



Benedictine University

Graduate Catalog → 2014-2015

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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 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.

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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.

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.

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 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 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. 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 General Consumer Information 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

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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

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 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

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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: 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 from a regionally accredited college or university or equivalent
- Official ECE (Educational Credential Evaluators <https://www.ece.org/>) evaluation or official Educational Perspectives Evaluation (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 Professional Educator License (M.Ed. only)
- Personal Interview (may be required of some programs)
- Math requirement (determined by program)

INTERNATIONAL ADMISSIONS

All prospective undergraduate students planning to study on a visa, asylum, or refugee status are considered international applicants. Students are encouraged to complete the application process prior to submission deadlines; applications are evaluated after all required documents has been received.

Applications from international students should be received by Benedictine University no later than three months before the term for which the student plans to enroll. Students are encouraged to

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complete the application process prior to submission deