning to sit for the CPA exam may need to take MBA 626 Strategic Business Communication as an elective to meet the business communication requirement.

Starting the Program:

The academic calendar is organized around four 10-week academic quarters. The Benedictine M.S. in Taxation 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 Taxation 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. All students must have a conferred baccalaureate degree from an accredited institution prior to starting the M.S. in Taxation program.
4. Minimum cumulative grade point average of 2.75 based on Benedictine University courses. If a student's cumulative GPA fall below the minimum required for admission the student may meet with the M.S. in Taxation Program Director to discuss options.
5. Two letters of reference from persons who know the applicant from a professional or academic perspective.
6. A one-page statement of educational and career goals.
7. Resume which includes chronological work history.
8. Interview with the M.S. in Accountancy Program Director, at the director's discretion.
9. Test scores (i.e., TOEFL).

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.

Taxation Electives – 12 Credit Hours:

MST 697 Consolidated Returns

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MST 698 US Taxation and Its International Aspects
MST 688 Estate and Gift Taxation
MST 689 Seminar in Current Problems in Taxation
MBA 603 Cost Analysis, Profit Planning and Control
MBA 604 Theory and Practice of Financial Reporting

Note: For those students planning to sit for the CPA exam, MSA 624 Federal Tax Research will count towards the research requirement)

M.S. in Taxation Certificate Programs

Certificate programs are designed for a concentrated focus for those professionals looking to expand their knowledge in a specific area. Courses may be taken throughout the year, in a traditional, and may be applied toward the M.S. in Taxation 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.S. in Taxation degree. All students entering into a Certificate Program must schedule an advising appointment with the M.S. in Taxation Program Director before they initiate their first Certificate course. Those students seeking an M.S. in Accountancy certificate concurrently while working on the M.S. in Taxation degree or post degree completion should be aware that courses completed within the M.S. in Taxation degree program cannot be applied to a certificate.

Taxation Certificate (16 credits):

This certificate is designed to provide students with an in-depth understanding of U.S. federal income tax law as it relates to corporations, partnerships and other legal entities. Students must successfully complete the following courses:

MSA 623 Taxation of Corporations and Shareholders (4)
MSA 624 Federal Tax Research (4)
MSA 625 Federal Taxation and Partnerships (4)
MSA 512 Federal Taxation (4) or MSA 605 Tax Influences on Decision Making (4)

Policies:

The M.S. in Taxation 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. in Taxation Program Director, on a case-by-case basis. Demonstration of a graduate degree, a professional certificate (such as Certified Public Accountant) or extensive undergraduate completion of equivalent coursework at a 3.0 or higher grade point average is required for any course substitution/waiver or transfer.

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

M.S. in Taxation 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. in Taxation 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. in Taxation students wishing to take three or more M.S. in Taxation courses per quarter requires approval from the M.S. in Taxation Program Director.

The program provides an integrated sequence of courses at the graduate level which emphasize topics relevant to the work of a professional accountant, and the background necessary to prepare candidates who wish to take the United States Uniform Certified Public Accountant (CPA) examination and the Enrolled Agent (EA) examination.

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

College: College of Education and Health Services; Margaret and Harold Moser College of Adult and Professional Studies

Department: Nursing and Health

Student Type: Graduate

Faculty:

Elizabeth Ritt, Ed.D., M.S.N., RN, CNE, NEA-BC
Professor and Chair Department of Nursing and Health
Ed.D., Leadership and Educational Policy Studies, Northern Illinois University
M.S.N., Adult Health Nursing/Oncology/Education Loyola University
B.S.N., North Park University

Margaret Delaney, M.S., RN, PNP-BC
Faculty Instructor
Pediatric Nurse Practitioner
M.S., DePaul University
B.S.N., Loyola University

Brian W. Higginson, D.N.Sc., RN, FNP-BC, CNE
Assistant Professor
D.N.Sc., University of Tennessee Health Science Center
FNP-BC, Mississippi University for Women
B.S.N., Union University

Laura Holland, M.S.N., RN, CNE
Faculty Instructor
M.S.N., Lewis University
B.S.N., Marquette University College of Nursing

Margaret Kipta, M.S., RN, FNP-BC, CRNA
Faculty instructor and Clinical Lab Coordinator
Diploma in Nurse Anesthesia, ENH School of Nurse Anesthesia
M.S., DePaul University
B.S.N., Barat College/Finch University of Health Sciences

Joan Libner, Ed.D., M.S.N., RN, BC, CNE
Associate Professor and RN to B.S.N. Program Director
Ed.D., Concordia University Chicago
M.S.N., Loyola University Chicago
B.S.N., Northern Illinois University

Ethel Ragland, Ed.D., M.N., RN
Professor
Ed.D., Northern Illinois University
M.N., University of South Carolina
B.S.N., University of Virginia

Margaret Carter Richey, Ed.D., M.S.N., B.S.N., RN
Associate Professor
Ed.D., Health Professions Education, College of Saint Mary
M.S.N., Nursing Education, Drake University
B.S.N., Drake University
Diploma in Nursing, Mercy School of Nursing

Alison Ridge, D.N.P., M.S.N., RN, CNE
Assistant Professor and M.S.N. Program Director
D.N.P., Systems Leadership, Rush University College of Nursing
M.S.N., Psychiatric Nursing, Rush University College of Nursing
B.S.N., Rush University College of Nursing

Sharon D. Ware, Ed.D., M.S.N., M.A., B.S.N., RN, CCHC
Associate Professor
Ed.D., Adult Education, Oklahoma State University
M.S.N., Nursing Education, East Carolina University
M.A., Christian Education, Oral Roberts University
B.S.N., California State University at Long Beach

Lecturers:

Daniel Berman, D.B.A./HCA, M.S.N., RN, FACHE
D.B.A., North Central University
M.S.N., St. Joseph's College of Maine Standish
A.D.N., Armstrong Atlantic State University

Vicki J. Coombs, Ph.D., RN, FAHA
Ph.D., Johns Hopkins University
M.S., Miami University, Oxford, Ohio
B.S.N., Miami University, Oxford, Ohio

Deborah Lynn Jezuit, Ph.D., M.S., RN
Ph.D., Rush University College of Nursing
M.S., Purdue University
B.S.N., Ball State University

Deborah E. Jones, Ph.D., M.S.N., RN
Ph.D., University of Alabama at Birmingham
Certificate in Nursing Education, University of Maryland, Baltimore
M.S.N., University of Alabama at Birmingham
B.S.N., University of Alabama at Birmingham

Bernice R. Kennedy, Ph.D., RN, PMH-CNS, BC
Ph.D., Walden University
M.S.N., University of South Carolina
B.S.N., University of South Carolina

Emily F. Keyes, Ph.D., M.S.N., RN
Ph.D., University of Virginia, Charlottesville,
M.A., University of Virginia, Charlottesville
M.A., Regent University
B.S.N., Virginia Commonwealth University

Pam Koob, Ph.D., FNP-BC, M.S.N., B.S.N.
Ph.D., Georgia State University
FNP, University of Tennessee
M.S.N., University of Evansville
B.S.N., Murray State University

Tammy Lampley, Ph.D., M.S.N., RN, CNE
Ph.D., University of Nevada, Las Vegas
M.S.N., Gardner-Webb University
B.S.N., Gardner-Webb University

Carol M. Patton, Ph.D., RN, FNP-BC, CRNP, Healthcare Informatics Certificate, Parish Nurse, CNE
Ph.D., University of Pittsburgh
Post Masters FNP, West Virginia University
M.S.N., West Virginia University
B.S.N., Penn State University

Patricia Shannon, Ph.D., M.S.N., M.A., RN, RNP-BC, CNE
Ph.D., University of Nebraska, Lincoln
M.S.N., Arizona State University
M.A., Theology
B.S.N., Avila College

Judith V. Treschuk, Ph.D., CNS, RN, CNE
Ph.D., University of Rhode Island
M.S.N., University of Connecticut
B.S.N., University of Connecticut

M. Cecilia Wendler, Ph.D., M.A., RN, NE-BC
Ph.D., University of Colorado
M.A., Clinical Nurse Specialist, Adult/Medical Surgical, College of St. Scholastica
B.S.N., College of St. Benedict

Jasmin B. Whitfield, D.N.P., M.S.N., M.P.H., RN
D.N.P., Rush University College of Nursing
M.S.N., Hunter College
M.P.H., Hunter College
B.S.N., Niagara University

Bobbie Sue Whitworth, Ph.D., M.S.N., RN
Ph.D., Capella University
M.S.N., University of Southern Mississippi
B.S.N., University of Southern Mississippi

Mark Wyatt, D.N.P., M.S.N., RN, NE-BC
D.N.P., University of Alabama at Birmingham
M.S.N., Loyola University, New Orleans
B.S.N., Southern Illinois University at Edwardsville

Introduction:

America's changing 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 nurse educators and nurse executive leaders.

Overview:

The Master of Science in Nursing curriculum aligns with the graduate education standards specified by the American Association of Colleges of Nursing, which emphasize organizational and systems leadership, informatics and healthcare technologies, advocacy, interprofessional collaboration, evidence-based practice, quality improvement and cultural awareness, among other valued professional nursing qualities and skills. The Benedictine M.S.N. curriculum combines six foundational courses with seven courses in the Nurse Educator (NE) concentration or six courses in the Nurse Executive Leader (NEL) concentration to complete the M.S.N. degree.

Curriculum:

Benedictine's Master of Science in Nursing degree program can be completed in 24-26 months. Courses run eight weeks in duration and are taken one at a time in a laddered sequence. The MSN program requires 36-39 semester hours of graduate coursework, which consists of 18 semester hours of foundation courses and 18-21 semester hours of concentration courses. A 120 clock hour practicum is completed over the last three courses in each concentration culminating in a capstone project, which allows students to synthesize and apply their knowledge. Courses include:

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Foundation

NRHL 501 (3) Health Promotion and Interprofessional Collaboration
NRHL 502 (3) Ethical and Culturally Competent Health Care Professional
NRHL 503 (3) Evidence Based Nursing Practice: Research and Process Improvement
NRHL 504 (3) Health Care Informatics and Emergent Technologies
NRHL 505 (3) Health Care Policy and Advocacy
NRHL 506 (3) Quality Improvement and Safety in Health Care Systems

Concentration

NRHL 507 (3) Advanced Health Assessment (NE)
NRHL 508 (3) Advanced Pathophysiology (NE)
NRHL 509 (3) Advanced Pharmacology (NE)
NRHL 620 (3) Building Effective Communication and Relationships (NEL)
NRHL 622 (3) Professionalism and Executive Career Development (NEL)
NRHL 623 (3) Instructional Strategies in Nursing Practice (NE)
NRHL 624 (3) Advance Knowledge of Health Care Systems (NEL)
NRHL 625 (3) Learning and Curriculum Development in Nursing Practice (NE)
NRHL 626 (3) Nursing Leadership and Systems Thinking (NEL)
NRHL 628 (3) Financial Management and Resource Allocation in Health Care (NEL)
NRHL 630 (3) Evaluation Strategies and Methods in Nursing Practice (NE)
NRHL 635 (3) Evidence Based Nursing Practice Capstone Project (NE) (NEL)
NRHL 680 (3) Synthesis and Transformation of Knowledge Capstone (for students enrolled in the inaugural curriculum)

Starting the Program:

Applicants must have:

- a Bachelor of Science degree in Nursing (B.S.N.) from a regionally accredited college or university
- have attained a cumulative GPA 2.75 (on a 4.0 scale).
- proof of License as a registered nurse in the U.S.
- computer skills and proficiency in word processing, email and library online searches.
- a minimum score of 600 (paper-based) or 250 (computer-based) or higher on the Test of English as Foreign Language (TOEFL) for those applicants where English is not their primary language.
- official sealed transcripts from post-secondary institutions.
- a 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.
- successful completion of the Student Success Strategies course.

Master of Science in Nutrition and Wellness

College: College of Science; Margaret and Harold Moser College of Adult and Professional Studies

Department: Nutrition

Student Type: Graduate

Faculty:

Quality instruction, whether core faculty or adjunct faculty drawn from experienced professionals in the field, is central to the Benedictine University Master of Science in Nutrition and Wellness program.

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

Bonnie Beezhold, Ph.D., CHES

Assistant Professor, Nutrition

B.S., 1984, DePaul University; Master of Health Sciences, 2002, John Hopkins University; Ph.D., 2008, Arizona State University

W. Susan Cheng, Ph.D.

Assistant Professor, Public Health

Ph.D., University of California, San Diego/San Diego State University

M.P.H., San Diego State University

B.A., Northwestern University

Karen L. Plawecki, Ph.D., R.D., L.D.N.

M.S. Director and Assistant Professor, Nutrition

B.A., 1986, Purdue University; M.S., 1991, Purdue University; Ph.D., 2009, University of Illinois

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

Elizabeth Bormann, M.P.H.

Instructor, Public Health

B.S., Northern Illinois University; MPH, Northern Illinois University

Academic Administrator:

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

Dietetic Internship Director

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

Lecturers:

Jan Dowell, M.S., M.H.S., C.S.S.D., R.D., L.D.N.

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

Mary Mullen, M.S., R.D., L.D.N.

Monica Pawasarat, M.S., R.D., L.D.N., C.N.S.C.

Laurie Schubert, Ph.D., R.D., L.D.N.

Mia Siomos, M.S., M.P.H., R.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.

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 program at Benedictine University provides a powerful foundation in nutrition and health risk assessment, motivation, intervention, and evaluation. This 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.

Mission Statement:

The Master of Science in Nutrition and Wellness program focuses on creating and maintaining a learning environment that encourages critical thinking, acquisition of comprehensive knowledge of the interrelationships of nutrients with nutrition and health status, and the development of ongoing professional skills that are necessary for becoming outstanding health professionals.

Learning Goals:

Upon successful completion of the Master of Science in Nutrition and Wellness core courses, the student will demonstrate in-depth knowledge and application of key areas of nutritional science, assess individuals and group needs for interventions, plan and design nutrition and wellness education or training programs for individuals and groups, effectively communicate health education and health promotion, conduct evaluation and outcomes-based research, and apply critical thinking skills.

Overview:

Benedictine University's Master of Science in Nutrition and Wellness 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, this 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, Nutrition Entrepreneurship, or Dietetic Internship) or from the complementary field of Health Education.

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 Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 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/certifications/spec/Sports.cfm>.

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).

Entrepreneurs shape the future by developing and pursuing creative ventures. Designed for those who think 'out of the box', the Nutrition Entrepreneurship concentration is for those wanting to gain knowledge and expertise in complementary areas of nutrition and business, while gaining valuable research skills to best evaluate the success of ventures.

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.

Program Formats:**1. Traditional (evening) M.S. in Nutrition and Wellness program**

Benedictine University's Traditional M.S. in Nutrition and Wellness Program is designed for working adults. Core courses are offered as an evening program, meeting once per week on the Lisle campus, so that a students' professional life can continue. Students usually enroll in two courses per quarter, completing the degree in about two years. Students can select from three concentrations: Dietetic Internship, Health Education or Sports Nutrition. For more information, visit www.ben.edu/nutrition.

The admissions process for the degree program is conducted throughout the year. Students may begin their courses for the program in any of the four quarter terms; however, summer or fall terms are best. Students may begin with the foundation course sequence or may move directly into their areas of concentration.

Acceptance into the Dietetic Internship concentration is by separate application at times designated by the ACEND of the AND. Students accepted into the Dietetic Internship program attend the program full-time beginning each the fall. In addition to completing the foundation courses in the evenings, students in this concentration complete the dietetic internship practice experience full-time four days a week, as well as some day or weekend courses. Dietetic interns normally complete the program in sixteen months.

2. Online M.S. in Nutrition and Wellness Program:

Benedictine University offers a high quality, fully online M.S. in Nutrition and Wellness program with concentrations in Health Education and Nutrition Entrepreneurship. The interactive online format offers one the flexibility to earn a master's degree from an established, reputable university while continuing personal and professional pursuits. For more information, visit benedictineonline.com.

Curriculum:

Students take an active role in their own learning process through shaping their curriculum. The M.S. in Nutrition and Wellness program requires 64 quarter hours (approximately 43 semester hours) of graduate coursework, which consists of:

- 36 quarter hours of required Nutrition and Wellness Foundation
- 28 quarter hours of coursework in a concentration: Dietetic Internship; Health Education; Sports Nutrition; or Nutrition Entrepreneurship.

Nutrition and Wellness Foundation (36 quarter hours):

NTR 614 (4) Advanced Nutrition and Metabolism

NTR 621 (4) Obesity: Theory and Practice Applications

NTR 625 (4) Complementary Nutrition Therapies

NTR 629 (4) Health and Wellness Research Planning

NTR 633 (2) Advanced Nutrition Topics in Micronutrients

NTR 684 (4) Program Development and Administration or MPH 632 (4) Public Health Education

MPH 511 (4) Biostatistics

NTR 694 (2) Applied Data Analyses

NTR 697 (4) Research I

NTR 698 (4) Research II

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).

Prerequisite courses for this master degree include undergraduate (or graduate) courses in each of the following: physiology, biochemistry, and 200-level basic nutrition. Recommended is a basic course in research principles. Prerequisite courses may be taken at Benedictine University.

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Applicants should have a minimum 3.0 cumulative GPA and GRE score of 900 or 30th percentile in each of the verbal and quantitative areas.

Entry into the Dietetic Internship concentration is by separate application (in addition to the M.S. in Nutrition and Wellness program application) and matching. Applicants must have a minimum GRE score of 900 or 30th percentile in each of the verbal and quantitative areas. In addition, applicants should have a Didactic Program in Dietetics (DPD) Verification Statement, 3.2 DPD GPA, and 3.0 cumulative GPA. Benedictine University students applying for pre-match should have a cumulative GPA of at least 3.2 and DPD GPA of 3.4 or greater. Refer to the *M.S. in Nutrition and Wellness Guide* for more information.

Concentrations

Sports Nutrition (28):

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
Electives (10)

Dietetic Internship (28):

NTR 615 (4) MNT Advanced Concepts and Outcome Measurement
NTR 622 (2) Case Studies in Dietetics
NTR 624 (2) Career Portfolio
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/Sub Acute
NTR 677 (2) DI Community Education
NTR 678 (2) DI Skills and Practice Competence
NTR 595 (2) Nutrition Counseling
Elective (2)

Health Education (28):

NTR 530 (4) Science of Sports Nutrition
MPH 609 (4) Cultural Context of Health Care
MPH 688 (4) Media, Technology, and Public Health
Electives (16) – select from among the following courses:
MPH 601 (4) Behavioral and Social Aspects of Public Health
MPH 602 (4) Public Health System
MPH 604 (4) Epidemiology*

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MPH 605 (4) Environmental Health

MPH 607 (4) Community Health Analysis*

MPH 634 (4) Public Health Education Programs and Skills*

NTR 686 (4) Health Education Internship*

recommended for students planning to pursue **CHES certification*

Completion of the following courses within the concentration or as electives earns the **Health Education and Promotion Certificate** (16 credit hours required) from the MPH program: MPH 601, MPH 609, MPH 632, and one of the following MPH 634, MPH 664 or MPH 688. A minimum grade point average of 3.0 in certificate applicable coursework is required to receive a certificate.

Nutrition Entrepreneurship (28):

MBA 559 (4) Entrepreneurship

NTR 657 (4) Nutrition Communications through Technology

MBA 622 (4) Creativity and Innovation in Business

NTR 658 (4) Venture Planning in Nutrition

MGMT 552 (2) Leadership

Electives (10) - select from among the following courses:

- NTR 530 (4) Science of Sports Nutrition [required if not RD]
- MPH 609 (4) Cultural Context of Health
- MPH 610 (4) Health Policy
- MPH 662 (4) Management of Health Services Organizations
- MPH 664 (4) Marketing of Health Care Services
- MPH 680 (4) The Business of Health Care
- MBA 520 (4) Leadership and Ethics in a Global Environment
- MBA 530 (4) Organizational Behavior
- MBA 666 (4) Consumer Behavior
- MBA 676 (4) Marketing Strategies in the Digital Age
- MBA 683 (4) Project Management
- MBA 686 (4) International Marketing
- MGMT 532 (4) Organization Development
- MGMT 558 (2) Service Management
- MGMT 579 (2) Training and Development Overview
- MGMT 581 (2) Team Building
- MGMT 634 (4) Strategy, Structure and Decision Making

Completion of the required courses MBA 559 and MBA 622 plus elective concentration courses MGMT/MBA 634 and MBA 683 earns the **Entrepreneurship and Management Innovation Certificate** (16 credit hours required) from the Business department. Courses may not be offered each quarter.

Certificate Program 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.

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This University awarded educational certificate is not the CDR Board Certification. A minimum grade point average of 3.0 in certificate applicable coursework is required to receive a certificate.

Sports Nutrition Certificate Courses (16):

NTR 530 (4) Science of Sports Nutrition

NTR 595 (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

Sports Nutrition 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.

Certificate Program in Nutrition Entrepreneurship:

Nutrition Entrepreneurship Certificate Courses (16):

MBA 559 (4) Entrepreneurship

NTR 657 (4) Nutrition Communications through Technology

MBA 622 (4) Creativity and Innovation in Business

NTR 658 (4) Venture Planning in Nutrition

A minimum grade point average of 3.0 in certificate applicable coursework is required to receive a certificate.

Master of Public Health (M.P.H.)

College: College of Education and Health Services; Margaret and Harold Moser College of Adult and Professional Studies

Department: Public Health

Student Type: Graduate

Faculty:

Georgeen Polyak, Ph.D.

Department Chair and Assistant Professor, Public Health

Ph.D., University of Illinois

M.S., University of St. Francis

M.S., Northern Illinois University

B.A., Lewis University

Elizabeth Bormann, M.P.H.

Instructor, Public Health

M.P.H., Northern Illinois University

B.S., Northern Illinois University

W. Susan Cheng, Ph.D.

Assistant Professor, Public Health

Ph.D., University of California, San Diego/San Diego State University

M.P.H., San Diego State University

B.A., Northwestern University

Alan Gorr, Ph.D.

Dean, Global College; Professor, Public Health

Ph.D., University of Iowa

M.P.H., University of Illinois at Chicago

M.A., University of Toronto

B.A., University of Iowa

Lisle Campus Lecturers:

Barbara Bellar, M.D., J.D.

Patrick Buckley, M.P.A.

Julia Dyer, M.D., M.P.H.

Michael Fagel, Ph.D.

Bette Lawrence-Water, M.S.

Shefali Mookencherry, M.P.H.

Sharon Miller, M.P.A., A.R.R.T., N.M.T.

John Morgan, M.M.

Judith Munson, J.D.

Alisa Ostebo, M.P.H., C.H.E.S.

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Lisa Rinehart, J.D., B.S.N.

Joseph Roche, M.Ed.

Steven Seweryn, M.P.H.

Bryan Stoll, M.P.H.

David Szablewski, M.P.H.

Sandra Tilmon, M.P.H.

Introduction:

The mission of the M.P.H. Program at Benedictine University is to provide a high quality, competency-based, and accessible educational experience to prepare graduate students to enhance health in human populations through organized community effort within a global context. Our mission is accomplished by educating the future and current public health workforce; conducting research to address public health problems; and providing opportunities for community service. Benedictine University offers a generalist Master of Public Health degree based on the following competencies.

Competencies - What the Master of Public Health knows and can do:

The overall approach:

- Apply a public health systems approach to solve population health problems.

Using the scientific method:

- Apply basic statistical methods to address, analyze and solve problems in public health.
- Analyze patterns of disease and injury in populations to prevent and control health problems.
- Apply fundamental research principles and methods to improve population health.

Based on concepts, skills and values:

- Apply biological principles to disease management, prevention, and control.
- Apply management skills to public health practice.
- Apply culturally competent approaches to public health practice, research, policy development, and health disparities.

Producing assessments, plans, programs, and policies:

- Develop and evaluate public health interventions based on knowledge of social and behavioral theory.
- Develop, analyze, and evaluate policies as a tool to improve population health.
- Analyze and address community health problems through a structured approach synthesizing core public health competencies.
- Apply systematic methods to assess, prevent and control environmental hazards.

Integrating and synthesizing knowledge and skills:

- Demonstrate mastery of public health competencies and course learning in a professional setting.

Overview:

The program is designed to meet the needs of a variety of students by offering a generalist M.P.H. degree, certificates in specialized areas, and dual degrees with master's level programs in business administration, information systems, organizational behavior, and nutrition and wellness. The M.P.H. degree is offered in both on campus and online formats. Students register as on campus students or as online students. On campus M.P.H. students may take some classes online with the consent of the on campus advisor. Online students may take some courses on campus with the consent of the online advisor.

M.P.H. Degree:

The generalist M.P.H. degree prepares students to be public health practitioners who draw on knowledge and skills from a variety of disciplines. The foundation (core) coursework in biostatistics, epidemiology, management, policy, behavioral and social aspects of public health, environmental health, and biology, provides a scientific and practical base for public health practice. Elective courses may be taken in a variety of areas such as health education, marketing, technology, applied epidemiology, and information technology or in other relevant programs such as psychology, business, information systems, nutrition and wellness. The M.P.H. degree can be applied in a variety of settings and positions. A few examples are administration of private health organizations, social service or public health agencies at the local, state, national, and international levels; managers, planners, academic researchers, evaluators or practitioners in community or workplace health promotion programs, and epidemiologists working on cancer surveillance or in the pharmaceutical industry. Current and future health professionals in medicine, nursing, dentistry, or pharmacy find the M.P.H. degree provides them with a broader perspective and additional skills to complement their primary discipline.

Curriculum:

The M.P.H. degree requires 66 quarter hours which includes 48 quarter credit hours of foundation (core) courses; 12 quarter credit hours of elective courses; and an internship/capstone Pass/Fail experience of 6 quarter credit hours (240 contact hours).

A student must complete a minimum of 32 quarter credit hours 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.

Courses designated as foundation (core) courses, as identified in the course catalog, require a grade of a 'B' or higher to apply toward graduation/certificate requirements. Elective courses require a "C" or higher to apply toward graduation and/or certificate requirements. Courses with * are taken in sequence.

Core (Foundation) Courses:

MPH 511 Biostatistics*	4
MPH 601 Behavioral and Social Aspects of Public Health	4
MPH 602 Public Health System	4
MPH 603 Ethical and Political Issues	4
MPH 604 Epidemiology*	4
MPH 605 Environmental Health	4

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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 Public Health Biology	4
MPH 662 Management of Health Services Organizations	4
Total MPH Program Core (Foundation) credits	48

Certificate Programs - Required Courses:

HEALTH MANAGEMENT and POLICY CERTIFICATE

(16 credit hours required)

MPH 602 Public Health System	4
MPH 610 Health Policy	4
MPH 662 Management of Health Services Organizations	4
Select one of the following courses:	
MPH 664 Marketing in Public Health or	
MPH 680 The Business of Healthcare	4

DISASTER MANAGEMENT CERTIFICATE

(16 credit hours required)

MPH 650 Principles and Practices of Emergency Response and Recovery	4
MPH 654 Psychology and Sociology of Disasters	4
MPH 656 Hazard Assessment and Preparedness Planning	4
MPH 657 Disaster Management in Public Health	4

HEALTH EDUCATION AND PROMOTION CERTIFICATE

(16 credit hours required)

MPH 601 Behavioral and Social Aspects of Public Health	4
MPH 609 Cultural Context of Health	4
MPH 632 Public Health Education Methods	4
Select one of the following courses:	
MPH 634 Public Health Education Programs and Skills or	
MPH 688 Media, Technology and Public Health	4

Dual Degrees:

Dual degree options prepare students to take leadership roles and pursue a myriad of career opportunities. Dual degree programs generally require 96 quarter credit hours.

The **M.P.H./M.B.A.** dual degree adds to the M.P.H. program the comprehensive business core of the Master of Business Administration program. The M.P.H./M.B.A. program results in both the M.P.H. and the M.B.A. degrees.

The **M.P.H./M.S. in Management Information Systems** dual degree combines the generalist M.P.H. curriculum and the M.S. in Management Information Systems for professionals who will be responsible for managing information resources and providing decision support in health

organizations. The M.P.H./Management Information Systems program results in both the M.P.H. and the M.S. in Management Information Systems degrees. (Not offered online)

The **M.P.H./M.S. in Management and Organizational Behavior** dual degree program enhances the M.P.H. curriculum with coursework focusing on organizational management and human resource skills. The M.P.H./M.S. in Management and Organizational Behavior program results in both the M.P.H. and the M.S. degrees. (Not offered online)

The **M.P.H./M.S. in Nutrition and Wellness** dual degree integrates an applied foundation in nutrition and health risk assessment, motivation, intervention, with community health processes. The M.P.H./M.S. in Nutrition and Wellness program results in both the M.P.H. and the M.S. degrees.

Starting the Program

Admission to the M.P.H. degree program:

Application to the M.P.H. program can be done online at www.ben.edu [Graduate Application](#), or through the Benedictine University Admissions Office.

Applicants for the M.P.H. program must submit, as a minimum, the following:

- An official transcript demonstrating successful completion of the bachelor's degree or higher conferred by a regionally accredited institution of higher education or recognized formal institution.
- Two letters of recommendation from individuals familiar with the applicant's professional or academic work, excluding family or personal friends.
- For international applicants: a minimum TOEFL test score of 600 on paper-based test or a score of 250 on the computer-based test. (Minimum score may vary as ETS revises the exam) or degree confirmation from an institution of higher learning whose language of instruction is English.
- Essay describing the candidate's career path.
- GRE, MAT, GMAT, LSAT, DAT or other graduate professional exams. Professional licensure exams may not be used.
- Applicants with an undergraduate GPA 2.75+ or a graduate degree are exempt from the exam requirement.
- Applicants with an undergraduate GPA between 2.75 and 3.5 may be admitted conditionally without consideration of graduate professional exam scores. For conditional admission to convert to regular admission: the student must complete each of the following courses with a B or better:
 - MPH 511 Biostatistics
 - MPH 601 Behavioral and Social Aspects of Public Health
 - MPH 602 Health Care Systems
- Applicants with an undergraduate GPA below 2.75 must submit graduate professional exam scores and if admitted will be a conditional admission and must complete each of the following courses with a B or better:
 - MPH 511 Biostatistics
 - MPH 601 Behavioral and Social Aspects of Public Health

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- MPH 602 Public Health System
- Applicants may be required to take a language/writing skills assessment. Students will be required to complete successfully one or more Adult Discourse Graduate courses during the first term of enrollment based on the assessment.

Admission to the Public Health Certificate Programs:

Applicants must demonstrate proof of a baccalaureate degree from a regionally accredited college or university and must meet with a M.P.H. program advisor prior to registering and upon completion of the certificate courses. A minimum grade point average of 3.0 in certificate applicable coursework is required to receive a certificate.

Admission to the Dual Degree Programs:

Applicants must meet the requirements for the M.P.H. degree program and also the requirements for the second degree program.

Master of Science (M.S.) in Science Content and Process

College: College of Science

Department: Biological Sciences

Student Type: Graduate

Faculty:

Allison K. Wilson, Ph.D.

Professor, Department of Biological Sciences

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

Lecturers:

Jim Effinger

Bill Grosser

Louise Huffman

Scott Iliff

John Lewis

Spencer Pasero

Lanis Petrik

Hannah Rennard

James Ritt

Carl Strang

Wayne Wittenberg

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.

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

Objectives:

- Integrate general science content using themes of regional biodiversity and systems interactions
- Provide content and pedagogy based on the "Next Generation Science Standards" and the "Common Core Framework for K-12 Science Education."
- 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

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)

ACADEMIC PROGRAMS - DUAL DEGREES

M.S. in Accountancy/M.S. in Management Information Systems

Overview:

The M.S. in Accountancy/M.S. in Management Information Systems dual degree combines an in-depth understanding of U.S. accounting practices and concepts of the Accountancy program with the in-depth technical expertise in information technology provided by Management Information System courses. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The dual degree program requires 96 credits.

M.S. in Accountancy/M.S. in Management Information Systems Core Curriculum (86 credits):

MBA 500 Financial Accounting (4)
MBA 504 Corporate Accounting Theory and Practice I (4)
MBA 506 Corporate Accounting Theory and Practice II (4)
MBA 510 Economics (4)
MBA 513 Auditing Theory and 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 and Control (4)
MBA 604 Theory and 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 656 Information Systems Security (4)
MIS 663 Data Mining and Business Intelligence (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. in Management Information Systems electives (10 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 Accountancy or Management Information Systems 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 Accountancy and Management Information Systems resources. Accountancy and Management Information Systems course prerequisites must be met for enrollment in upper level courses. Contact the Program Manager for the Graduate Business Administration Department, at (630) 829-6205 or (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.

Master of Business Administration (M.B.A.)/ M.S. in Management and Organizational Behavior

Introduction:

The M.B.A./M.S. in Management and Organizational Behavior dual degree combines the comprehensive business core of the M.B.A. with the strong people and organizational focus of the M.S. in Management and Organizational Behavior 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. in Management and Organizational Behavior 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. in Management and Organizational Behavior Program requires 96 credits.

M.B.A./M.S. in Management and Organizational Behavior Core Curriculum (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. in Management and Organizational Behavior concentration (12 credits)
Other electives (8 credits)

Starting the Program:

For more information, see the M.B.A. program.

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Master of Business Administration (M.B.A.)/ M.S. in Management Information Systems

Overview:

The M.B.A./M.S. in Management Information Systems dual degree combines the comprehensive business core of the M.B.A. with the in-depth technical expertise in information systems provided by the Management Information Systems Program. 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. in Management Information Systems program requires 96 credits.

M.B.A./M.S. in Management Information Systems Core Curriculum (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. in Management Information Systems 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 Management Information Systems 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./ Management Information Systems resources. M.B.A. and Management Information Systems course prerequisites must be met for enrollment in upper level courses. Contact the Program Manager for the Graduate

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Business Administration Department, at (630) 829-6205 or (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.

Master of Education (M.Ed.)/ M.S. in Management and Organizational Behavior

Introduction:

The M.Ed./M.S. in Management and Organizational Behavior 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. in Management and Organizational Behavior program requires 56 semester-hours or 96 quarter-hours.

M.Ed./M.S. in Management and Organizational Behavior Core Curriculum (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. in Management Information Systems/M.S. in Management and Organizational Behavior dual degree combines the in-depth technical expertise in information technology provided by Management Information Systems requirements and the people and organizational focus of the Management and Organizational Behavior program. Students have sufficient elective courses to earn a concentration in any of the areas available in the Management Information Systems Program or to continue study in the Management and Organizational Behavior area. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.S. in Management Information Systems /M.S. in Management and Organizational Behavior program requires 96 credits.

M.S. in Management Information Systems /M.S. in Management and Organizational Behavior Core Curriculum (58 credits):

MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 671 Strategic Management (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)
MBA 500 Financial Accounting (4)
MBA 541 Analytical Tools for Management Decisions (4)

Program Electives:

M.S. in Management Information Systems Electives (20 credits)
M.S. in Management and Organizational Behavior 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 Management or Management Information Systems 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 Management and Management Information Systems resources. Management and Management Information Systems course prerequisites must be met for enrollment in upper level courses. Contact the Program Manager for the Graduate Business Administration Department, at (630) 829-6205 or (630) 829-6220 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 (M.P.H.)/
Master of Business Administration (M.B.A.)****Introduction:**

The M.P.H./M.B.A. dual degree option adds to 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 98 credits.

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 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, or online 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.

Master of Public Health/Master of Business Administration Curriculum:

- MPH 511 Biostatistics (4)
- MPH 601 Behavioral and Social Aspects of Public Health (4)
- MPH 602 Public Health 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 of Health Services Organizations (4)
MPH 690 Supervised Field Internship in Public Health (6)
MBA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 539 International Business (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)

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.

**Master of Public Health (M.P.H.)/
M.S. in Management and Organizational Behavior****Introduction:**

The M.P.H./M.S. in Management and Organizational Behavior 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. in Management and Organizational Behavior program results in both the M.P.H. and M.S. in Management and Organizational Behavior degrees and requires 96 credits.

M.P.H./M.S. in Management and Organizational Behavior Core Curriculum (64 credits):

MPH 511 Biostatistics (4)
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health 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)

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MPH 611 Public Health Biology (4)
MPH 662 Management of Health Services Organizations (4)
MPH 690 Supervised Field Internship in Public Health (6)
MGMT 500 Accounting for Managers (4) or
MGMT 501 Accounting for Non-Financial Managers (4)
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)
MGMT 671 Strategic Management (4)
Electives: 2 credits

Master of Public Health (M.P.H.)/M.S. in Management Information Systems

Overview:

The dual degree program in Management Information Systems and Public Health 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. in Management Information Systems program requires 96 credits. M.P.H. core courses require grades of A or B.

M.P.H./M.S. in Management Information Systems Core Curriculum (84 credit hours):

MPH 511 Biostatistics (4)
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health 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)
MPH 690 MPH Internship/Capstone (6)
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)

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MIS 656 Information Systems Security and Control (4)
MIS 674 Database Management Systems (4)
MIS 677 Strategic Management (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. in Management Information Systems electives (12 credits)

Master of Public Health (M.P.H.)/M.S. in Nutrition and Wellness

Introduction:

The M.S. in Nutrition and Wellness/M.P.H. 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. The completion of all requirements for all programs is required. The M.S. in Nutrition and Wellness/M.P.H. dual degree program requires a minimum of 96 credits. The student must complete (a) the combined M.S. in Nutrition and Wellness and M.P.H. foundation courses, (b) one concentration (Nutrition and Wellness) and (c) the public health capstone. The M.S. in Nutrition and Wellness program director serves as the advisor of this dual degree program.

M.P.H. and M.S. in Nutrition and Wellness Dual Degree Curriculum

Combined M.P.H. and M.S. in Nutrition and Wellness Foundation Courses (82):

MPH 511 (4) Biostatistics
MPH 601 (4) Behavioral and Social Aspects of Public Health
MPH 602 (4) Public Health System
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
MPH 610 (4) Health Policy
MPH 611 (4) Public Health Biology
MPH 662 (4) Management of Health Services Organizations
MPH 690 (6) Supervised Field Internship in Public Health
NTR 614 (4) Advanced Nutrition and Metabolism
NTR 621 (4) Obesity: Theory and Practice Applications
NTR 625 (4) Complementary Nutrition Therapies
NTR 629 (4) Health and Wellness Research Planning
NTR 632 (4) Public Health Education

NTR 633 (2) Advanced Nutrition Topics in Micronutrients
NTR 694 (2) Applied Data Analyses
NTR 697 (4) Research I
NTR 698 (4) Research II

Starting the Program:

Applicants must meet program prerequisites and application requirements designated for each of the M.S. in Nutrition and Wellness and M.P.H. programs prior to acceptance. Please refer to those sections of this catalog for details.

Dietetic Internship Concentration (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 Concentration (14):

NTR 530 (4) Science of Sports Nutrition
MPH 688 (4) Media, Technology and Public Health or
MPH 634 (4) Public Health Education Programs and Skills
MPH or NTR electives (6)

Nutrition Entrepreneurship Concentration (18):

MBA 559 (4) Entrepreneurship
NTR 657 (4) Nutrition Communications Through Technology
MBA 622 (4) Creativity and Innovation in Business
NTR 658 (4) Venture Planning in Nutrition
MGMT 552 (2) Leadership

Sports Nutrition Concentration (18):

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

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Master of Science in Nursing (M.S.N.)/ Master of Business Administration (M.B.A.)

Introduction:

In today's rapidly changing health care environment, professional nurses pursuing nurse executive leadership roles often want to expand their knowledge and expertise in both nursing and business administration. The M.S.N./M.B.A. dual degree affords M.S.N. students who are enrolled in the nurse executive leader concentration the ability to complete a M.S.N./M.B.A. dual degree.

Overview:

Applicants to the M.S.N./M.B.A. dual program are required to apply and meet eligibility criteria for both programs. Once accepted into the dual program, students complete the M.S.N. curriculum in its entirety before beginning course work in the M.B.A. program. Dual students complete four M.B.A. foundation and seven managerial process courses to complete the M.S.N./M.B.A. dual.

Applicants to the M.S.N. nurse executive leader concentration can apply to the M.S.N./M.B.A. dual program, 1) at the outset when applying to Benedictine University, 2) upon successful completion of the M.S.N. foundation courses, 3) upon successful completion of the M.S.N. program or 4) after the M.S.N. degree has conferred but within six years from the time of matriculation into the M.S.N. program. Note: Students applying after the M.S.N. degree has conferred must complete all remaining courses in the M.S.N./M.B.A. dual program prior to reaching the six year date. See M.S.N. and M.B.A. application criteria for a detailed description of program specific requirements.

Curriculum:

Benedictine's M.S.N./M.B.A. dual program can be completed in 46 months. Courses run eight weeks in duration and are generally taken one at a time in a ladder sequence. The M.S.N. program requires 36 semester hours (54 quarter hours) of graduate M.S.N. coursework and 42 quarter hours of graduate M.B.A. coursework for a combined 96 quarter hours to earn both the M.S.N. and M.B.A. degrees. Courses include:

M.S.N. Foundation:

NRHL 501 Health Promotion and Interprofessional Collaboration (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 502 Ethical and Culturally Competent Health Care Professional (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 503 Evidence Based Nursing Practice: Research and Process Improvement (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 504 Health Care Informatics and Emergent Technologies (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 505 Health Care Policy and Advocacy (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 506 Quality Improvement & Safety in Health Care Systems (3 sem. hrs. = 4.5 qtr. hrs.)

M.S.N. Nurse Executive Leader Concentration:

NRHL 620 Building Effective Communication and Relationships (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 622 Professionalism and Executive Career Development (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 624 Advance Knowledge of Health Care Systems (3 3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 626 Nursing Leadership and Systems Thinking (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 628 Financial Management and Resource Allocation in Health Care (3 sem. hrs. = 4.5 qtr. hrs.)
NRHL 635 Evidence Based Nursing Practice Capstone Project (3 sem. hrs. = 4.5 qtr. hrs.)

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M.B.A. Foundation:

MBA 500 Financial Accounting (4 qtr. hrs.)

MBA 510 Economics (4 qtr. hrs.)

MBA 539 International Business (4 qtr. hrs.)

MBA 541 Analytical Tools for Management Decisions (4 qtr. hrs.)

M.B.A. Managerial Process:

MBA 611 Managerial Economics (4 qtr. hrs.)

MBA 630 Operations Management (4 qtr. hrs.)

MBA 651 Financial Management (4 qtr. hrs.)

MBA 661 Marketing Management (4 qtr. hrs.)

MBA 671 Strategic Management (4 qtr. hrs.)

MBA 683 Project Management (4 qtr. hrs.)

MGMT 581 Team Building (2 qtr. hrs.)

ACADEMIC PROGRAMS - DOCTORAL**Doctor of Education (Ed.D.) in Higher Education and Organizational Change**

College: College of Education and Health Services

Department: Education

Student Type: Doctorate

Faculty:

Sunil Chand, Ph.D.

Ph.D., Kent State University

Eileen Kolich, Ph.D.

Ph.D., Pennsylvania State University

John Minogue, D.Min.

St. Mary of the Lake Seminary

Lecturers:

Sally Beatty, Ph.D.

The Ohio State University

Nancy Bentley, Ph.D.

Loyola University

Julie Bjorkman, Ph.D.

Benedictine University

Gary Davis, Ph.D.

University of Iowa

Jackie Kyger, Ed.D.

Texas A&M

Antonina Lukenchuk, Ed.D.

Northern Illinois University

Richard Magner, Ph.D.

Benedictine University

Stephen Nunes, Ed.D.

Florida State University

Manu Vora, Ph.D.
Illinois Institute of Technology

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.

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

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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 Seminar: 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: 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: Proposal Presentation and Defense (3)
- HEOC 885 Internship (6)
- HEOC 895 Dissertation (6)

Doctor of Philosophy (Ph.D.) in Organization Development

College: College of Business

Department: Graduate Business Administration

Student Type: Doctorate

Faculty:

A core of permanent full-time Benedictine University faculty and Distinguished Visiting Scholars staff the program. Distinguished Visiting Scholars, noted for their contribution to the field, are teamed with regular faculty, particularly in advanced seminars.

Peter F. Sorensen, Jr., Director

B.A., 1961; M.A., 1966-Roosevelt University; Ph.D., 1971-Illinois Institute of Technology

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, Professor

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

Academic Administrator:

Phyllis Meyers, Program Coordinator

B.S. Education, Quincy University

Introduction:

The Ph.D. program in Organization Development (OD) is dedicated to better understanding the work of the OD 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 OD program at Benedictine University was one of the first graduate OD programs in the country. Currently, it is the third largest behaviorally-oriented management program nationally and is one of the top-rated graduate OD programs internationally.

The first two years of the Ph.D. program in Organization Development curriculum is devoted to context courses, including a course on global trends, followed by a course on the evolution of OD

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

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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 45-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 OD 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 OD Code of Ethics
- knowledge of and commitment to the OD Code of Ethics and the role of the OD 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.

The Ph.D. in OD is a 3-year program requiring completion of 96 credit hours of foundation courses. All coursework with a grade below "B" must be repeated for the course to apply toward graduation. All Ph.D. courses are foundation courses, and, as identified in the catalog, require a grade of a "B" or higher to apply toward graduation requirements.

Foundation courses for all students include:

PHDOD 731A Environmental Trends – Global (4)
PHDOD 732A Environmental Trends – Evolution (4)
PHDOD 734A Organizational Strategy (4)
PHDOD 735A Philosophy of Science (6)
PHDOD 736A Organizational Research and Theory (6)
PHDOD 791A Lecture Series Seminar (2) x2
PHDOD 791B Lecture Series Seminar (2) x2
PHDOD 812A Qualitative Methods (4)
PHDOD 813A Quantitative Methods (4)
PHDOD 880A Group Dynamics (4)
PHDOD 881A Organization Change and Design (4)
PHDOD 884A Organization Consultation (4)
PHDOD 891A Advanced Topics: Views of OD (4)
PHDOD 891B Advanced Topics: Integrated Quantitative and Qualitative Seminar (4)
PHDOD 891C Advanced Topics: Scholarly Practitioner Journey (4)
PHDOD 891D Advanced Topics: International Trip (12)
PHDOD 899A Dissertation (10)
PHDOD 899B Dissertation (10)

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:

Ms. Billie Alban, Alban & Williams, Ltd.
Dr. Philip Anderson, Manpower Group North America
Dr. Chris Argyris, Harvard University
Mr. Richard and Mrs. Emily Axelrod, The Axelrod Group
Dr. Frank Barrett, Naval Post Graduate School
Dr. Jean Bartunek, Boston College
Dr. Michael Beer, Harvard Business School
Mr. Geoffrey Bellman, The Community Consulting Partnership
Dr. Robert Blake, Grid International, Inc.
Mr. Peter Block, Author, Flawless Consulting
Dr. Cheryl Boglarsky, Human Synergistics
Dr. David Boje, New Mexico State University
Dr. Richard Boland, Case Western Reserve University
Dr. David Bradford, Stanford University, Graduate School of Business
Dr. Bruce Buchowicz, National University
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. Deborah Colwill, Asbury Theological Seminary
Dr. David Cooperrider, Case Western Reserve University, Weatherhead School of Management
Dr. Thomas Cummings, University of Southern California, Marshall School of Business
Dr. Richard Daft, Vanderbilt University
Ms. 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

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Dr. Timothy Goodly, Turner Broadcasting Systems, Inc.
Dr. Larry Greiner, University of Southern California
Dr. Mary Jo Hatch, University of Virginia, McIntire School of Commerce
Dr. Thomas Head, Roosevelt University
Dr. David Jamieson, University of St. Thomas
Judith Katz, The Kaleel Jamison Consulting Group
Dr. Robert Keidel, University of Pennsylvania, Wharton School
Dr. Gerry Ledford, Ledford Consulting Network
Dr. Fred Luthans, University of Nebraska
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
Frederick Miller, The Kaleel Jamison Consulting Group
Dr. Matthew Minahan, MM & Associates; John Hopkins, Carey Business School;
University of Maryland, R.H. Smith School
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. Deborah Orr, Roosevelt University
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
Dr. Ryan Quinn, Darden Graduate School of Business
Dr. John Redding, Redding Associates
Dr. Grace Ann Rosile, New Mexico State University
Dr. Denise Rousseau, Carnegie-Mellon University
Dr. Edgar Schein, Massachusetts Institute of Technology, Sloan School of Management
Dr. Charles Seashore, Fielding Graduate Institute
Mrs. 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. Kala Visvanathan, John Hopkins University
Dr. Donald Warwick, University of Colorado - Colorado Springs
Mr. Marvin Weisbord, FutureSearch Associates
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

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International Distinguished Visiting Scholars:

Dr. Marc Bonnett, Institut d'Administration des Entreprises, University of Jean Moulin, Lyon, France

Dr. David Coghlan, University of Dublin, Trinity School of Business

Dr. Bjorn Gustavsen, Work Research Institute, Norway

Dr. Geert Hofstede, Professor Emeritus, Maastricht University, Netherlands

Dr. Henrik Holt Larsen, Copenhagen Business School, Denmark

Dr. Lee-Hsing Lu, President, Asia Enterprise Technology

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. Dalitso Sulamoyo, IACAA & DSS Organizational Consulting, Malawi, Africa

Dr. Frans M. van Eijnatten, Eindhoven University of Technology, Netherlands

**Doctor of Philosophy (Ph.D.)/
Doctor of Business Administration (D.B.A.) in Values-Driven Leadership**

College: College of Business

Department: Center for Values-Driven Leadership

Student Type: Doctorate

Faculty:

James D. Ludema, Ph.D.

Director, Center for Values-Driven Leadership;

Professor of Leadership and Strategic Change

Kevin D. Lynch, Ph.D.

Leadership Executive-in-Residence/Associate Faculty, Center for Values-Driven Leadership

Michael R. Manning, Ph.D.

Professor of Leadership, Strategy, and Change, Center for Values-Driven Leadership

Academic Administrator:

Deb Hellmuth, B.B.A., Associate Director, Center for Values-Driven Leadership

James "Gus" Gustafson, Ph.D., Director of Executive Education, Center for Values-Driven Leadership

Anchor Faculty:

Marie Di Virgilio, Ph.D.

Change Management Strategies, Inc.

Distinguished Visiting Scholars:

Robert Audi, Ph.D., University of Notre Dame

Bruce S. Buchowicz, Ph.D., National University

Kim Cameron, Ph.D., University of Michigan

John R. Ehrenfeld, Ph.D., Case Western Reserve University

Jeffrey Ford, Ph.D., The Ohio State University

Ronald Fry, Ph.D., Case Western Reserve University

Stuart L. Hart, Ph.D., Cornell University

Mary Jo Hatch, Ph.D., University of Virginia

Bob Johansen, Ph.D., Institute for the Future

Jim Kouzes, Leavey School of Business at Santa Clara University

Chris Laszlo, Ph.D., Case Western Reserve University

Rodney Ludema, Ph.D., Georgetown University, President Obama's Council of Economic Affairs

Cindy McCauley, Ph.D., Center for Creative Leadership

Carlos Mora, Ph.D., Center for Positive Organizational Scholarship

Peter Northouse, Ph.D., Western Michigan University

Marc Orlitzky, Ph.D., The University of South Australia

Joyce Osland, Ph.D., San Jose State University

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Bill Pasmore, Ph.D., Columbia University, Teachers College
Ronald Riggio, Ph.D., Claremont McKenna College
Inger Stensaker, Ph.D., NHH Norwegian School of Economics
Diane Swanson, Ph.D., Kansas State University

Introduction:

Benedictine University's Doctor of Philosophy (Ph.D.)/Doctor of Business Administration (D.B.A.) Program in Values-Driven Leadership is the first of its kind, specifically designed for senior leaders committed to using the creativity and discipline of business to:

- Create short-term and long-term shareholder value
- Enrich people's lives
- Produce products and services that benefit society
- Contribute to the health and sustainability of the planet

The program offers a unique combination of research, theory, practice and action-based learning to equip students with the knowledge and skills needed to lead strategically and have a transformative impact on business and society.

The program is designed to be completed in three years (96 credit hours) and is tailored to meet the exacting standards and demanding schedules of senior leaders who work full-time. To accommodate those who commute from around the globe, classes are held once a month on weekends and during an annual 8-day intensive. Benedictine University is a 30-minute drive from Chicago's O'Hare and Midway airports.

Overview:

The Ph.D./D.B.A. Program in Values-Driven Leadership is a rigorous, collaborative learning community that connects students globally with influential leaders and a broad range of opportunities for research and practice in the areas of leadership, sustainability, and strategic change.

Distinctive features include:

- Visiting Thought Leaders – Visiting scholars and executives from leading institutions do much of the program's teaching, exposing students to the latest theories and bold ideas with marketplace impact.
- Leading-Edge Research – Benedictine faculty and a global network of scholars work with students on research initiatives that explore the exemplary practices of sustainable, responsible companies and leaders.
- Action-Based Learning – To integrate theory and practice, students design and implement local and global application projects that have a direct and immediate impact on their organizations and communities.
- Global Exchange – Students and faculty travel internationally to engage in dynamic learning exchanges with top scholars and executives from other countries and cultures.
- A Degree that Fits You – Students select one of two tracks, a research-focused Ph.D. degree that concludes with a scholarly dissertation based on original research, or a practice-oriented

D.B.A. degree that concludes with an applied dissertation based on the design and implementation of a major initiative.

In addition, students are expected to contribute to the field before they graduate from the program by presenting at conferences and publishing in leading journals.

Curriculum:

The Ph.D./D.B.A. Program in Values-Driven Leadership is based on the premise that business is currently the most powerful institution on the planet. The millions of decisions made daily by business leaders have a profound and lasting impact on the wellbeing of people, economies, and the world as a whole. Increasingly, smart business leaders are leveraging social, ethical, and environmental performance to drive innovation and profitable growth.

The curriculum integrates psychological, sociological, organizational and economic perspectives on responsible leadership in today's global context. Students draw from their experience, action-learning initiatives, the latest research, and spirited dialogue with faculty and distinguished visiting scholars to advance the fields of leadership, sustainability, and strategic change and to expand their capacity to lead at four levels: personally, interpersonally, organizationally, and globally. The curriculum focuses on theory and practice in four core areas: (1) of leadership and leadership development, (2) strategic change, (3) corporate sustainability, and (4) research methods in preparation for the dissertation research.

Emphasis in the first year is placed on leadership theory, leading self, leading teams, moral and ethical foundations of leadership, organizational theory and behavior, and leading change and developing organizations. Students are also introduced to their first research methods course for an understanding of the unique requirements of applied and scholar-practitioner approaches to research and writing.

The second year focuses on the origins, evolution, and leading thinking around leadership development, socially responsible business, corporate sustainability, social entrepreneurship, and the strategic and market challenges of leading in today's global context. It also includes seminars on quantitative and qualitative research methods to prepare students for the completion of their dissertations.

The third year is dedicated to completion of the dissertation. Over the course of the program, students are also required to participate in a global exchange in which they travel internationally with faculty and fellow students to engage in dynamic learning activities with top scholars and executives from other countries and cultures. This global exchange can be done anytime during the program (year 1, 2, or 3), but credit is given in the third year.

Both degree programs (Ph.D. and D.B.A.) require a total of 96 quarter hours over three years. Students typically complete eight quarter hours per quarter for four quarters per year.

Required courses include:

DVDL 725 Leading Self I: Your Career Leadership Legacy

DVDL 735 Leadership Theory, Research and Practice

DVDL 745 Leading Teams

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DVDL 750 Organizational Theory and Behavior
DVDL 755 Moral and Ethical Foundations of Leadership
DVDL 765 Leading and Developing Others
DVDL 775 Leadership and Corporate Social Responsibility
DVDL 785 Leading Corporate Sustainability
DVDL 795 Lecture Series Seminar I
DVDL 835 Leading Change and Developing Organizations
DVDL 845 Strategic Leadership
DVDL 855 Leading in the Global Economy
DVDL 865 Research Methods I: Scholar-Practitioner Strategies
DVDL 875 Research Methods II: Quantitative Methods
DVDL 885 Research Methods III: Qualitative Methods
DVDL 895 Lecture Series Seminar II
DVDL 896 Global Exchange/International Trip
DVDL 898 Dissertation

LISLE CAMPUS COURSE DESCRIPTIONS - GRADUATE

Academic Discourse Graduate

ADG 400 Orientation. This short (15 contact hours) course provides international students with an introduction to graduate level study at Benedictine University and to the BenU 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. Pass/Fail. Typically offered: Fall and Spring Terms. *Department Consent Required.*

ADG 401 Introduction to the American Graduate Classroom. This ten week course is for international non native speakers of English concurrently undertaking graduate studies. Students will gain a clearer understanding of what professors expect of them in American graduate level courses. Students will learn advanced reading, writing, classroom interaction and study techniques that are essential for success in graduate academic programs. Prerequisite or corequisite: ADG 400. *Department Consent Required.*

ADG 402 Success in the American Graduate Classroom. This ten week course is for international non native speakers of English concurrently undertaking graduate studies. The course builds on ADG 401 with continued advanced academic skills development. Students will undertake supervised researched writing projects and practice giving oral presentations appropriate to their field. Prerequisites: ADG 400; ADU 401 or placement. Pass/Fail. Typically offered: Spring Term. *Department Consent Required.*

ADG 411 Academic Skills Lab. ADG 411 Academic Skills Lab. This sequence of 10 needs-based lab sessions is for international non native speakers of English concurrently undertaking graduate studies. Supports and consolidates speaking and listening skills in the student's field of study. May be linked thematically to support another course in the discipline. Prerequisites or corequisites: ADG 400; ADG 401 or 402, or by placement. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 1.5.*

ADG 412 Individual and Small Group Study Lab. This sequence of 10 specifically-focused needs-based sessions is for international non native speakers of English concurrently undertaking graduate studies. Study groups and activities support the development of higher level proficiency using academic English in the student's discipline. Prerequisites or corequisites: ADG 400; ADG 401 or 402, or by placement. Typically offered: Periodically. *Department Consent Required.*

Accountancy

MSA 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MSA 504 Corporate Accounting Theory and 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

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accuracy of the financial statements and internal controls. Required Prerequisite: MBA 500. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MSA 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. Required Prerequisite: MBA 504. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MSA 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MSA 512 Federal Income Taxation. A study of federal regulations 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. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MSA 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. Required. Prerequisite: MBA 506. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MSA 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. Required Prerequisite: MBA 506. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MSA 520 Leadership & Business 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MSA 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MSA 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MSA 603 Cost Analysis, Profit Planning and 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. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MSA 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. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MSA 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. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MSA 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 credit hours. Typically offered: Fall and Spring Terms.

MSA 607 Fraud Examination. The course is an examination of schemes used to executives, managers, and employees to commit fraud against their organizations. Focusing on the prevention, detection, and investigation strategies used to combat accounting fraud. Elective. 4 quarter credit hours. Typically offered: Summer Term.

MSA 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. Prerequisite: MBA 606. 4 quarter credit hours. Typically offered: Fall Term.

MSA 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 credit hours. Typically offered: Winter Term.

MSA 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. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MSA 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. Prerequisite: MBA 513. 4 quarter credit hours. Typically offered: Winter Term.

MSA 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. Prerequisite: MBA 614. 4 quarter credit hours. Typically offered: Spring Term.

MSA 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. 4 quarter credit hours. Typically offered: Spring Term.

MSA 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. 4 quarter credit hours. Typically offered: Summer Term.

MSA 623 Taxation of Corporations and Shareholders. This graduate level course provides comprehensive coverage of the U.S. federal income taxation of Subchapter C corporations and their shareholders. The major emphasis of the course material will focus on understanding the nuances of corporate tax laws and how the IRS regulations for applying specific tax laws manifest themselves on completed transactions and various tax planning scenarios. Prerequisite: MBA 605. 4 quarter credit hours. Typically offered: Fall Term.

MSA 624 Federal Tax Research. This graduate level tax course focuses on the growing complexity of the United States Tax System and the impact of global competition on Income and transfer tax preparation and reporting. It has become evident that tax professionals are finding that a sound comprehension of financial accounting for income tax liabilities is vital to the success of their careers and the companies that employ them. A major concept that is becoming a key trend in tax preparation is tax planning which will be examined in depth throughout this course. Lastly, students will be exposed to the new techniques for researching complex tax problems through the use of additional research tips, in depth background, tax news, and critical factors to consider when developing a tax research solution. Prerequisite: MBA 605. 4 quarter credit hours. Typically offered: Winter Term.

MSA 625 Federal Taxation of Partnerships. This graduate level tax course focuses on the taxation of partnerships and the nuances of the benefits and risks attached to this form of business enterprise. The key concepts involved aggregate and entity theories, partnership distributions and liquidations, disposition of partnership interests. Prerequisite: MBA 605. 4 quarter credit hours. Typically offered: Spring Term.

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. This course may be required as a condition of admission if the student has not taken College Algebra in the last 7 years. Not counted as an MBA elective. 1 quarter credit hour. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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MBA 501 Accounting for Non-Financial Managers. This course is designed to teach students how to make better business decisions using financial data. Students will learn to interpret and analyze financial statements. Students will examine the accounting process, the role of the auditor, and the basics of income tax. Students will explore specific accounting methods and how these choices affect earnings. Finally, students will gain knowledge about using financial information for decision making as illustrated through ratio measures, make/buy (break/even) analysis, discounted cash flow concepts and budgeting concepts. Required (option). 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MBA 504 Corporate Accounting Theory and 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. Required Prerequisite: MBA 500. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

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. Required Prerequisite: MBA 504. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 Learning Team M.B.A. Program only. 1 quarter credit hour.

MBA 512 Federal Income Taxation. A study of federal regulations 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. Prerequisite: MBA 500. 4 quarter credit hours. Typically offered: Fall Term.

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. Required. Prerequisite: MBA 506. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

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. Required Prerequisite: MBA 506. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MBA 520 Leadership & Business 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 544 Introduction to Business Law. This course provides an overview of business law topics bringing cases and legal concepts to real life situations in today's business world. The course highlights business applications so students can envision how legal issues impact their organizations. Topics include: agency, partnership, corporate and environmental law, and the legal liability of directors. Elective. 4 quarter credit hours. Typically offered: Winter Term.

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. Required (option). Prerequisite: MBA 520. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MBA 546 Intellectual Property. This course presents a comprehensive study of intellectual property law. Areas to be discussed will include: patents, trademarks, trade secrets, and copyrights as applied through Federal & Illinois law. Elective. 4 quarter credit hours. Typically offered: Spring Term.

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. 2 quarter credit 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 credit hours. Typically offered: Summer Term.

MBA 581 Team Building. Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. Elective. 2-4 quarter credit hours. Typically offered: Fall, Winter, and Summer Terms. *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. Prerequisite: MBA 530. 2 quarter credit hours. Typically offered: Fall and Spring Terms.

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. Elective. 4 quarter credit hours. *Department Consent Required.*

MBA 592 Conversion Optimization. Students in Conversion Optimization will become practitioners in conversion planning and structure, building momentum, engaging in dialogue, as well as analysis and measurement. Students will learn how to focus on the customer and identify opportunities to create a positive online user experience that will motivate them to take action. Online MBA program only. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 593 Web Analytics. This course will instruct and guide students in the Internet marketing discipline of web analytics. The curriculum covers KPI's, segmentation, reports, internal search analytics, surveys, experimentation and testing, and multichannel analytics. Defining useful metrics are critical to successful analytics and students will leave this course with a solid foundation of advanced analytic strategies. Online MBA program only. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 594 Search Engine Optimization. This course will educate and train students wishing to develop expertise in the Internet marketing discipline of search engine optimization. The curriculum revolves around the core areas of search engine optimization, including fundamentals and best practices, design and architecture, keyword research, copyrighting, and SEO project management. Online MBA Program only. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 595 Social Media. This course will educate and train students in the rapidly expanding field of social media. The Curriculum covers social media overviews, strategies for advertising campaigns, and using the necessary tools and tactics to attract attention websites. Additional topics include social news networks, viral marketing, online press releases, online reputation management, and popular social media sites. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 596 Online Advertising. The goal of this course is to inform and teach users in the internet marketing discipline of Pay per Click & Paid Search. The curriculum includes initial comprehensive campaign setup, campaign economics, landing pages, managing campaigns, and advanced PPC concepts. Additional concepts include landing page, design, content networks, PPC economics, and 3rd party ad tools. Online MBA Program only. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 600 Independent Study. 1-4 quarter credit hours. *Department 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

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to emphasize the application of concepts. Required. Prerequisite: MBA 500. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 603 Cost Analysis, Profit Planning and 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. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

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. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

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 credit hours. Typically offered: Winter and Summer Terms.

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 credit hours. Typically offered: Fall and Spring Terms.

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 and MBA 601. 4 quarter credit hours. Typically offered: Summer Term.

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. Prerequisite: MBA 606. 4 quarter credit hours. Typically offered: Fall Term.

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 credit hours. Typically offered: Winter Term.

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. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Periodically.

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

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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. Prerequisite: MBA 513. 4 quarter credit hours. Typically offered: Winter Term.

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. Prerequisite: MBA 614. 4 quarter credit hours. Typically offered: Spring Term.

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. 4 quarter credit hours. Typically offered: Spring Term.

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. Prerequisite: MBA 513. 4 quarter credit hours. Typically offered: Summer Term.

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 credit hours. Typically offered: Winter Term.

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 credit 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 credit hours. Typically offered: Spring Term.

MBA 626 Strategic Business 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 credit hours. Typically offered: Winter and Summer Terms.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Winter Term.

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. Required Option. 4 quarter credit hours. Typically offered: Winter Term.

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 credit hours. Typically offered: Fall and Spring Terms.

MBA 635AI Advanced Operations Management and Logistics. Considers advanced qualitative and quantitative models for planning, managing and controlling in the operating environment. Case studies are used to emphasize the application of theory in a practical setting. Elective. Prerequisites: MBA 630, MBA 683. 4 quarter credit hours.

MBA 636 Transnational Management and 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 and MBA 630. 4 quarter credit hours. Typically offered: Winter Term.

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. Required Option. Prerequisite: MBA 500, MBA 520. 4 quarter credit hours. Typically offered: Spring Term.

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 information technology problem areas. Elective. Prerequisite: MBA 601. 2 quarter credit hours. Typically offered: Annually.

MBA 645 Fundamental Security Analysis. This course examines equities and bonds by taking an in-depth look at the financial statements of an organization. Through evaluation of companies the student becomes familiar with classic doctrines in value investing, ratio analysis, and industry analysis. Topics include: valuation analysis, forecasting future performance, and credit risk. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Winter Term.

MBA 650 Financial Risk Management. This course provides an overview of risk management in the finance industry. The course is designed for students interested in understanding how large-scale, complex risk management is actually performed in financial institutions. Topics include regulatory standards, computation, back-testing, stress-testing, simulation, and reporting of market, credit, and operational risk. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Spring Term.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Periodically.

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 credit hours. Typically offered: Fall Term.

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 credit hours. Typically offered: Spring Term.

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. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Summer Term.

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. Prerequisite: MIS 546 or MBA 641. 4 quarter credit hours. Typically offered: Annually.

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. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Spring Term.

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. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Winter Term.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall Term.

MBA 663 Marketing Communications. 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 credit hours. Typically offered: Spring Term.

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 credit hours. Typically offered: Winter Term.

MBA 665 Principles of 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 credit hours. Typically offered: Winter Term.

MBA 666 Advanced Topics in 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 credit hours. Typically offered: Fall Term.

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. Prerequisite: MBA 661. 4 quarter credit hours. Typically offered: Winter Term.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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. 4 quarter credit hours. Typically offered: Fall Term.

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. Prerequisite: MBA 520. 4 quarter credit hours. Typically offered: Spring Term.

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 credit hours. Typically offered: Fall Term.

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 credit hours.

MBA 677 Sustainability as a Driver for Innovation and 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. Prerequisite: MBA 520. 4 quarter credit hours. Typically offered: Spring Term.

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. Learning Team M.B.A. Program only. 2 quarter credit hours. *Department Consent Required.*

MBA 681 Principles of Nonprofit Management. This course is an introduction to some of the special management and leadership issues facing nonprofit organization. Theories of leadership and the role of leaders in building effective and sustainable nonprofit organizations will be explored. Finally students will discuss standards and codes of conduct appropriate to nonprofit professionals and the volunteers who are the backbone of the nonprofit organization. 4 quarter credit hours. Typically offered: Winter Term.

MBA 682 Non-Profit Board Governance. This course is an introduction to the history and function of governance and the role of boards in achieving the mission and vision of nonprofit organization. The process of board development and its importance in forging a successful board-executive relationship will be examined in order to provide students with necessary tools to create effective governing boards. 4 quarter credit hours. Typically offered: Winter Term.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 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. Elective. Online MBA Program only. 4 quarter credit hours.

MBA 690 Internship. Focused on professional career development through on-site internship developed by student with faculty mentor, including oral presentation. Elective. 4-12 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MBA 691 Lecture Series. 3 quarter credit hours.

Clinical Psychology

MCP 510 The Physiology and Pharmacology of Psychotherapeutic Drugs. This course introduces students to the physiological, pharmacological, and psychological concepts basic to an understanding of the clinical use of psychotherapeutic drugs. Prerequisite: Degree seeking student in the Clinical Psychology Program. 3 quarter credit 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 degree seeking student in the Clinical Psychology program. 2 quarter credit 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 in the Clinical Psychology program. 2 quarter credit 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 in the Clinical Psychology program. 3 quarter credit hours.

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 in the Clinical Psychology program. 3 quarter credit 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 600 Independent Study. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

MCP 601 Professional, Ethical and 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 602 Professional, Ethical and Legal Issues in Counseling II. This course will continue the exploration and discussion of ethical and legal considerations in the practice of counseling. Prerequisite: MCP 601. 2 quarter credit hours.

MCP 603 Clinical Interviewing and 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 Degree Seeking Student in the Clinical Psychology program. 3 quarter credit 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. Prerequisite: Undergraduate statistics or proficiency exam. 3 quarter credit 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 credit 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, socio-cultural differences and intra-psychic dynamics will be explored. 4 quarter credit hours.

MCP 616 Stress Management. This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change, and techniques of stress management. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 620 Cognitive Therapy. This course provides a survey of a variety of cognitive/behavioral 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-behavioral framework. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. *Department Consent Required.*

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: Degree seeking student in the Clinical Psychology program. 2 quarter credit 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 in the Clinical Psychology program. 3 quarter credit hours. *Department Consent Required.*

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: Degree seeking student in the Clinical Psychology program, Undergraduate Theories of Personality. 3 quarter credit hours.

MCP 633 Group Counseling and Psychotherapy. Fundamental concepts and skills of group psychotherapy are examined. Prerequisites: MCP 629, Degree seeking student in the Clinical Psychology program. 3 quarter credit 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 credit hours.

MCP 638 Problems in Counseling and Psychotherapy. This course is designed for individual and group study of selected problems and issues. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-4 quarter credit hours. *Department 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit 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 intra-psychic and interpersonal perspectives. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. Typically offered: Fall Term.

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: Degree seeking student in the Clinical Psychology program. 2 quarter credit 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: Degree seeking student in the Clinical Psychology program, MCP 603, and MCP 690 or MCP 691 concurrent. 3 quarter credit 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit 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. Prerequisites: Degree seeking student in the Clinical Psychology program and MCP 646 and MCP 630. 3 quarter credit 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: Degree Seeking student in the Clinical Psychology program. 2 quarter credit 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: Degree seeking student in the Clinical Psychology program and MCP 658. 3 quarter credit 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 credit hours.

MCP 665 Psychological Assessment: Personality Evaluation and Report Writing. This course provides an overview of major assessment instruments, interpretation of reports and report writing. An introduction to projective techniques is included. Prerequisite: MCP 603. 3 quarter credit 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: Degree seeking student in the Clinical Psychology program. 3 quarter credit 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 client centered approaches to working with clients. Prerequisite: MCP 629. 3 quarter credit 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. Prerequisites: Degree seeking student in the Clinical Psychology program, MCP 690 or 691 concurrent. 3 quarter credit hours.

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. Prerequisites: MCP 601 and MCP 629. 3 quarter credit hours.

MCP 684 Workshop in Counseling the Diverse Populations. This course explores approaches in working with culturally diverse populations. The therapist's own ethnic and cultural factors are also considered. Conceptual and self-observation skills are practiced in the critique of role-played counseling sessions. Prerequisites: Degree seeking student in the Clinical Psychology program, MCP 629 and MCP 683. 2 quarter credit 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: Degree seeking student in the Clinical Psychology program. 1-4 quarter credit hours. *Department 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: Degree Seeking student in the Clinical Psychology program. 2-4 quarter credit hours. *Department 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: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department 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: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department 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: Degree seeking student in the Clinical Psychology program. 1-4 quarter credit hours. *Department 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 credit hour.

MCP 696 Clinical Psychology Seminar. Clinical Psychology seminar presents the student with a comprehensive review of theories, theorists, concepts and skills addressed in the MCP program. This class will

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refresh student learning in preparation for graduation, licensing and entering the profession. 1 quarter credit hour. Typically offered: Winter and Summer Terms. *Course Repeatable. Maximum number of units allowed 2.*

Education

EDUC 400 Preclinical Experience. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application, co-registration in EDUC 605. 1 semester credit hour. *Department 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. Prerequisites: Preclinical application; co-registration in EDUC 525; cumulative G.P.A. of 3.0, and TEP.

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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: Preclinical Application; co-registration in EDUC 555; cumulative G.P.A. of 3.0, and TEP.

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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. Prerequisites: Preclinical Application; co-registration in EDUC 560; cumulative G.P.A of 3.0, and TEP.

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 credit 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 credit 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 hours. 3 semester credit 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 credit 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 credit 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 credit 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 hours. 3 semester credit 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 credit hours.

EDUC 510 Leadership. 3 semester credit 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 credit hours.

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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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. Typically offered: Spring Term.

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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 hours. 3 semester credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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 credit hours. *Course Repeatable. Maximum number of units allowed 99.*

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. 1 semester credit hour.

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 credit 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 credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. *Department 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 credit 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 credit hours.

EDUC 528 Science Topics. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 999.*

EDUC 529 Spanish Topics. 2 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. *Department 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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. Prerequisites: Cumulative G.P.A of 3.0 and TEP. 3 semester credit hours.

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

EDUC 537 Literacy Topics. 1-3 semester credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. Typically offered: Periodically.

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 credit 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 credit 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 credit 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

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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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

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 hours. 3 semester credit 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 credit 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 credit 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 credit 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 credit 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 credit 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. Prerequisites Main Campus: Cumulative G.P.A. of 2.5 and TEP. Prerequisites Springfield Campus: Cumulative G.P.A. of 2.75 and TEP. 3 semester credit hours. Typically offered: Periodically.

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 credit 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. Clinical Hours: 5 hours. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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 credit 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 credit 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 Hours: 5 hours. 3 semester credit 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 multiethnic/racial populations on current practice. Internship Practicum Hours: 5 hours. 3 semester credit 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

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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 credit 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 hours. 3 semester credit hours.

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 credit 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 credit 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 credit 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 credit 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. 3 semester credit 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 credit hours.
Department 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 credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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 credit hours. *Course Repeatable. Maximum number of units allowed 99.*

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 credit 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 credit hours. *Department 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 credit hours. *Department 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 credit 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. 1 semester credit hour.

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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hours.

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 hours. 3 semester credit 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 credit 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 disordered; 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 credit 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 credit 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 credit hour.

EDUC 593 Teaching Middle Level. 3 semester credit 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 credit 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 credit hours.

EDUC 599 Special Methods Topics. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 600 Independent Study. 1-4 semester credit hours. *Course Repeatable. Maximum number of units allowed 30.*

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 credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 credit 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 credit 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 credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 credit 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 credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 hours. 3 semester credit 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 credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 credit 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 credit 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 credit 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 credit 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 credit 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 hours. 3 semester credit hours.

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 4 semester credit hours.

EDUC 621 Linking Assessment and Instruction. Provides an in-depth presentation of the complex issues of assessment, including evaluation procedures, from pre-referral intervention, determination of eligibility, and program decision-making to progress monitoring of scientifically-based instructional interventions based upon Response to Intervention (RTI). content coverage will address an overview of assessment models including authentic, traditional, informal, dynamic, performance, curriculum-based, and alternative techniques, traditional, informal, dynamic, performance, curriculum-based, and alternative techniques. 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 622 Theoretical Foundations of Literacy and Learning. Explores the early foundations of literacy and learning from 400 B.C. to present. The course focus is on the key factors that influenced both the creation of curriculum and classroom design as they pertain to instruction on current best practices in literacy instruction that includes: 1) Discussing and presenting on best practices strategies for challenged readers, English Language Learners (ELL), early literacy and content area literacy learners, 2) Creating a best practice briefcase workshop and portfolio that provides knowledge about best practice and its implementation within the confines of federal reform, state testing, and mandates. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

EDUC 623 Characteristics of High Incidence Disabilities. Provides students with the comprehensive knowledge base necessary to effectively identify and define high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Students will recognize the importance of the relationship of cognitive, physical, emotional, social, and communication development on learning (ages 3-21). 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 624 Methods of High Incidence Disabilities. A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated

curriculum and curricular enhancements. 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 4 semester credit hours.

EDUC 627 Characteristics of Low Incidence Disabilities. Provides an in-depth presentation of the issues in definition and identification procedures and the impact that low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments) have on cognitive, physical, social, and communication development of an individual, and provides opportunities that support the education of intellectual, social, and personal development of all students (ages 3-21). 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 628 Methods of Low Incidence Disabilities. A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated curriculum, curricular enhancements, and environmental accommodations. 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 629 Collaboration and Professional Practice in Special Education. Focuses on home-school partnerships, family issues and professional collaboration. Applies the knowledge of cultural and linguistic diversity in contexts as they relate to the family and society. Addresses the members of educational teams designed to support and optimize learners' educational needs, social-emotional development, network of community services and support, and resources available to individuals, families and groups affected by diverse disabilities. 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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 credit 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 hours. 3 semester credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 4 semester credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

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 credit 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 credit 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 credit 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 hours. 3 semester credit 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 credit 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 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 credit 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 credit hours. *Department 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 credit 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 credit hours.

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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 credit 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 credit 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 credit hours.

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 credit 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 credit 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 credit 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. Prerequisite: "C" or better in BIOL 197, BIOL 198, BIOL 258, CHEM 101 or 113, and CHEM 103 or 123. Cross-listed as BIOL 358 and EXPH 500. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

EXPH 521 Fitness Testing. Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Cross-listed with HLSC 321, NTR 521. 1 semester credit hour. Typically offered: Fall Term.

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. Prerequisite: HLSC 321/EXPH 521. Cross-listed as HLSC 322/EXPH 522. 1 semester credit hour. Typically offered: Spring Term.

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. Prerequisite: a human physiology course. Cross-listed with HLSC 360. 3 semester credit hours. Typically offered: Fall Term.

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. Prerequisite: HLSC 360/EXPH 560. Cross-listed as HLSC 361/EXPH 561. 3 semester credit hours. Typically offered: Spring Term.

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

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during normal daily activities. Prerequisite: "C" or better in BIOL 197, BIOL 198, BIOL 203, CHEM 113, CHEM 123, and MATH 111. 3 semester credit hours. Typically offered: Spring Term.

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. Cross-listed with HLSC 380. 2 semester credit hours. Typically offered: Fall Term.

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. Prerequisite: a biochemistry course. Cross-listed as HLSC 392/EXPH 591/NTR 591. 3 semester credit hours. Typically offered: Spring Term.

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. Prerequisite: HLSC 322/EXPH 522. Coregistration in EXPH 685 is required. Cross-listed with NTR 623. 2 semester credit hours. Typically offered: Summer Term.

EXPH 624 Comprehensive Clinical Exercise Physiology Exit Exam and Skills Examination. Comprehensive written and skills based program 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 exam. All program class course work must be completed. Pass/fail. 1 semester credit hour. Typically offered: Summer Term.

EXPH 662 Advanced Exercise Physiology. An integrated approach to the study of various physiological systems functioning in the human during exercise. Combined lecture/lab. 3 semester credit hours. Typically offered: Fall Term.

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. 3 semester credit hours. Typically offered: Fall Term.

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. 3 semester credit hours. Typically offered: Spring Term.

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. 3 semester credit hours. Typically offered: Summer Term.

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. 3 semester credit hours. Typically offered: Summer Term.

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. Coregistration in EXPH 623 is required. Cross-listed with NTR 619. 2 semester credit hours. Typically offered: Summer Term.

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. 1-2 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department 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. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

Education-Connecting Link

EDCL 503 Collaborative Web Technologies: Transforming Teaching and Learning. This course will provide teachers the opportunity to understand and use global collaborative web technologies to impact learning and teaching. Teachers will use these technologies to design and develop relevant learning experiences across curriculums. This course will allow for examination of the ethics, safety and security involved with the use of these technologies. The use of Moodle to blog daily and participate in online forum discussions will enhance the teacher's own technology skills. 3 semester credit hours.

EDCL 504 Creating a Collaborative and Engaged Classroom. Participants in this course will examine collaborative and engaged learning as it becomes a significant shift away from the typical teacher centered classroom. Research suggests that effective communication and collaboration are essential to becoming a successful learner in the 21st century. These threads of collaboration and communication consistently run through the Common Core Standards adopted by most states. Foundational work in this course will include the research base and operational definitions for collaborative learning, engaged learning and cooperative learning. Participants will be synthesizing these paradigms and creating applications for implementation into their own classrooms. 3 semester credit hours.

EDCL 505 Creating Educational Websites: Increasing Student Achievement with Professional Web Integration. The purpose of an educator's Web site is to teach, inform, and communicate. This course provides K-16 teachers with the knowledge and skills to expand classroom technology use by designing and publishing a professional educational Web site. The culminating site can also be used to integrate classroom lessons and projects. Content will focus on the features of an effective educational Web site, and the use of Web development software tools to design, develop, enhance, and publish the site. Additional topics include the use of Web 2.0 collaboration technologies to engage stakeholders and the creation of a teacher e-portfolio as demonstrated evidence of continued growth and professionalism. 3 semester credit hours.

EDCL 506 Destination Differentiation: How to Meet the Needs of 21st Century Learners. This course is designed to explore the critical need to differentiate instruction for twenty first century learners. The philosophy of differentiation will be examined in relation to cultural needs, learning styles, intelligence theories, and thinking skills. The use of technology and the role of effective feedback will also be addressed. Participants will be provided multiple opportunities to engage in discussions and activities that refine their current differentiation strategies and practices in an effort to meet the needs of all learners. 3 semester credit hours.

EDCL 507 Disciplinary Literacy: Meeting the Common Core Literacy Standards in History,. This course is designed to provide K-12 educators an understanding and breakdown of, as well as strategies for teaching, the English Language Arts ("ELA") Common Core Standards in the disciplines: History/Social Science, Science, and Technical ("HST"). Participants of this course will learn what the ELA HST standards are, what it means to be "literate" in each of the disciplines, and how to create such literacies. Foundational work will include understanding the different types of literacy in the 21st Century world as well the literacies most commonly

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needed in each respective discipline. Most significantly, participants will learn teaching strategies to embrace the new ELA HST standards, with a particular focus on strengthening classroom practice in the biggest shift areas from old to new literacy standards. 3 semester credit hours.

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. Prerequisites: Enrollment as an international student. Cross-listed with IPO 100. Typically offered: Fall, Winter, Spring, & Summer. *Course Repeatable. Maximum number of units allowed 0.*

International Student Orientation Graduate

ISOG 400 International Student Orientation Graduate. ISO provides an introduction to student life, resources, and immigration rules and regulations to all incoming international students/scholars with F-1 and J-1 visas. This course is designed to help new international students/scholars learn about the Student and Exchange Visitor Program (SEVIS), to understand how to maintain status and the required government reporting process, and help new students to adjust at BenU. Visa regulation orientation is required for visa holders. Typically offered: Fall, Winter, Spring, & Summer. *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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hours.

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 credit 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 credit 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 credit hours. Typically offered: Annually.

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 credit 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 credit 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 credit 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 credit 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 credit hours.

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 credit hours. Typically offered: Annually.

Management and Organizational Behavior

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 credit hours.

MGMT 501 Accounting for Non-Financial Managers. 4 quarter credit 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 credit 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 credit hours.

MGMT 527 Funding and Grantsmanship. Teaches the intricacies of generating government support for the development of programs important to the operation and expansion of social agencies. Includes program planning, proposal development, grant management and program evaluation. 2 quarter credit 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit 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 credit 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 credit hours.

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 credit 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 credit 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 credit 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 credit 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 credit hours. Typically offered: Summer Term.

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. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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; MGMT 633 (4 credits) may be a better option. Online and Springfield Campus. 2 quarter credit 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 credit hours.

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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 credit 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 credit 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 credit 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 credit hours.

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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hour. *Course Repeatable. Maximum number of units allowed 12.*

MGMT 592 Managing Diversity. Focuses on the cultural shift required in organizations to move from Equal Employment Opportunities, Affirmative Action and understanding diversity to truly managing 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. 2 quarter credit hours.

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 credit 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 credit hours. *Course Repeatable. Maximum number of units allowed 99.*

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. 2-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

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 credit 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. Required Option. 4 quarter credit hours. Typically offered: Winter Term.

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 credit hours. Typically offered: Fall and Spring Terms.

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 credit 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 credit 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 credit 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 credit hours. *Course Repeatable. Maximum number of units allowed 16.*

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 credit hours. *Course Repeatable. Maximum number of units allowed 12.*

Management Information Systems

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 credit hours. Typically offered: Annually.

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 credit hours. Typically offered: Annually.

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. 2 quarter credit 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 credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

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 MIS/MBA 609. 4 quarter credit hours. Typically offered: Annually.

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 MIS/ MBA 616. Prerequisite: MBA 513. 4 quarter credit hours. Typically offered: Annually.

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 information technology problem areas. Elective. Prerequisite: MBA 601. 2 quarter credit hours. Typically offered: Annually.

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 credit hours. Typically offered: Annually.

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 credit hours. Typically offered: Annually.

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 credit 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 credit hours. Typically offered: Annually.

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. Prerequisite: MIS 546. Elective. 4 quarter credit hours. Typically offered: Annually.

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 credit hours. Typically offered: Annually.

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. Prerequisite: MIS 546 or MBA 641. 4 quarter credit hours. Typically offered: Annually.

MIS 658 Management of IT Facilities. The support side of information systems is studied, focusing on physical needs and ongoing 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 credit hours. Typically offered: Annually.

MIS 659 Business Analytics. Business analytics (BA) refers to the skills, technologies, applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. It makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management to drive decision-making. Analytics may be used as input for human decisions or may drive fully automated decisions. Deliverables include article reviews, case analyses, course project, and presentations. Prerequisites: MBA 541. Cross-listed as MSBA/MIS 659. 4 quarter credit hours. Typically offered: Annually.

MIS 663 Data Mining, Text Mining and Business Intelligence. This course introduces the topics of data and text mining and business intelligence. Data and text mining is the process of discovering new patterns from large data sets involving methods at the intersection of artificial intelligence, machine learning, statistics and database systems. The overall goal of the data mining process is to extract knowledge from a data set in a human understanding structure. Business Intelligence systems combine data gathering, and data storage with analytical tools to present complex corporate and competitive information to planners and decision makers. The objective is to improve the timeliness and quality of the input to the decision process. Deliverables include article, case analyses, course project, and presentations. Prerequisite: MIS 674. Cross-listed as MSBA/MIS 663. 4 quarter credit hours. Typically offered: Annually.

MIS 671 Strategic Management. This course requires students to use the disciplines and techniques learned in previous required courses. Strategy formulation and implementation concepts are discussed using cases and readings. This course is to be taken within two courses of completion of the required courses. Required. Cross-listed as MBA/MIS 671. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 546. Required. 4 quarter credit hours. Typically offered: Annually.

MIS 677 Decision Support and Knowledge Based Systems. 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. Topics include analysis of decision criteria and modeling techniques, the system development process, business applications, and evaluation of existing software. Deliverables include a course project and presentation. Elective. 4 quarter credit hours. Typically offered: Annually.

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. Prerequisite: MIS 545, MIS 546. Required. 2 quarter credit hours. Typically offered: Annually.

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 credit hours. Typically offered: Annually.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Annually.

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. Elective. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

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 credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

Taxation

MST 512 Federal Income Tax. A study of federal regulations 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. Cross listed with MSA 512. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MST 605 Tax Influence 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 organizations, capital gains, and timing of income, depreciation, investments and employee benefits. Prerequisites: MSA 504, MSA 506, MSA 515 and MST 512. Cross listed with MSA 605. 4 quarter credit hours. Typically offered: Winter Term.

MST 623 Taxation of Corporations and Shareholders. This course focuses on U.S. federal income taxation of Subchapter c corporations and their shareholders. Emphasis is placed on understanding the nuances of corporate tax laws and tax planning scenarios. Prerequisites: MSA 605 & MSA 624. Cross listed with MSA 623. 4 quarter credit hours.

MST 624 Federal Tax Research. This course focuses on the complexity of the United States Tax System and the impact of global competition on income and transfer tax preparation and reporting. Students will be exposed to the Internal Revenue Code, Circular 230, Treasury Regulations, and IRS organizational structure and enforcement functions. Prerequisites MSA 504, MSA 506, MSA 512 and MST 515. Cross listed with MSA 624. 4 quarter credit hours. Typically offered: Winter Term.

MST 625 Federal Taxation of Partnerships. This course focuses on taxation of partnerships and the nuances of the benefits and risks attached to this form of business enterprise. Key concepts involve aggregate and entity theories, partnership distributions and liquidations, disposition of partnership interests and other related topics. The course will expose students to The Internal Revenue Code, Treasury Regulations, Case Law and ITS Rulings. 4 quarter credit hours. Typically offered: Spring Term.

MST 688 Estate and Gift Taxation. This course consists of a detailed review of the federal estate and gift tax laws. In the area of estate taxation, assets included and deductions allowed are reviewed in detail by reference to law, regulations and cases. Recognition of gifts and gift tax deductions and exclusions are also covered throughout course material. Prerequisites: MSA 504, MSA 506, MSA 512 & MSA 515. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MST 689 Seminar in Current Problems in Taxation. This course focuses on the recent significant developments in the future of legislation, regulations, administrative rulings and case law on federal income, estate and gift taxation. Emphasis is placed on specific tax planning in light of these current developments. Topics are discussed against background of leading Supreme Court cases. Prerequisites: MSA 504, MSA 506, MSA 512 & MSA 515. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MST 692 Tax Accounting - Periods and Methods. This course deals with federal income tax rules concerning the choice of utilization of tax accounting periods and methods. The course material will focus on the determination of inventory values, introduction to time value of money and OID, and certain other special tax accounting concepts available to taxpayers including: Accounting Periods, Changes in Accounting Methods,

Inventories-- General and UNICAP, Inventories--LIFO, and Installment Sales. Prerequisites: MST 605 and 624. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MST 693 Federal Income Tax Procedures. This course deals with federal income tax rules, communicating with the Internal Revenue Service, ethical responsibilities of a tax practitioner, statute of limitations, and the appeals process for tax returns. The course material will focus on the core aspects of the United States Tax code and its enforcement by the I.R.S. It will provide a unique perspective of the methods, procedures, and techniques employed by the I.R.S in reaching fair tax treatment for all tax payers. Prerequisite: MST 605 & MST 624. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MST 694 Overview of State Income Taxation. This course identifies and examines the various types of income and capital stock taxes imposed on corporations and "pass through" entities by state and local governments. The main topics will focus on "nexus" and the key impacts of P.L. 86-272, sales and use tax, conformity to the Internal revenue Code, business and non business income, varying methods of reporting, allocation and apportionment, and basic tax credit and incentive concepts. Prerequisites: MST 623, MST 624, MST 625 & MST 692. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MST 695 Taxation of Closely held Corporations. This course identifies and examines the core federal income tax issues that arise in connection with the ownership and operation of a closely held corporation. The course material will focus on primarily subchapter "S" corporations. Topics include: nuances of distributions for owners and the effects of liquidating a company and its subsequent tax ramifications. Prerequisites: MST 623, MST 624, MST 625 and MST 692. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MST 696 Corporate Reorganizations. This course will examine and discuss the nuances of the Federal Income Tax implications for transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations. This course is mainly concerned with the tax consequences to corporate parties to reorganizations and their shareholders. Emphasis is given to determining the taxability of transactions. See outline for detail of topics covered. Prerequisites: MST 623, MST 624, MST 692 and MST 693. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MST 697 Consolidated Returns. This course deals with the principles and mechanics of the consolidated return regulations which include eligibility, intercompany transactions, inventory adjustments, basis of property and subsidiaries, net operating losses and limitations on their utilization, earning and profits, and loss disallowance provisions. Prerequisites: MSA 504, MSA 506, MSA 512 & MSA 515. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MST 698 Taxes and Property Transactions. This course is concerned mainly with the federal income tax implications of income and losses derived from sales and other dispositions of property. Emphasis will be given to the determination and recognition of gain or loss, nature of gain or loss (capital or ordinary), basis and holding period. Prerequisites: MSA 504, MSA 506, MSA 512 & MSA 515. 4 quarter credit hours.

MST 699 US Taxation and Its International Aspects. This course covers federal income taxation of United States persons investing or doing business outside the United States and nonresident aliens and foreign corporations having nexus with the United States. Topics covered include, among others, the foreign tax credit, Subpart F income, controlled foreign corporations, sourcing rules and expatriate taxation. Prerequisites: MSA 504, MSA 506, MSA 512 and MSA 515. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

Business Analytics

MSBA 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MSBA 623 Web Analytics. This course introduces the topics of web analytics for making better business and marketing decisions. Web analytics is the measurement, monitoring, and analysis of Internet traffic data for the purpose of optimizing websites. The increasing complexity of today's e-business environment has resulted in the implementation of many web analytics tools. These tools turn raw Internet data into valuable business insight through the use of advanced analytics. Web analytics combines data collection, marketing research, mathematical model building, statistical software, and key performance indicators (KPIs) monitoring tools. Deliverables include literature reviews, case analyses, and course projects. Prerequisite: MBA 541. 4 quarter credit hours. Typically offered: Annually.

MSBA 641 Optimization Techniques for Management Decisions. This course introduces the topics of optimization techniques for management decisions. Optimization is the process of discovering the best business solution from many feasible solutions using mathematical and statistical methods. The increasing complexity of today's business decision-making has resulted in the development of many optimization techniques. These techniques have provided a wealth of solutions to facilitate business planning and execution. Optimization combines data transformation, mathematical model building, and optimization software with analytical tools to present the recommended solutions to planners and decision makers. Deliverables include literature reviews, case analyses, and course projects. Prerequisite: MBA 541 and MBA 630. 4 quarter credit hours. Typically offered: Annually.

MSBA 659 Business Analytics. Business analytics (BA) refers to the skills, technologies, applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. It makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management to drive decision making. Analytics may be used as input for human decisions or may drive fully automated decisions. Deliverables include article reviews, case analyses, course project and presentations. Cross listed with MIS 659. 4 quarter credit hours. Typically offered: Winter Term.

MSBA 663 Data Mining, Text Mining, and Business Intelligence. This course introduces the topics of data mining and business intelligence. Data mining is the process of discovering new patterns from large data sets involving methods at the intersection of artificial intelligence, machine learning, statistics and database systems. The overall goal of the data mining process is to extract knowledge from a data set in a human-understandable structure. Business Intelligence systems combine data gathering, and data storage with analytical tools to present complex corporate and competitive information to planners and decision makers. The objective is to improve the timeliness and quality of the input to the decision process. Deliverables include article reviews, case analyses, course project, and presentations. Prerequisite: MIS 674. Cross-listed with MIS 663. 4 quarter credit hours. Typically offered: Fall Term.

MSBA 685 Data Visualization. This course introduces data visualization that is communicating information clearly and effectively through graphical means. Visualization tools go beyond the typical tables, histograms, pie charts and bar graphs by displaying data in more sophisticated ways such as dials and gauges, geographic maps, time-series charts, tree maps, heat maps and detailed bar, pie and fever charts. The goal is to expose patterns that might not have been noticed otherwise. Visualized data is often displayed in business Intelligence dashboards which provide users with high-level views of corporate information and key performance indicators. Deliverables include article reviews, several software-based exercises, projects and presentations. Prerequisite: MIS/MSBA 663. 4 quarter credit hours. Typically offered: Annually.

MSBA 686 Analytics for Big Data. This course introduces the concept of big data, that is, data sets so large that traditional relational database management systems, statistics, and visualization tools are insufficient. Organizations today are inundated with data, gathered from both inside and outside the organization. Analytics for data-at-rest and data-in-motion will be explored. The problem of solving problems which involve complex and structured data will be explored using the Hadoop platform. Deliverables include article reviews, several software-based exercises, several projects and presentations. 4 quarter credit hours. Typically offered: Annually.

MSBA 687 Data Warehousing. This course introduces data warehousing, which combines data from varied sources into one comprehensive and easily manipulated database. Access methods include queries, reporting and analysis. The goal is to analyze trends over time, thereby contributing to business forecasting, strategic planning and making smarter decisions faster. Deliverables include article reviews, several software-based exercises, projects and presentations. Prerequisite: MIS 674. 4 quarter credit hours. Typically offered: Annually.

MSBA 689 Business Analytics Capstone. This course requires students to use and integrate the disciplines and techniques learned in business analytics program coursework to address a real-world problem, strategy formulation and implementation concepts are discussed using cases and readings. Deliverables include article reviews, several software-based exercises, a course-length project and presentations. Prerequisite: Take within two quarters of program completion or program director consent. 4 quarter credit hours. Typically offered: Annually.

MSBA 690 Business Analytics 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. Elective. Course repeatable. Maximum number of units allowed 12. 1-4 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

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 credit hours.

NRHL 501 Health Promotion and Interprofessional Collaboration. This course provides an in-depth review of approaches to health promotion as well as effective collaboration among members of the health care community. Students explore the problems and issues in using behavioral and social science theories, concepts and data to inform health promotion and health education research and interventions. The course emphasizes developing appreciation for the diversity of expertise in interprofessional collaborative teams as well as establishing basic concepts of effective teamwork. This is a foundational course requiring a minimum letter grade of "B". Cross listed with NRHL 381. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

NRHL 502 Ethical and Culturally Competent Health Care Professional. This course draws upon philosophy, ethics and the social sciences to examine key concepts of professional practice that form the foundations for

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leadership, including professional obligations, duties, rights and cultural competence. Coursework leads to an increased understanding of interplay among socio-cultural contexts, ethics and cultural beliefs about health and illness. Basic principles of epidemiology, community-based assessment and evaluation, issues of equity and the risks to vulnerable populations are explored. Students also study the role of the educator, administrator and social change agent to explore what it means to be a culturally competent, ethical health care professional and leader in health systems or education. This is a foundational course requiring a minimum letter grade of "B". Cross listed with NRHL 382. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

NRHL 503 Evidence-Based Nursing Practice: Research and Process Improvement. This course provides students with skills required to systematically research and evaluate current nursing knowledge to promote evidence-based nursing practice. Coursework emphasizes critical analysis of the current literature and proposed research methods, including quantitative and/or qualitative approaches to research, sampling procedures, data collection methods and data analysis planning. Research topics such as ethical and cultural issues, methodological procedures associated with scientific investigation, and potential barriers to evidence-based practice are also course themes. Students are encouraged to critically analyze differing research paradigms as well as current issues surrounding evidence-based research. This is a foundational course requiring a minimum letter grade of "B". Cross listed with NRHL 383. 3 semester credit hours.

NRHL 504 Health Care Informatics & Emergent Technologies. This course teaches nurses to consider technical, user and environmental factors in the selection and use of clinical information systems that support nursing care and decision-making processes in various settings. Students 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. This is a foundational course requiring a minimum letter grade of "B". Cross listed with NRHL 384. 3 semester credit hours.

NRHL 505 Health Care Policy & Advocacy. This course provides an overview of health care policy, organization and financing with emphasis on current industry trends. Students assess the atmosphere in which policy is created and how compromise and bargaining shape policy decisions. Current policy initiatives involving health care delivery as well as nursing are analyzed. Coursework emphasizes the role of the nurse as a health care leader and advocate in the health care policy formation process. This is a foundational course requiring a minimum letter grade of "B". Cross listed with NRHL 385. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

NRHL 506 Quality Improvement and Safety in Health Care Systems. This course analyzes problems caused by the varying levels of health care quality and strategies for improving them using models of evaluation and process improvement. Students learn to apply principles of quality and regulatory management with an emphasis on defining, measuring and evaluating outcomes within organizations and systems to become effective leaders and change agents. Students are expected to participate in the development of actual quality measures and explain how such measures could be used in a defined health or educational system. This is a foundational course requiring a minimum letter grade of "B". Cross listed with NRHL 386. 3 semester credit hours.

NRHL 507 Advanced Health Assessment. This course builds upon the student's previous health assessment experience to provide the foundation for advanced roles in nursing. The course emphasizes physical, psychosocial, spiritual, and functional assessment among diverse populations. Advanced assessment topics include focused health histories, advanced physical assessment techniques, differentiation of assessment findings, and health assessment documentation standards. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

NRHL 508 Advanced Pathophysiology. The course focuses on the application of advanced knowledge of the complex physiological functions and pathophysiological processes to the care of individuals with health care problems. Course content examines alterations in function as well as adaptive, integrative and regulatory

mechanisms at the molecular, cellular, organ and system levels. The course is designed to enable the graduate nursing student to recognize and analyze these physiological changes, and to apply this knowledge in a wide variety of clinical settings. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

NRHL 509 Advanced Pharmacology. This course provides the graduate nursing student with the necessary knowledge to develop a greater understanding of pharmacology and application. The course content builds upon the student's current understanding of pharmacology. Students will explore the principles of pharmacology as they apply to various disease processes with consideration of medication selection factors, client adherence, and ethical implications. Clinical application of pharmacological management, adverse reactions, and patient education implications are presented through case studies and scenarios. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506. Prerequisite/Corequisite: NRHL 508. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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. Cross listed with MBA 510. 3 semester credit hours.

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 credit 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 credit 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 credit hours.

NRHL 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. Cross-listed with MGMT 584. 1.5 semester credit 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 credit hours.

NRHL 602 Health Systems. Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. Cross listed with MPH 602. 3 semester credit 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 credit 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. Cross listed with MPH 604. 3 semester credit hours.

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 credit 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 credit 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 credit hours.

NRHL 620 Building Effective Communication & Relationships. This course covers knowledge and skills related to effective communication and relationship-building across various health care settings. Students study communication strategies to address nursing and organizational issues and conflicts, as well as advanced communication skills related to diversity in the workplace, generational benefits, recruitment and retention, collaborative decision-making and shared governance. Building trust and credible organizational relationships with key stakeholders is also emphasized. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

NRHL 621 Instructional Strategies in Nursing Practice. This course focuses on teaching and learning strategies in nursing education. Students examine frameworks for analyzing pedagogical philosophies, adult learning theories, ethical issues and professional values related to nursing education, as well as the integration of new technology in instructional design and delivery. The course emphasizes best teaching practices for nurse educators. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 & NRHL 506, NRHL 620, NRHL 622, NRHL 624 and NRHL 626. 3 semester credit hours.

NRHL 622 Professionalism and Executive Career Development. Students focus on the knowledge, skills and tools to effectively coach and further the professional development of others within the healthcare organization. Coursework emphasizes the concepts of professionalism, personal and professional accountability, transparency, advocacy and ethical standards. Students complete a comprehensive executive leadership career assessment, conduct a gap analysis and develop an executive career plan for the future. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

NRHL 623 Instructional Strategies in Nursing Practice. This course focuses on teaching and learning strategies in nursing education. Students examine frameworks for analyzing pedagogical philosophies, adult learning theories, ethical issues and professional values related to nursing education, as well as the integration of new technology in instructional design and delivery. The course emphasizes best teaching practices for nurse educators. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506. Cross listed with MPH 623. 3 semester credit hours.

NRHL 624 Advanced Knowledge of Health Care Systems. This course explores the skills and knowledge nurse executives need to effectively lead in a variety of health care systems. Students study the unique needs of health care settings such as hospitals, ambulatory facilities, community-based services, long-term care and private practice as well as financial, operational, regulatory and clinical aspects of management specific to a

range of healthcare systems. Factors such as reimbursement, technology, staffing, leadership, organizational design and complexity and for-profit and not-for-profit aspects of the system will also be addressed in the context of nursing leadership strategies. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

NRHL 625 Learning and Curriculum Development in Nursing Practice. This course focuses on curriculum development and the role of the nurse educator through the examination of a variety of conceptual frameworks relating to curriculum and instructional design. Students investigate the process of curriculum development, program evaluation, regulatory and accreditation standards and curriculum trends. The components of course development, including course objectives, learning activities, teaching strategies and course evaluation are examined. The course includes 30 hours of a practicum experience. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 507, NRHL 508, NRHL 509. Prerequisite/Corequisite: NRHL 621. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

NRHL 626 Nursing Leadership and Systems Thinking. This course focuses on theoretical foundations and conceptual principles of nursing leadership and the skills required for nurse executives to function effectively in complex health care environments. Students develop leadership self-awareness and investigate leadership traits necessary to effectively lead organizational change, build strong cultures, develop effective teams and resolve conflicts. The course examines change processes in contemporary health care organizations, as well as the evolving roles of management and transformational leadership. The course includes 30 hours of a practicum experience. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 620, NRHL 622. Prerequisite/Corequisite: NRHL 624. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

NRHL 628 Financial Management and Resource Allocation in Health Care Systems. Students will learn how to contribute to the ethical financial decisions of health care organizations. Topics include strategic financial planning, financial statement analysis, budgeting and financial decision-making strategies. Students also explore issues with funding sources and constraints, reimbursement, cost containment and marketing. The course includes 30 hours of a practicum experience. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 620, NRHL 622, NRHL 624, NRHL 626. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

NRHL 630 Evaluation Strategies and Methods in Nursing Practice. Students focus on the theories and strategies of measurement and evaluation as they apply to nursing education. Content includes strategies to assess and evaluate learning in the cognitive, psychomotor and affective domains. Topics such as test construction, evaluation of personal teaching effectiveness, program evaluation and accreditation processes are addressed, as well as ethical and legal issues related to student evaluation. The course includes 30 hours of a practicum experience. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 507, NRHL 508, NRHL 509, NRHL 621, NRHL 625. 3 semester credit 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 credit hours.

NRHL 635 Evidence-Based Nursing Practice Capstone Project. In this capstone course, students have the opportunity to apply the knowledge and skills learned through the program into practice. They further develop the role components of the nurse educator or nurse executive with the guidance of a preceptor within a selected practicum setting. With the assistance of the faculty and preceptor, each student develops a project that demonstrates their cumulative learning, teaching abilities and professional growth. The project should demonstrate the student's ability to synthesize and apply the knowledge and skills acquired to real-world issues and problems. This final project validates a student's ability to think critically and creatively, to solve

practical problems, and demonstrate mastery of the application of leadership or education skills. The capstone course requires 60 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 507, NRHL 508, NRHL 509, NRHL 621, NRHL 625, NRHL 630. 3 semester credit hours.

NRHL 651 Principles of Emergency and Disaster Management. Introduces the core principles and practices of emergency response and recovery from all types of hazards, threats and disasters. Cross listed with MPH 650. 3 semester credit hours.

NRHL 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. Cross listed with MPH 654. 3 semester credit 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 NRHL 651. Cross listed with MPH 656. 3 semester credit hours.

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 credit 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 credit 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 credit hours.

NRHL 671 Finance in Public Health and Health Care Delivery. Students will study the development of managed care, types of organizations and plans, financial models, risk management and trends and health care financing through public and private grants. Cross listed with MPH 671. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

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. Prerequisites: NRHL 510, NRHL 520, NRHL 530, NRHL 540, NRHL 650, NRHL 660, NRHL 670 and 12 semester hours of electives. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 credit hours.

NRHL 688 Media, Technology and Public Health. 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 credit hours.

Nutrition

NUTR 542 Applied Nutritional Physiology. This class is designed to provide a detailed survey of the literature related to the nutrition and physical activity aspects of Metabolic Syndrome Related Diseases. Students will be expected to have a comprehensive understanding of the epidemiology and scientific basis of Metabolic Syndrome. Detailed discussions will include CVD, diabetes, hypertension, obesity, hyperlipidemia, and systemic inflammation as they relate to nutrition and physical activity. Prerequisite: NUTR 200 or 201 or 241; BCHM 251 or 261 and BIOL 258 (basic nutrition, biochemistry and physiology courses). Cross-listed as NUTR 342/NUTR 542. 3 semester credit hours. Typically offered: Spring Term.

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. 2 quarter credit hours. Typically offered: Fall Term.

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. 2 quarter credit hours. Typically offered: Spring Term.

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. Prerequisites: physiology, biochemistry, and nutrition courses. 4 quarter credit hours. Typically offered: Spring and Summer Terms.

NTR 542 Applied Nutritional Physiology. This class is designed to provide a detailed survey of the literature related to the nutrition and physical activity aspects of Metabolic Syndrome Related Diseases. Students will be expected to have a comprehensive understanding of the epidemiology and scientific basis of Metabolic Syndrome. Detailed discussions will include CVD, diabetes, hypertension, obesity, hyperlipidemia, and systemic inflammation as they relate to nutrition and physical activity. Prerequisite: NUTR 200 or 201 or 241; BCHM 251 or 261 and BIOL 258 (basic nutrition, biochemistry and physiology courses). Cross-listed as NUTR 342/NUTR 542. 3 semester credit hours. Typically offered: Spring Term.

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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. 4 quarter credit hours. Typically offered: Fall Term.

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. Prerequisite: a biochemistry course. Cross-listed as HLSC 392/EXPH 591/NTR 591. 3 semester credit hours. Typically offered: Spring Term.

NTR 595 Nutrition Counseling. Interviewing methods and counseling skill development, techniques, and issues. Incorporates principles of ethics, outcome measurements, and reimbursement. Prerequisites: NTR 670 or department consent. 2 quarter credit hours.

NTR 600 Independent Study. Arranged on a specific topic by teaching/learning contract with instructor. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 30.*

NTR 614 Advanced Nutrition and Metabolism. Scientific examination of the nature, role and metabolism of energy nutrients in human health and disease. Applications made to fed and fasted states, adapted starvation, and hypercatabolic and physically stressed states. Prerequisite: NTR 621. 4 quarter credit hours. Typically offered: Winter Term.

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. Prerequisite: Completion or concurrent registration in NTR 670. 4 quarter credit hours. Typically offered: Fall Term.

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. Coregistration in NTR 623 is required. Cross listed with EXPH 685. 3 quarter credit hours. Typically offered: Summer Term.

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: NTR 670 or Instructor Consent. 2 quarter credit hours. Typically offered: Spring Term.

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 credit hours.

NTR 624 Career Portfolio. 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 lifelong learning. Prerequisite: NTR 670 or Instructor Consent. 2 quarter credit hours. Typically offered: Fall Term.

NTR 625 Complementary Nutrition Therapies. Scientific examination and discussion of the efficacy of foods, herbs, nutrients, and phytochemicals in various disease conditions, including mechanisms of action, safety issues, bioavailability, and recommendations. Prerequisite: NTR 614. 4 quarter credit hours. Typically offered: Annually.

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. 4 quarter credit hours. Typically offered: Fall Term.

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 530. 2 quarter credit hours. Typically offered: Summer Term, Even Years.

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. 2 quarter credit hours. Typically offered: Summer Term, Odd Years.

NTR 633 Advanced Nutrition Topics in Micronutrients. Scientific examination and discussion of the efficacy of select micronutrients, as they relate to specific health concerns, including the nature, bioavailability, mechanisms of action, safety issues, assessment of status and recommendations in prevention and therapeutic use. Prerequisite: NTR 614. 2 quarter credit hours. Typically offered: Spring Term.

NTR 657 Nutrition Communications through Technologies. This course applies new and emerging technologies for collaboration, communication, and dissemination of nutrition services and innovations. Prerequisites: NTR 621 and 629. Online. 4 quarter credit hours. Typically offered: Annually.

NTR 658 Venture Planning in Nutrition. This course examines the process of planning a successful launch for a new venture. Students in this class will examine actual business ventures they intend to launch or that they are already operating. Prerequisites: MBA 559, MBA 622, and NTR 629. Online. 4 quarter credit hours. Typically offered: Annually.

NTR 662 Advanced Exercise Physiology. An integrated approach to the study of various physiological systems functioning in the human during exercise. 4 quarter credit 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 credit hours.

NTR 670 DI Orientation. Introduction to the practice of dietetics and protocols. Transportation may be required. Prerequisites: completion of DPD and separate acceptance into Dietetic Internship program. 1 quarter credit hour. Typically offered: Fall Term.

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. Prerequisites: NTR 670. 2 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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. Prerequisite: NTR 670. 2 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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. 1 quarter credit hour. Typically offered: Fall, Winter, Spring, & Summer.

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. Prerequisites: NTR 670. 1 quarter credit hour. Typically offered: Fall, Winter, Spring, & Summer.

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. Prerequisites: NTR 670. 3 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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. Prerequisites: NTR 670. 2 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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. Prerequisites: NTR 670. 2 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 is 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 CDR Registration Exam are introduced to the students. Prerequisite: Concurrent registration or completion of NTR 675 or Instructor Consent. 2 quarter credit hours. Typically offered: Fall Term.

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, NTR 621 and NTR 530. 2-4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

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. May be repeated for up to 8 hours of credit. Prerequisites: MPH 601, NTR 621, NTR 629, NTR 633, NTR 684, NTR 694. 4 quarter credit hours. Typically offered: Summer Term. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

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. Prerequisites: NTR 629. 2-4 quarter credit hours. Typically offered: Summer Term. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

NTR 694 Applied Data Analyses. Overview of quantitative and qualitative analyses and reporting. Prerequisites: NTR 629 and MPH 511. 2 quarter credit hours. Typically offered: Winter Term.

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 calendar year with the same Research Supervisor (Course Instructor) to meet MS in Nutrition and Wellness program research competency requirements for graduation. Transportation may be required. Prerequisites: Concurrent registration or completion of NTR 694. 2-4 quarter credit hours. Typically offered: Winter and Spring Terms.

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. Prerequisites: NTR 697. 2-4 quarter credit hours. Typically offered: Fall Term.

Public Health

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. Prerequisite: Algebra or equivalent. 4 quarter credit hours. Typically offered: Spring Term.

MPH 600 Independent Study. Arranged on a specific topic by teaching/learning contract with instructor. 1-4 quarter credit hours. *Department 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. Cross listed with NRHL 601 and NUTR 381. 4 quarter credit hours. Typically offered: Fall and Summer Terms.

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. Cross listed with NRHL 602 and NRHL 320. 4 quarter credit hours. Typically offered: Fall, Winter, and Spring Terms. *Department Consent Required.*

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 and NRHL 603. 4 quarter credit hours. Typically offered: Winter and Spring Terms.

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. Prerequisite:

MPH 511. Cross listed with NRHL 604. 4 quarter credit hours. Typically offered: Fall, Winter, and Spring Terms. *Department Consent Required.*

MPH 605 Environmental Health. Studies environmental factors including biological, physical, and chemical factors that affect the health of the community. Cross listed with NRHL 605. 4 quarter credit hours. Typically offered: Winter and Spring Terms.

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. Prerequisites: MPH 511 and MPH 604. 4 quarter credit hours. Typically offered: Fall Term. *Department 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. This culminating experience requires the synthesis and integration of knowledge from previous coursework. Prerequisites: MPH 511, MPH 604 and MPH 606. 4 quarter credit hours. *Department Consent Required.*

MPH 609 Cultural Context of Health. Addresses cultural factors related to individual and population health and health disparities over the life course. Cross listed with NRHL 609. 4 quarter credit hours. Typically offered: Fall and Winter Terms.

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. Cross listed with NRHL 610. 4 quarter credit hours. Typically offered: Fall and Summer Terms.

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 credit hours. Typically offered: Fall and Spring Terms.

MPH 616 Stress Management. This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change, and techniques of stress management. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit 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. Cross listed with NRHL 632. 4 quarter credit hours. Typically offered: Spring Term.

MPH 634 Public Health Programs and Skills. Focuses on health education programs and the skills required for the Certified Health Educator Specialist (CHES) examinations. 4 quarter credit hours. Typically offered: Winter Term.

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. Cross listed with NRHL 650. 4 quarter credit hours. Typically offered: Fall Term.

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. Cross listed with NRHL 654. 4 quarter credit hours. Typically offered: Summer Term.

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. Cross listed with NRHL 657. 4 quarter credit hours. Typically offered: Winter Term.

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. Cross listed with NRHL 657. 4 quarter credit hours. Typically offered: Spring Term.

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. Cross listed with NRHL 662. 4 quarter credit hours. Typically offered: Winter and Spring Terms.

MPH 664 Marketing of Public Health. Explores concepts of marketing theory, planning, strategy, research and implementation of marketing plans. Cross listed with NRHL 664. 4 quarter credit hours. Typically offered: Winter Term.

MPH 671 Finance in Public Health and Health Care Delivery Systems. Focuses on the application of financial management principles in public health and health care organizations. Online. Course will not be offered after 8/13/2013. 4 quarter credit hours.

MPH 680 The Business of Healthcare. Explores current topics in the business of delivering health services in the U.S. including insurance, privacy of information, accountable care organizations, and financing structures. Cross-listed with NRHL 681. 4 quarter credit hours. Typically offered: Periodically.

MPH 686 U. S. Health Care Delivery System. Explains how health insurance works and the regulations and systems designed to protect personal health information. Introduces organization and elements of the current delivery including privacy, reimbursement, and changes in health care in the United States. Online. Course will be offered after 12/15/13 4 quarter credit hours. Typically offered: Winter Term.

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. Cross listed with NRHL 688. 4 quarter credit hours. Typically offered: Summer Term.

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. 2-10 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 10.*

MPH 692 Health Law. Introduces the legal bases for public health and health services and the role law plays in effectuating public health policy objectives. 4 quarter credit hours. Typically offered: Summer Term.

MPH 693 Global Health. Explores issues in global health including the burden and distribution of disease, mortality, and social and cultural risk factors. Emphasizes the challenges of population health in developing countries. 4 quarter credit hours. Typically offered: Summer Term.

MPH 696 Applied Epidemiology. Focuses on the processes involved in epidemiologic investigations with application to sample cases. 4 quarter credit hours. Typically offered: Annually.

Science Content and Process

MSSCP 501 Pedagogy of Inquiry in 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 as the foundation for implementing the NGSS. Students will develop lessons consistent with the NGSS that they can use in their own classrooms and learn to enhance existing activities for better student understanding. 3 semester credit hours.

MSSCP 503 Nature of Science. This course investigates the nature of scientific knowledge. Students will learn about science as a human endeavor, gain a historical perspective of science and learn how to recognize the characteristics of "good" science. 3 semester credit hours.

MSSCP 504 Research Internship. Students will participate in research internships to 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 completed. Interns will present the results of their experience at a mini-symposium during the spring term. 3 semester credit hours. Typically offered: Summer Term.

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. Comparative structures, evolutionary concepts and genetics will be covered. The animal collection at Brookfield Zoo enables observation of many of the major animal groups. This course is offered at Brookfield Zoo. 3 semester credit 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 by collecting data and formulating answers by interpreting data. 3 semester credit hours.

MSSCP 515 Field Ecology. This course is designed to provide a compact, focused overview of the natural history of the northeastern Illinois landscape (exclusive of Lake Michigan and its shoreline communities). Topics include organismal, population, community, and ecosystem ecology; how recent geological events and biological history shaped the land; how the relationships of latitude, mid-continent longitude, and patterns of botanical features define local wild communities so as to make them unique in the world; how the ecological features and characteristic plant and animal species define wetlands, prairies, forests and savannas; and, how people and wildlife interact in the landscape. 3 semester credit 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. 3 semester credit hours. Typically offered: Spring Term.

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 become grounded in geological and evolutionary processes and then 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. 3 semester credit hours.

MSSCP 520 Basic Physics. 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. Course will be taught at Fermi National Accelerator Laboratory. 3 semester credit hours.

MSSCP 522 Astronomy. This course focuses on astronomy concepts which appear in the National Science Standards. Students 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. Group activities, laboratory exercises and open class discussions based on inquiry pedagogy will be used. 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 credit hours.

MSSCP 524 Human Biology and Nutrition. Course designed for K-8 teachers to introduce 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 credit hours.

MSSCP 591 Topics. Special topics as it relates to the pedagogy and science content. 1-3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 99.*

LISLE CAMPUS COURSE DESCRIPTIONS - DOCTORAL

Values-Driven Leadership

DVDL 725 Leading Self I: Your Career Leadership Legacy. This course has three primary objectives: (1) build strong working relationships among cohort members, (2) reinforce the initial introduction to leadership theory and research, and (3) allow each cohort member to strengthen their personal leadership vision and capacity by identifying and leveraging their unique strengths as a leader. Students complete a series of assessments and personal development activities to help clarify their leadership point-of-view, strengthen their individual leadership capacity, and engage in activities to create cohesion in the cohort group. 4 quarter credit hours.

DVDL 735 Leadership Theory, Research & Practice. This course focuses on understanding the major theoretical streams in the leadership literature and practice. Emphasis will be placed on comparing and contrasting historical trends such as trait, behavioral, contingency, and charismatic theories of leadership and also exploring contemporary approaches such as transformational leadership, servant leadership, authentic leadership, positive leadership, and shared leadership. Practical application projects will allow students to develop and apply their personal leadership theory. 4 quarter credit hours.

DVDL 745 Leading Teams. Although most of us have been on various kinds of teams throughout our lives, we seldom take time to systematically observe and analyze how teams function and consider how they could be shaped and structured to function better. Yet observation and analysis are the first steps in understanding teams, shaping their dynamics, and ultimately improving their performance. In this course, students have the opportunity to analyze their own team processes, while learning from and applying the best of the team process and development literature. 4 quarter credit hours.

DVDL 750 Organizational Theory and Behavior. This course focuses on identifying theory and research that frames the current study of organizations from the macro and micro perspectives. The first weekend examines competing schools of organizational theory that facilitate our attempts to understand organizations and key issues/topics. The second weekend focuses on micro issues of organizational behavior, including topics such as

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human needs and motivation, emotions, conflict, work stress, trust, and cross-cultural issues; as well as more recent positive deviance topics that capitalize on human strengths and capacities (peak performance; thriving and human flourishing; resilience; positive identity, meaning, emotions, and relationships; creativity; compassion). 4 quarter credit hours.

DVDL 755 Moral & Ethical Foundations of Leadership. This course explores social, moral, and ethical philosophy as it relates to leadership in the corporate arena. Specific attention is paid to comparing and contrasting theories on the purpose of business, human nature and relationships, ethical decision making, and the meaning of sustainability and relational accountability on an organizational, societal, and global level. Students relate these theoretical perspectives to their own purpose, values, and commitments as leaders, their approach to leading and enriching the lives of others, and the role they play in shaping the vision, mission, priorities, and strategies of their organizations. 4 quarter credit hours.

DVDL 765 Leading & Developing Others. This course provides an in-depth exploration of the theory and practice of leadership development. It focuses on three primary areas: (1) human development theory, particularly from the perspective of the new and emerging field of positive psychology and strength-based leadership, (2) leadership capacity building, and (3) the dynamics of executive coaching. Students put theory into practice via application projects both in class and in their organizations. 4 quarter credit hours.

DVDL 775 Leadership & Corporate Social Responsibility. This course provides an overview of the origins, evolution, and leading thinking around the theory and practice of socially responsible business and social entrepreneurship. Students 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 driving innovation and impacting the firm's social license to operate. The goal of this course is for students to better understand how business relates to society and the ways in which corporate social responsibility can be integrated into all facets of organizational life to drive the creation of shared value. 4 quarter credit hours.

DVDL 785 Leading Corporate Sustainability. This course focuses specifically on turning sustainable business practices into a competitive advantage. It is designed to cover a range of issues on the topic of sustainability that are central to leaders in today's economy, including how to maximize business and environmental objectives while managing complex stakeholder relationships and how to gain competitive advantage through environmentally sustainable practices such as strategic alignment, product and process innovation, and sustainable supply chain management. It also explores best practices across industries in the area of environmentally sustainable business and the leadership skills to enable action. 4 quarter credit hours.

DVDL 795 Lecture Series Seminar I. Through the lecture series, we invite the world's top scholars to Benedictine to present to the broader Chicagoland community and interact personally with our Ph.D./D.B.A. students on leading-edge topics around leadership, sustainability, and strategic change. 2 quarter credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 4.*

DVDL 835 Leading Change & Developing Organizations. This course examines the theories and research regarding organizational culture, design, and change. Attention is devoted to understanding the structural and cultural leverage points that allow leaders to create sustainable value and build highly-ethical, highly-reliable, high-performing organizations. Attention is also paid to the processes and dynamics of leading successful large-scale organizational change from a senior executive position. Case studies, simulations, and application projects are used to translate theory into practice. 4 quarter credit hours.

DVDL 845 Strategic Leadership. This course focuses on the role of senior leadership in developing and executing corporate strategy. It examines historical and contemporary approaches and the underlying theories that support them. It addresses governance, market, organizational, and process issues that affect successful

strategy formation and implementation. Particular emphasis is placed on the unique challenges and opportunities of developing corporate strategy for sustainable value creation. 4 quarter credit hours.

DVDL 855 Leading in the Global Economy. This course explores the application of economic, legal, and political theory to the task of leadership in today's global context. Included are discussions of historical and current economic and political trends and their relationship to corporate sustainability, corporate strategy and leadership decision-making. Specific emphasis is placed on the future of global business, approaches to successful economic development of organizations, risk assessment and management, issues relating to governmental regulations, and leading in cross-cultural settings. Case studies of successful and unsuccessful global leadership are analyzed. 4 quarter credit hours.

DVDL 865 Research Methods I: Scholar-Practitioner Strategies. This is the first of three research methods courses including (1) scholar-practitioner strategies, (2) qualitative research methods, and (3) quantitative research methods. This course is designed to help students develop an initial familiarity with statistics and quantitative, qualitative, and mixed-methods approaches to research. Attention is also given to understanding the unique requirements of applied and scholar-practitioner approaches to research and writing. The remaining research courses are held in year two. 4 quarter credit hours.

DVDL 875 Quantitative Methods. A companion to Scholar-Practitioner Strategies and Qualitative Research Methods, this course is designed to help students develop proficiency in quantitative analysis for interpreting social and organizational data. It includes experimental, quasi-experimental, and several multivariate designs as well as analysis of quantitative studies and an examination of the ethics involved in research. Appropriate statistical techniques are discussed, critiqued and applied. 4 quarter credit hours.

DVDL 885 Qualitative Methods. A companion to Scholar-Practitioner Strategies and Quantitative Research Methods, this course is designed to develop proficiency in collecting, analyzing and reporting qualitative data, using a variety of qualitative tools. It includes phenomenology, ethnography, narrative, case studies, grounded theory and generative theory. Attention is given to their history, traditions, conceptual bases and applications. In addition, students conduct a mini-qualitative research project from start to finish equipping them with the tools they need to use qualitative methods in their dissertation research. 4 quarter credit hours.

DVDL 895 Lecture Series Seminar II. Building on year one, the lecture series seminars continue by bringing in the world's top scholars to interact personally with our Ph.D./D.B.A. students on leading-edge topics around leadership, sustainability, and strategic change. 2 quarter credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 4.*

DVDL 896 Global Exchange/International Trip. Over the course of the program, students are also required to participate in a global exchange in which they travel internationally with faculty and fellow students to engage in dynamic learning activities with top scholars and executives from other countries and cultures. This global exchange can be done anytime during the program (year 1, 2, or 3), but credit is given in the third year. 8 quarter credit hours.

DVDL 898 Dissertation. Students in the Ph.D. track earn their degree by completing a scholarly dissertation based on original research, while students in the D.B.A. track earn their degree by completing an applied dissertation based on the implementation and analysis of an application project. 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 acceptance 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. In addition, throughout the program students are expected to contribute to the field and gain feedback on their work by presenting at conferences and publishing in journals. 8 quarter credit hours. *Course Repeatable. Maximum number of units allowed 24.*

Higher Education and Organizational Change

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 online developments, which students will analyze and address in the contexts of policy and practice. 3 semester credit hours.

HEOC 715 Research Methods. Students will learn about 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hours. Typically offered: Fall, Spring, and Summer Terms.

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. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 credit 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 credit 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 credit hours.

HEOC 800 Conflict Resolution and Mediation. 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. 3 semester credit hours.

HEOC 803 Dissertation Seminar: Dissertation Research. Students will focus on dissertation planning and development. They will develop focus statements for their dissertations, with a draft of possible outcomes, develop plans for the literature review, identify a possible research design, and secure dissertation committee members. 3 semester credit hours. Typically offered: Annually.

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 credit 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 credit 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 credit hours. Typically offered: Fall, Spring, and Summer Terms.

HEOC 835 Financial Management and Budgets. Students will study the development, structure and management of college budget; the course investigates financial analysis, capital management, investments and risk analysis with the purpose of developing skills necessary for sustaining institutional quality and growth. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

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. Topics include workforce planning, performance evaluation including tenure reviews, discipline, personnel development, academic careers, and succession planning. Students will review and develop personal career materials, plans and strategies. 3 semester credit 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 credit 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 credit hours.

HEOC 875 Dissertation Seminar II. Successful completion of this course is required before advancing to degree candidacy. Students will prepare and present their dissertation Proposals to their Committees. They will defend their Proposals before their doctoral Committees. Following Committee approval, students will apply for and receive IRB approvals, and will then be advanced to degree candidacy status. 3 semester credit hours.

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 four requirements: 1. A site-based internship. Each candidate will identify, propose and complete a site-based internship in which he/she will apply material and knowledge pertinent to the studies of the Ed.D. and future professional plans. The student will submit an internship plan for approval. The plan will identify the placement, mentor and learning objectives. The student will make arrangements independently, with guidance from the University and with final University approval. Assessment of the internship will include self assessment, mentor assessment and faculty assessment of the experience, materials developed, and gains in learning. Details are available in the Ed.D. Internship Guidebook. 2. Competency training. Each student will complete a prescribed training course in any one of the following competencies: Incident Management, Quality Management, Ethics. Courses of study are available on line. In some cases additional fees may apply. 3. Attendance at one American Council of Education (ACE) Annual Meeting. ACE is considered the premier professional organization serving higher education. ACE studies and informs its members of current and critical issues and provides a forum for examining them. ACE provides leadership and advocacy for public policy matters affecting higher education in Washington, DC and across the nation. 4. Ed.D. seminars at the University. Participation in at least two seminars scheduled by the Ed.D. at Benedictine University. Each seminar is scheduled over a weekend. 6 semester credit hours.

HEOC 895 Dissertation. Students will complete their dissertations under the direction of dissertation committee. 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 committee. 6 semester credit 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 credit 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 credit hours.

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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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.

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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 credit 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 credit 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 credit hours. *Course Repeatable. Maximum number of units allowed 99.*

PHDOD 899 Dissertation. Completion of Research, Chapter Writing, and Dissertation Completion. 10 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*

SPRINGFIELD BRANCH CAMPUS COURSE DESCRIPTIONS - GRADUATE

Business Administration

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 Learning Team M.B.A. Program only. 1 quarter credit hour.

MBA 520 Leadership & Business 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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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

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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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MBA 582 Conflict Management. Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes and effective management strategies. Prerequisite: MBA 530. 2 quarter credit hours. Typically offered: Fall and Spring Terms.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Spring Term.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

Education

EDUC 400 Preclinical Experience. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application, co-registration in EDUC 605. 1 semester credit hour. *Department 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. Prerequisites: Preclinical application; co-registration in EDUC 525; 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. Prerequisites: Preclinical Application: co-registration in EDUC 530; cumulative G.P.A. of 3.0, and TEP. Typically offered: Fall, Spring, and Summer Terms.

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 credit hour.

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

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 credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. *Department Consent Required.*

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. *Department Consent Required.*

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 credit hours.

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. Clinical Hours: 5 hours. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

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 Hours: 5 hours. 3 semester credit 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 credit 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. 3 semester credit hours.

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 credit 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 credit 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 credit 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 credit 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 credit 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 credit 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 credit hours.

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 4 semester credit hours.

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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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 credit 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. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit 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 credit 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 credit hours. *Department 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 credit 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 credit hours.

Management and Organizational Behavior

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 credit 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 credit 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 credit 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

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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 credit hours. Typically offered: Fall, Winter, Spring, & Summer.

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 credit 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 credit 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; MGMT 633 (4 credits) may be a better option. Online and Springfield Campus. 2 quarter credit 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 credit 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 credit 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 credit 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 credit hour. *Course Repeatable. Maximum number of units allowed 12.*

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 credit 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 credit hours. *Course Repeatable. Maximum number of units allowed 99.*

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. 2-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

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 credit 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 credit hours. Typically offered: Spring Term.

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 credit 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 credit hours. *Course Repeatable. Maximum number of units allowed 16.*

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 credit hours. *Course Repeatable. Maximum number of units allowed 12.*

Public Health

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. Prerequisite: Algebra or equivalent. 4 quarter credit hours. Typically offered: Spring Term.

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. Cross listed with NRHL 602 and NRHL 320. 4 quarter credit hours. Typically offered: Fall, Winter, and Spring Terms. *Department Consent Required.*

MPH 634 Public Health Programs and Skills. Focuses on health education programs and the skills required for the Certified Health Educator Specialist (CHES) examinations. 4 quarter credit hours. Typically offered: Winter Term.

MPH 664 Marketing of Public Health. Explores concepts of marketing theory, planning, strategy, research and implementation of marketing plans. Cross listed with NRHL 664. 4 quarter credit hours. Typically offered: Winter Term.

MPH 671 Finance in Public Health and Health Care Delivery Systems. Focuses on the application of financial management principles in public health and health care organizations. Online. Course will not be offered after 8/13/2013. 4 quarter credit hours.

MPH 680 The Business of Healthcare. Explores current topics in the business of delivering health services in the U.S. including insurance, privacy of information, accountable care organizations, and financing structures. Cross-listed with NRHL 681. 4 quarter credit hours. Typically offered: Periodically.

SPRINGFIELD BRANCH CAMPUS COURSE DESCRIPTIONS - DOCTORAL

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 credit 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 credit hours.

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 credit hours. Typically offered: Winter Term.

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 credit 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 credit 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 credit 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 credit hours. Typically offered: Winter Term.

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 credit 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 credit 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 credit hours. Typically offered: Fall Term.

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 credit hours. Typically offered: Spring Term.

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 credit hours. Typically offered: Spring and Summer Terms. *Course Repeatable. Maximum number of units allowed 99.*

PHDOD 899 Dissertation. Completion of Research, Chapter Writing, and Dissertation Completion. 10 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*

FACULTY DIRECTORIES

College of Business Faculty Directory

Ronald Baiman, Ph.D., M.A., B.Sc., Assistant Professor, Graduate Business Administration (2013)

B.Sc., 1973, Hebrew University, Jerusalem, Israel

M.A., 1981, New School for Social Research, New York, New York

Ph.D., 1992, New School for Social Research, New York, New York

Sharon Borowicz, Ph.D., EA, Associate Professor, Business Administration (2004)

B.S., 1982, Elmhurst College

M.B.A., 1982, Roosevelt University

Ph.D., 2003, Benedictine University

Marvin E. Camburn†, Ph.D., Professor Emeritus, Business Administration (1978)

B.A., 1960, Albion College

M.A., 1964, University of Detroit

Ph.D., 1971, Michigan State University

M.B.A., 1987, Benedictine University

Deborah Cernauskas, Ph.D. Associate Professor, Undergraduate Business and Finance (2011)

B.S., 1978; M.S., 1979, Northern Illinois University

M.B.A., 1987, Illinois Benedictine College

Ph.D., 2003 Illinois Institute of Technology

David Dibblee, M.B.A., CPA, Associate Professor Emeritus, Undergraduate Business and Finance (1982)

B.A., 1965, Aurora College

M.B.A., 1979, University of Illinois at Urbana-Champaign

Charles Gahala, Ed.D., CCE, Professor, Undergraduate Business and Finance (1984)

B.S. in Management 1972, Northern Illinois University

M.B.A., 1976; Ed.D., 1994, Northern Illinois University

Sandra Gill, Ph.D., CCS, Associate Professor, Business Administration (2001)

B.A., 1970; M.A., 1974, Michigan State University

M.A., 1995; Ph.D., 1998, Fielding Graduate University

Timothy Goines, Ph.D., Associate Professor, International Business and Economics (1997)

B.B.A., 1986, University of Texas at Austin

M.A., 1991, George Washington University

Ph.D., 1998, University of Texas at Dallas

Donald Henschel, M.B.A., CP A, Instructor, Undergraduate Business and Finance (2002)

B.S., 1968, University of Illinois at Urbana-Champaign

M.B.A., 1970, The University of Chicago

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Ricky M. Holman, J.D., Instructor, Graduate Business Administration (2013)
B.S., 1977, George Mason University
J.D., 1988, Thomas M. Cooley Law School

Vicki Jobst, M.B.A., CPA, Instructor, Undergraduate Business and Finance (2007)
B.S., 1979, University of Nebraska
M.B.A., 1985, Illinois Benedictine College

Nona Jones, Ph.D., Associate Professor, Undergraduate Business and Finance, (2001)
B.S., 1966, West Virginia State College
M.A.T., 1968, Indiana University
M.B.A., 1976, Roosevelt University
Ph.D., 2000, Walden University

Soyon Lee, Ph.D., CPA, Professor, International Business and Economics (1974)
B.A., 1960, Yonsei University
M.A., 1963, National University
M.A., 1968, Highlands University
Ph.D., 1977, Northern Illinois University

Isobel Lobo, Ph.D., Professor, International Business and Economics (2001)
B.A., St. Joseph's College
M.A. 1970, University of Karachi
M.A., University of Notre Dame
Ph.D., 1998, University of Notre Dame

James Ludema, Ph.D., Professor, Organizational Development
B.A., 1982, Calvin College
Ph.D., 1996, Case Western Reserve University

Jeffrey Madura, M.B.A., CPA, Professor, Undergraduate Business and Finance
B.A., 1967, University of Notre Dame
M.B.A., 1971, Northwestern University

Michael R. Manning, Ph.D., Professor, Center for Values-Driven Leadership (2013)
B.A., 1974, Whitworth College
M.A., 1975, Whitworth College
Ph.D., 1979, Kannert Graduate School Purdue University

Barbara Ozog, Ph.D., Professor, Information Systems, (1992)
B.S., 1977, Loyola University Chicago
M.S., 1979; Ph.D., 1985, Northwestern University

Robert Rebman, M.B.A., Instructor, Undergraduate Business (2011)
B.A., 1977, Roosevelt University
M.B.A., 1988, University of Chicago

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Margarete P. Roth, Ph.D., Professor Emerita, International Business and Economics (1970)
B.A., 1962; Ph.D., 1966, University of Cologne (Germany)

Peter Sorensen, Ph.D., Professor, Organizational Development (1985)
B.A., 1961; M.A., 1966, Roosevelt University
Ph.D., 1971, Illinois Institute of Technology

Ramkrishnan Tenkasi, Ph.D., Professor, Organizational Development (1998)
B.A., Western Madrid India
M.A., Tata Institute of Social Sciences, India
M.S. 1990, Bowling Green State University
Ph.D., 1994, Case Western Reserve University

Apostolos Xanthopoulos, Ph.D., Assistant Professor, Graduate Business Administration (2013)
B.B.A., 1985, Finance, Kent State University, Ohio
M.A., 1988, University of Texas, Arlington
M.B.A., 1989, University of Texas, Arlington
Ph.D., 2009, Illinois Institute of Technology, Chicago

Therese Yaeger, Ph.D., Professor, Management and Organizational Behavior (2007)
B.A., 1995, Benedictine University
M.S., 1996; Ph.D., 2001, Benedictine University

Thomas Yu, Ph.D. Assistant Professor, Business Administration (2009)
B.S., 1971, Montana State University
M.S., 1973, Arizona State University
Ph.D., 1978, Texas A&M University

College of Education and Health Services Faculty Directory

Catherine Stein Arnold, Ed.D., M.S., RD, LDN, Professor, Nutrition (1986)
B.S., 1984, Illinois Benedictine College
M.S., 1985, Rush University
Ed.D., 2006, Northern Illinois University

Bonnie Beezhold, Ph.D., Assistant Professor, Nutrition (2011)
B.S., 1984, DePaul University
M.H.S., 2002, Johns Hopkins University
Ph.D., 2008, Arizona State University

Elizabeth Bell, Ed.D., Assistant Professor, Physical Education (2010)
B.S., 1996, Morningside College
M.S., 1997, California University of Pennsylvania
Ed.D., 2005, Tennessee State University

Elizabeth Bormann, M.P.H., Instructor, Public Health (M.P.H.) (2011)

B.S., 1994, Northern Illinois University

M.P.H., 2003, Northern Illinois University

Richard Campbell, Ed.D., Certification Officer, Education (2002)

B.S.Ed., 1963; M.S.Ed., 1967, Eastern Illinois University

Ed.D., 1984, Illinois State University

Sunil Chand, Ph.D., Professor, Higher Education and Organizational Change (2010)

B.A., 1965; M.A., 1967, Delhi University, India

Ph.D., 1982, Kent State University

W. Susan Cheng, Ph.D., Assistant Professor, Public Health (M.P.H.) (2013)

B.A., 2000, Northwestern University

M.P.H., 2003, San Diego State University

Ph.D., 2009, University of California, San Diego/San Diego State University

Julie Davis, M.S., RD, LDN, Instructor, Nutrition (1998)

B.S., 1984, Eastern Illinois University

M.S., 1985, Rush University

Margaret Delaney, M.S., RN, PNP-BC, Instructor, Nursing (2007)

B.S., 1992, Loyola University Chicago

M.S., 2002, DePaul University

Stephanie Ellis, M.P.H., RD, LDN, Instructor, Nutrition (2011)

B.S., 2000, Illinois State University

M.P.H., 2002, Benedictine University

Alan Gorr, Ph.D., Professor, Public Health (M.P.H.) (1999)

B.A., 1964, University of Iowa

M.A., 1967, University of Toronto

Ph.D., 1971, University of Iowa

M.P.H., 1976, University of Illinois at Urbana-Champaign

Brian Higginson, D.N.Sc., RN, FNP-BC, Assistant Professor, Nursing (2010)

B.S.N., 1993, Union University

M.S.N., 1995, Mississippi University for Women

D.N.Sc., 2006, University of Tennessee

Laura Holland, M.S.N., RN, Instructor, Nursing (2010)

B.S., 1984, Marquette University

M.S.N., 2009, Lewis University

Meshelda Jackson, Ph.D., Associate Professor, Education (2007)

B.S., 1982, Alabama A&M University

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M.S., 1991, Nova University
Ph.D., 1998, University of Pittsburgh

Joyce Jeewek, Ed.D., Associate Professor, Education (2003)
B.S.Ed., 1983, Northern Illinois University
M.S.Ed., 1998; Ed.D., 2001, Northern Illinois University

Margaret Kipta, M.S., RN, FNP-BC, CRNA, Instructor, Nursing (2012)
B.S.N., 1996, Barat College
M.S., 2000, DePaul University

Eileen Kolich, Ph.D., Professor, Education (1989)
B.A., 1970, Rutgers University
M.S., 1973, Chicago State University
Ph.D., 1985, Pennsylvania State University

Cynthia Kuck, Ph.D., Professor, Education (2012)
A.A., 1971, Concordia College Michigan
B.A., 1973; M.A., 1978, Concordia University Illinois
Ph.D., 1992, University of Illinois at Chicago

Joan Libner, Ed.D., RN-BC, CNE, Associate Professor, Nursing (2011)
B.S., 1975, Northern Illinois University
M.S.N., 1979, Loyola University Chicago
Ed.D., 2011, Concordia University - Chicago

James Pelech, Ed.D., Associate Professor, Education (2003)
B.A., 1973, St. Norbert College
M.B.A., 1987, Governors State University
Ed.D., 2011, National Louis University

Karen L. Plawecki, Ph.D., Assistant Professor, Education (2012)
B.A., 1986; M.S., 1991, Purdue University
Ph.D., 2009, University of Illinois at Urbana-Champaign

Georgeen Polyak, Ph.D., Assistant Professor, Public Health (M.P.H.) (2007)
B.A., 1970, Lewis University
M.S., 1973, Northern Illinois University
M.S., 1989, University of St. Francis
Ph.D., 1995, University of Illinois at Chicago

Ethel Ragland, Ed.D., RN, Professor, Nursing (1982)
B.S.N., 1971, University of Virginia
M.S.N., 1974, University of South Carolina
Ed.D., 1982, Northern Illinois University

Margaret Richey, Ed.D., Associate Professor, Nursing (2012)
Diploma in Nursing, 1982, Mercy Hospital School of Nursing
B.S.N., 1998; M.S.N., 2003, Drake University
Ed.D., 2012, College of Saint Mary

Alison Ridge, D.N.P., RN, CNE, Assistant Professor, Nursing (2012)
B.S.N., 1986, Rush University College of Nursing
M.S., 1994, Rush University College of Nursing
D.N.P., 2010, Rush University College of Nursing

Elizabeth Ritt, Ed.D., RN, CNE, NEA-BC, Professor, Nursing (2011)
B.S., 1978, North Park University
M.S.N., 1982, Loyola University Chicago
Ed.D., 1989, Northern Illinois University

Rev. David Turner, O.S.B., Ph.D., D.Min. (Prin.), Professor Emeritus, Education (1963)
B.A., 1959, St. Procopius College
M.A., 1963; Ph.D., 1970, University of Minnesota
M.Div., 1979, Mount Angel Seminary
D.Min.(Prin.), 1996, Princeton Theological Seminary

Sharon D. Ware, Ed.D., Associate Professor, Nursing (2012)
B.S.N., 1979, California State University
M.A., 1993, Oral Roberts University
M.S.N., 2008, East Carolina University
Ed.D., 2005, Oklahoma State University

Alandra Weller-Clarke, Ph.D., Associate Professor, Education (2002)
B.A., 1996, Elmhurst College
M.Ed., 1997, Benedictine University
Ph.D., 2002, Loyola University

Ovid Wong, Ph.D., Associate Professor, Education (2007)
B.Sc., 1970, University of Alberta
M.Ed., 1972, University of Washington
Ph.D., 1977, University of Illinois at Urbana-Champaign

College of Liberal Arts Faculty Directory

Zubair S. Amir, Ph.D., Associate Professor, English Language and Literature (2006)
B.A., 1997, St. Mary's College of Maryland
M.A., 2000 Ph.D., 2005 Cornell University

Philip G. Bean, Ph.D., Professor Emeritus, History (1970)

B.Ph., 1963, University of Montreal

M.A., 1967, University of Vermont

Ph.D., 1976, University of Illinois at Urbana-Champaign

Luz Maria Berd, Ph.D., Professor Emerita, Foreign Languages (1986)

A.B., 1955, National School for Teachers, Mexico

M.A., 1963, Normal Superior College, Mexico

M.A., 1971, Loyola University Chicago

Ph.D., 1993, Laval University, Quebec, Canada

Christopher Birks, M.A., Assistant Professor, Communication Arts (2009)

B.S., 1990, Central Michigan University

M.A., 2008, Northern Illinois University

D. Jane Boumgarden, M.S.W., A.C.S.W., Associate Professor, Psychology-Sociology (1987)

B.A., 1973, Michigan State University

M.S.W., 1983, Ohio State University

John E. Byrne†, Ph.D., Professor Emeritus, English Language and Literature (1969)

B.A., 1949, DePaul University

M.A., 1951; Ph.D., 1964, Northwestern University

Thomas A. Byrnes, Ph.D., Professor Emeritus, Religious Studies (1982)

A.B., 1965, Holy Cross College

M.A., 1969, Boston College

M. Div., 1973, Weston College

Ph.D., 1982, The University of Chicago

Rev. Christian W. Ceplecha, O.S.B.†, Ph.D., Professor Emeritus, History (1953)

B.A., 1949, Illinois Benedictine College

M.A., 1954; Ph.D., 1958, The Catholic University of America

David W. Champlin†, M.A., Professor Emeritus, Languages (1956)

B.A., 1937, St. Louis University

M.A., 1947, Columbia University

Wilson C. Chen, Ph.D., Associate Professor, English Language and Literature (2004)

B.A., 1991, University of California, Berkeley

M.A., 1995; Ph.D., 2003, University of California, Irvine

Sandra L. Chmelir, Ph.D., Professor, Psychology-Sociology (1978)

B.S., 1968, University of Georgia

M.A., 1973 Ph.D., 1975, Emory University

Rosemary Coleman, M.A., Professor Emerita, Literature and Communications (1966)
B.A., 1946, St. Francis College
M.A., 1960, University of Ottawa (Canada)

James K. Crissman, Ph.D., Professor, Psychology-Sociology (1981)
B.S., 1972 M.A., 1973, East Tennessee State University
Ph.D., 1980, University of Akron

Lawrence H. Dapper†, M.A., Professor Emeritus, Languages
B.A., 1938, Xavier University
B.S., 1940, University of Cincinnati
M.A., 1953, Laval University, Quebec, Canada

Steven Day, Ph.D., Assistant Professor, Chinese Language and Culture
B.A., 1987, University of Minnesota
M.A., 1994, University of Colorado
Ph.D., 2009, University of California, Los Angeles

Patricia Fauser†, Ph.D., Professor Emerita, Philosophy (1970)
B.A., 1958, Marymount College, Los Angeles
M.A., 1960, The Catholic University of America
Ph.D., 1968, St. Louis University

Christine M. Fletcher, Ph.D., Associate Professor, Theology (2007)
B.A., 1971, Albright College
B.A., 1973, Oxford University (England)
Ph.D., 2006, Anglia Ruskin University (United Kingdom)

Patrick Flynn, Ph.D., Professor, Philosophy (2001)
B.A., 1975, University of Notre Dame
M.A., 1978, McMaster University (Canada)
Ph.D., 1989, University of Western Ontario (Canada)

Vincent R. Gaddis, Ph.D. Professor, History (1995)
B.A., 1985, Rutgers University
M.A., 1992; Ph.D., 2000, Northern Illinois University

Rita George-Tvrtkovic, Ph.D., Assistant Professor, Theology and Core-Humanities (2009)
B.A., 1994, University of Tulsa
M.T.S., 1997, Weston Jesuit School of Theology
Ph.D., 2007, University of Notre Dame

Hai Ri Han, M.F.A., Assistant Professor, Communication Arts (2011)
B.A., 1994, Seoul Women's University (Korea)
B.S., 2003, Yonsei University (Korea)
M.F.A., 2009, Purdue University

The information contained on this page is from the 2013-2014 Graduate Catalog and is valid until August 1, 2014.

Phillip R. Hardy, Ph.D., Assistant Professor, Political Science (2009)

B.A., 1997, North Central College

M.A., 2003; Ph.D., 2010, Arizona State University

Rafael Iglesias, Ph.D., Professor, Foreign Languages (1999)

B.A., 1991, Universidad Complutense de Madrid

M.A., 1994; Ph.D., 1999, Florida State University

Christine Isom-Verhaaren, Ph.D., Instructor, Core-Humanities (2001)

B.A., 1976; M.L.S., 1977, Brigham Young University

M.A., 1991; Ph.D., 1997, The University of Chicago

James P. Jana†, M.A., Professor Emeritus, Sociology (1958)

B.A., 1952, St. Ambrose College

M.A., 1958, Loyola University Chicago

Kelly L. Kandra, Ph.D., Associate Professor, Psychology-Sociology (2007)

B.A., 1999, Millersville University

M.A., 2003 Ph.D., 2007, University of North Carolina – Chapel Hill

Jean-Marie Kauth, Ph.D., Associate Professor, English Language and Literature and Core-Humanities (2006)

B.A., 1990, University of Iowa

M.A., 1991; Ph.D., 1995, University of Michigan

Sandra Golen Kies, Ph.D., Associate Professor, English Language and Literature and Core-Humanities (2008)

B.A., 1973, University of Queensland (Australia)

L.T.C.L., 1975, Trinity College (England)

M.A., 1989, Sidney University (Australia)

Ph.D., 2003, Macquarie University (Australia)

John M. Kloos, Ph.D., Professor, Religious Studies (1984)

B.A., 1972; M.A., 1978, Miami University (Ohio)

Ph.D., 1984, The University of Chicago

Christopher N. Kornaros, Ph.D., Professor Emeritus, Political Science (1972)

B.A., 1959, New York University

M.A., 1962; Ph.D., 1965, New York University

Elizabeth Bennett Kubek, Ph.D., Professor, English Language and Literature (1997)

B.A., 1984, Clark University

M.A., 1986; Ph.D., 1989, University of Rochester

Olga D. Lambert, Ph.D., Assistant Professor, English Language and Literature, Core Humanities (2009)

The information contained on this page is from the 2013-2014 Graduate Catalog and is valid until August 1, 2014.

B.A., 1999, Bates College
M.A., 2001, University of New Hampshire
Ed.D., 2009, Harvard University

Allen R. Legutki, Ph.D., Assistant Professor, Music Education (2011)
B.M. 2000; M.M., 2003, Illinois State University
Ph.D., 2010, University of Illinois at Urbana-Champaign

Jonathan E. Lewis, Ph.D., Professor, Psychology-Sociology (1989)
B.A., 1975, University of Maine
M.S., 1977; Ph.D., 1982, University of Oregon

Rosalie Loeding, M.M., Professor Emerita, Music (1974)
B.M., 1948, Northwestern University
M.M., 1950, Northwestern University

Luis E. Loubriel, D.M.A., Associate Professor, Music (2006)
B.M., 1987; M.M., 1988, Northwestern University
D.M.A., 2005, University of Illinois at Urbana-Champaign

Luigi Manca, Ph.D., Professor, Communication Arts (1991)
Laurea di Dottore in Filosofia, 1972, Università degli Studi di Roma
Ph.D., 1981, University of Texas at Arlington

Susan Mikula, Ph.D., Professor, History (1981)
B.A., 1965, University of Detroit
Ph.D., 1974, Syracuse University

Joaquin Montero, Ph.D., Associate Professor, Foreign Language (2002)
M.A., 1993, U.N.E.D. Madrid (Spain)
M.E.S., 1997, Instituto de Estudios Ecdogicos, Malaga (Spain)
M.A., 1997; Ph.D., 2000, Universidad de Leon (Spain)

Dianne R. Moran, Ph.D., Associate Professor, Psychology, Psychology-Sociology (1994)
B.A., 1979, University of Illinois at Chicago
M.A., 1984 Ph.D., 1988, University of Notre Dame

Kenneth D. Nordin†, Ph.D., Professor Emeritus, Communication Arts (1991)
A.B., M.A., Humanities, 1959, The University of Chicago
Ph.D., 1967, University of Michigan

Joel Ostrow, Ph.D., Professor, Political Science (1999)
B.A., 1987, Wesleyan University
M.S., 1990, Massachusetts Institute of Technology
M.A.; Ph.D., 1997, University of California at Berkeley

Rev. John Palmer, C.S.V., M.Mus, Professor Emeritus, Music (1973)

L.Mus., 1963 Mus.B., 1964, Acadia University

M.Mus, 1970, Northwestern University

A.R.C.T., Toronto, F.T.C.L. – London

Teresa Parker, M.F.A., Instructor, Fine Arts (2009)

B.F.A., 1983, Miami University (Ohio)

M.S., 1985; M.F.A., 1987 Illinois State University

Brian Patterson, Ph.D., Assistant Professor, Psychology-Sociology (2008)

B.A., 1995, Mount Union College

M.A., 2003; Ph.D., 2007, DePaul University

Patrick M. Polasek, Ph.D., Assistant Professor, Criminal Justice (2012)

B.A., 2005, St. Mary's University of Minnesota

M.A., 2007; Ph.D., 2012, Loyola University Chicago

Fannie Rushing, Ph.D., Professor, History (2002)

B.A., 1974, Roosevelt University

M.Ed., 1986, Chicago State University

Ph.D., 1992, The University of Chicago

Margaret Salyer, M.S., Instructor, Clinical Psychology (2000)

B.A., 1971, Northern Illinois University

M.S., 1996, Benedictine University

Tammy Sarver, Ph.D., J.D., Professor, Political Science (2001)

B.A., 1990, University of Pittsburgh at Johnstown

J.D., 1993, Duquesne University School of Law

Ph.D., 2001, University of South Carolina

William Scarlato, M.F.A., Professor, Fine Arts (1990)

B.F.A., 1975, Northern Arizona University

M.F.A., 1979, Yale University

Peter Seely, M.A., Professor, Communication Arts (1984)

B.A., 1978; M.A., 1979, University of Illinois at Chicago

Joel A. Setzen†, Ph.D., J.D., Professor Emeritus, Political Science (1972)

B.A., 1963; M.A., 1968, University of California, Los Angeles

Ph.D., 1973, The University of Chicago

J.D., 1981, John Marshall Law School

Michael Smith, Ph.D., Associate Professor, Clinical Psychology (2008)

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

Ph.D., 1992, Illinois Institute of Technology

The information contained on this page is from the 2013-2014 Graduate Catalog and is valid until August 1, 2014.

Edith J. Stark, M.A., Professor Emerita, Foreign Languages (1977)
B.A., 1960, College of St. Francis
M.A., 1967, University of Notre Dame

Alicia Cordoba Tait, D.M.A., Professor, Music (1999)
B.M., 1985; M.M., 1986, University of Illinois at Urbana-Champaign
D.M.A., 1990, The Juilliard School of Music

Jack Thornburg, Ph.D., Associate Professor, Psychology-Sociology (1996)
B.S., 1978, Virginia Commonwealth University
M.A., 1980; Ph.D., 1990, University of Wisconsin – Madison

Bernard J. Toussaint, Ph.D., Professor, Philosophy (1971)
B.S., 1957, Loyola University (Chicago)
M.A., 1962; Ph.D., 1971, DePaul University

Martin Tracey, Ph.D., Professor, Philosophy (1997)
A.M., 1991, The University of Chicago
B.A., 1990; M.M.S., 1993; Ph.D., 1997, University of Notre Dame

Gloria J. Tysl†, Ph.D., Professor Emerita, History (1969)
B.A., 1960, Mount Mary College
M.A., 1967, DePaul University
Ph.D., 1976, Indiana University

Rev. Leo C. Vancura, O.S.B.†, M.A., Professor Emeritus (English and Fine Arts)
B.A., 1936, St. Procopius College
M.A., 1943, University of Illinois at Urbana-Champaign

Beth Joan Vinkler, Ph.D., Professor, Foreign Languages (1990)
B.A., 1981, University of Illinois at Urbana-Champaign
M.A., 1984; Ph.D., 1990, The University of Chicago

Wilbert O. Watkins, Ph.D., Instructor, Music (2012)
B.M., B.M.E., 1982, Baylor University
M.M., 1984, Southwestern Theological Seminary
Ph.D., 1999, The Florida State University

College of Science Faculty Directory

Preston R. Aldrich, Ph.D., Associate Professor, Biological Sciences (2004)
B.A., 1987, St. Olaf College
M.S., 1991, University of Minnesota
Ph.D., 1997, University of Georgia

Joseph C. Bowe, Ph.D., Professor Emeritus, Physics (1966)

B.S., 1943, St. Procopius College

M.S., 1946, DePaul University

Ph.D., 1951, University of Illinois at Urbana-Champaign

Duane J. Buss†, Ph.D., Professor Emeritus, Physics (1970)

B.S., 1961, St. Procopius College

Ph.D., 1966, University of Notre Dame

Rose A. Carney†, Ph.D., Professor Emerita, Mathematics and Physics (1948)

B.S., 1942; M.S., 1946, DePaul University

Ph.D., 1961, Illinois Institute of Technology

Eileen G. Clark, M.S., Associate Professor, Computer Science (1971)

B.S., 1969, State University of New York (Albany)

M.S., 1971, Purdue University

Timothy Comar, Ph.D., Associate Professor, Mathematics (2001)

Sc.B., 1991, Brown University

Ph.D., 1996, University of Michigan

Pedro Del Corral, Ph.D., M.D., Assistant Professor, Biological Sciences (2012)

B.A., 1991, University of Iowa

Ph.D., 1997, University of Tennessee

M.D., 2003, The University of Sint Eustatius School of Medicine, Netherland Antilles

Anthony DeLegge, Ph.D., Assistant Professor, Mathematics (2010)

B.S., 2005, Benedictine University

M.S., 2008; Ph.D., 2010, University of Nebraska

Peter D. Dijkstra, Ph.D., Assistant Professor, Biological Sciences (2013)

B.S., M.Sc., 2000, Wageningen University, the Netherlands

Ph.D., 2006, University of Groningen, the Netherlands

Edward L. Ferroni, Ph.D., Professor, Chemistry (1985)

B.S., 1975, Wheeling College

Ph.D., 1983, Indiana University

James J. Hazdra†, Ph.D., Professor Emeritus, Chemistry (1961)

B.S., 1955, St. Procopius College

Ph.D., 1959, Purdue University

Peter K. Healey, Ph.D., Professor Emeritus, Exercise Physiology (1986)

B.S., 1962; M.S., 1964, George Williams College

Ph.D., 1981, The Chicago Medical School University of Health Sciences

Cheryl A. Heinz, Ph.D., Associate Professor, Biological Sciences (2004)
B.S., 1993, University of Illinois at Urbana-Champaign
Ph.D., 2002, Cornell University

Fr. Edmund J. Jurica†, O.S.B., Ph.D., Professor Emeritus, Biology (1926)
B.A., 1920, St. Procopius College
Ph.D., 1926, The University of Chicago

Fr. Hilary S. Jurica†, O.S.B., Ph.D., Professor Emeritus, Biology (1922)
B.A., 1917, St. Procopius College
M.S., 1920; Ph.D., 1922, The University of Chicago

Lawrence E. Kamin, Ph.D., Professor, Biological Sciences (1973)
B.A., 1966, St. Ambrose College
B.A. (Geography), 1989, Roosevelt University
M.G.S., 1996, Roosevelt University
M.A. (American History), 2001; M.A. (Economics), 2003, Roosevelt University
M.S. (Botany), 1968; M.S. (Computing and Information Science), 1986; M.S. (Mathematics), 1993, Roosevelt University
Ph.D., 1972, University of Illinois at Urbana-Champaign

Manmohan Kaur, Ph.D. Professor, Mathematics (2001)
B.A., 1987; M.A., 1989; M. Phil, 1991, University of Delhi (India)
M.S., 1999; Ph.D., 2001, University of Illinois at Urbana-Champaign

Phyllis M. Kittel, Ph.D., Professor Emerita, Mathematics (1970)
B.S., 1964, University of Dayton
M.S., 1970 Ph.D., 1975, Illinois Institute of Technology

Timothy W. Marin, Ph.D., Associate Professor, Chemistry (2003)
B.S., 1996, Benedictine University
M.S., 1997 Ph.D., 2001, Northwestern University

Alfred R. Martin, Ph.D., Professor, Biological Sciences (1980)
B.S., 1970, Wake Forest University
M.S., 1974, Tennessee Technological University
Ph.D., 1981, University of Tennessee

Cheryl M. Mascarenhas, Ph.D., Associate Professor, Chemistry (2003)
B.S., 1997, Bridgewater College
Ph.D., 2002, University of North Carolina

Robert C. McCarthy, Ph.D., Assistant Professor, Biology (2012)
B.A., 1996, Rutgers University
M.Phil, 2000; Ph.D., 2004, George Washington University

James M. Meehan†, D.A., Professor Emeritus, Mathematics (1971)

B.S., 1966, St. Procopius College

M.S. (Mathematics), 1968, Marquette University

M.S. (Statistics), 1971, Purdue University

D.A., 1984, University of Illinois at Chicago

Ralph D. Meeker, Ph.D., Professor, Physics and Computer Science (1970)

B.S., 1967, St. Procopius College

Ph.D., 1970, Iowa State University

Scott C. Meyer, Ph.D., Assistant Professor, Chemistry (2012)

B.S., 2001, California Polytechnic State University, San Luis Obispo

Ph.D., 2007, University of Arizona

John C. Mickus, Ph.D., Professor Emeritus, Biological Sciences (1978)

B.S., 1964, Loyola University Chicago

M.A., 1967; Ph.D., 1972, Southern Illinois University

Jeremy B. Nadolski, Ph.D., Associate Professor, Mathematics (2004)

B.S., 1998, Benedictine University

M.S., 1999; Ph.D., 2004, University of Kentucky

Peter H. Nelson, Ph.D., Associate Professor, Physics (2002)

B.Sc., 1984; M.Sc., 1990, Victoria University of Wellington (New Zealand)

Ph.D., 1998, Massachusetts Institute of Technology

Bart S. Ng, Ph.D., Professor, Mathematics (2011)

B.S., 1968, Saint Joseph's College

M.S., 1970; Ph.D., 1973, The University of Chicago

Daniel E. Nohl, Ph.D., Professor, Computer Science (1987)

B.S., 1973; M.S., 1977, University of Illinois at Urbana-Champaign

Ph.D., 1990, Illinois Institute of Technology

Jeanne E. Norris, Ph.D., Professor Emerita, Exercise Physiology (1986)

B.Mus., 1951; M.S.Ed., 1955, Boston University

Ph.D., 1975, Loyola University (Chicago)

Philip M. Novack-Gottshall, Ph.D., Associate Professor, Biological Sciences (2009)

B.S., 1996, Moravian College

M.S., 1999, University of Cincinnati

Ph.D., 2004, Duke University

David J. Rausch, Ph.D., Professor Emeritus, Chemistry (1966)

B.S., 1962, St. Procopius College

Ph.D., 1965, Iowa State University

Niina J. Ronkainen, Ph.D., Associate Professor, Chemistry (2004)

B.S., 1997, Butler University

Ph.D., 2003, University of Cincinnati

Robin Pals Rylaarsdam, Ph.D., Professor, Biological Sciences (2007)

B.A., 1992, Northwestern College of Iowa

Ph.D., 1997, Northwestern University

Jayashree Sarathy, Ph.D., Assistant Professor, Biological Sciences (2012)

B.S., 1988, University of Madras, India

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

Fr. Richard E. Shonka, O.S.B.†, M.S., Professor Emeritus, Computer Science (1935)

B.S., 1925, St. Procopius College

M.S., 1931, The University of Chicago

Fr. William J. Shonka, O.S.B.†, Ph.D., Professor Emeritus, Physics and Mathematics (1933)

B.A., 1925, St. Procopius College

M.S., 1931; Ph.D., 1933, The University of Chicago

Lee Ann Smith, Ph.D., Associate Professor, Biological Sciences (2004)

B.S., 1997, Benedictine University

Ph.D., 2004, University of Connecticut

David C. Sonnenberger, Ph.D., Associate Professor, Chemistry (1985)

B.S., 1977, Canisius College

Ph.D., 1981, State University of New York (Buffalo)

John J. Spokas, Ph.D., Professor Emeritus, Physics (1961)

B.S., 1952, St. Procopius College

M.S., 1954; Ph.D., 1958, University of Illinois at Urbana-Champaign

Kari L. Stone, Ph.D., Assistant Professor, Chemistry (2009)

B.A., 2001, Augustana College

Ph.D., 2007, Pennsylvania State University

Rev. Theodore D. Suchy, O.S.B. †, M.S., Professor Emeritus, Biological Sciences (1968)

B.A., 1963, St. Procopius College

M.S., 1970, Indiana University

Donald B. Taylor, Ph.D., Professor, Biological Sciences (1992)

B.S.Ed, 1986; Ph.D., 1992, Memphis State University

Monica Lee Tischler, Ph.D., Professor, Biological Sciences (1995)

B.S., 1981; M.S., 1981, Bucknell University

Ph.D. 1987, Cornell University

Fr. Cyprian G. Tomecko, O.S.B.†, Ph.D., Professor Emeritus, Chemistry (1926)
B.A., 1917, St. Procopius College
M.S., 1923; Ph.D., 1926, University of Illinois at Urbana-Champaign

Fr. Paul Tsi†, Ph.D., Professor Emeritus, Mathematics (1959)
Ph.B., 1949; Ph.L., 1950; Ph.D., 1952, Urban College (Rome)

Thomas G. Wangler, Ph.D., Professor, Mathematics, (1990)
B.S., 1985; Ph.D., 1990, Old Dominion University

Andrew Wig, Ph.D., Associate Professor, Physics (2005)
B.S., 1991, North Park University
M.S., 1995; Ph.D., 2000, University of Tennessee

Allison K. Wilson, Ph.D., Professor, Biological Sciences (1997)
B.S., 1980, Iowa State University
Ph.D., 1990, University of Illinois at Urbana-Champaign

Edward M. Winkler, Ph.D., Professor, Chemistry (1979)
B.S., 1962, St. Bonaventure University
M.S., 1969, Canisius College
Ph.D., 1973, Kansas State University

Ellen M. Ziliak, Ph.D., Assistant Professor, Mathematics (2010)
B.S., 2004, University of Evansville
M.S., 2006; Ph.D., 2010, Colorado State University

Moser College Faculty Directory

John Zigmund, Ed.D., Instructor/Director, Alternative Certification Program (2001)
B.A., 1965, St. Procopius College
M.A.T., 1966, John Carroll University
Ed.D., 1995, National-Louis University

Springfield Branch Campus Faculty Directory

Deborah A. Antoine, M.A., Assistant Professor, Communication (2013)
B.S., 1977, Southern Illinois University
M.A., 1997, University of Illinois at Urbana-Champaign

Patricia A. Braun, Ed.D., Assistant Professor, Reading and Language (2013)
B.S., 1970, M.S., 1976, Northern Illinois University
Ed.D., 2009, National-Louis University

Gwendalyn C. Baumann, Ph.D., Assistant Professor, Chemistry (2011)

B.S., 1976, Massachusetts Institute of Technology

M.A., 1978; Ph.D., 1982, Johns Hopkins University

Torrie T. Buchanan, Ph.D., Assistant Professor, Biology (2010)

B.S., 2002, Eureka College

Ph.D., 2009, Southern Illinois University School of Medicine

Gina Canny, M.S.N., RN, Assistant Professor, Nursing (2013)

B.S.N., 1994, St. John's College

M.S.N., 2012, Millikin University

Brian J. Carrigan, Ph.D., Associate Professor, Physics (2005)

B.S., 1977, Villanova University

M.A., 1981; Ph.D., 1987, Washington University

Valerie M. Ellinger, M.S.N., Instructor, Nursing (2011)

B.S.N., 2000, McKendree College

M.S.N., 2009, Southern Illinois University

Sylvia Fromherz Sharp, Ph.D., Assistant Professor, Biology (2012)

B.A., 1983, Oregon State University

Ph.D., Brandeis University

Patricia A. Giacomini, M.S., Professor, Psychology (1977)

B.S.N., 1959, St. Louis University

M.A., 1972, University of Illinois at Urbana-Champaign

M.S., 1989, Southern Illinois University

Alice S. Gutierrez, M.A., Associate Professor, Mathematics/Music (1989)

B.M., 1969, Baylor University

M.M., 1976, North Texas State University

Amanda D. Harwood, Ph.D., Assistant Professor, Zoology (2013)

B.A., 2005, Monmouth College

M.S., 2008; Ph.D., 2012, Southern Illinois University

J. David Holland, M.A., Associate Professor, Biology/Religion (1994)

B.S., 1974, Elmhurst College

M.A., 1988, Central Michigan University

M.T.D., 1981, Dallas Theological Seminary

Susan L. Hovey, M.S.N., Assistant Professor, Nursing (2010)

B.S.N., 1984, Southern Illinois University

M.S.N., 2006, Regis University

Billie Jarvis-Freeman, Ph.D., Assistant Professor, English Studies (2013)

B.A., 1994; B.A., 1998, Illinois State University

M.A., 2005, University of Illinois at Urbana-Champaign

Ph.D., 2011, Illinois State University

Amy L. Lakin, M.A., Associate Professor, English/Literature (2004)

B.A., 1994; M.A., 1997, University of Illinois at Urbana-Champaign

Todd J. Lafrenz, Ph.D., Associate Professor, Physical Inorganic Chemistry (2011)

B.S., 1989, University of West Florida

Ph.D., 1995, University of Florida

Julia A. Leischner, M.A., Assistant Professor, Biology (2009)

B.S., 1995, Middle Tennessee State

M.A., 2001, University of Illinois at Urbana-Champaign

David L. Logan, M.A., Associate Professor, English/Literature/Speech (2005)

B.A., 2002, University of Illinois at Urbana-Champaign

M.A., 2004, University of Illinois at Urbana-Champaign

Jeffrey G. Mueller, M.A., Professor, History (2001)

B.A., 1972, Birmingham-Southern College

M.A., 1974, University of Colorado

Carl D. Oblinger, Ph.D., Assistant Professor, History/Humanities/Political Science (2007)

B.A., 1967, Franklin and Marshall College

M.A., 1971, The Johns Hopkins University

Ph.D., 1988, Lehigh University

Debra G. Parker, M.A., Assistant Professor, English (2011)

B.A., 1986, Moody Bible Institute

M.A., 1988, Wheaton Graduate School

M.A. 1994, Northeastern Illinois University

John R. Phillips, D.P.A., Professor, Political Science and Social Sciences (1993)

B.A., 1969, Centre College

M.A., 1973, Western Kentucky University

D.P.A., 2009, University of Illinois at Urbana-Champaign

Joana G. Ramsey, M.S., Associate Professor, Business (2006)

B.A., 1998, Illinois College

M.S., 2001, Western Illinois University

Marilyn J. Runkel, O.P., Ph.D., Assistant Professor, Education/Management (2009)

B.A., 1970, St. Joseph College

M.Ed., 1975, University of Illinois at Urbana-Champaign

M.S., 2000 Ph.D., 2005, Benedictine University

David R. Saner, M.B.A., Associate Professor, Business (1993)

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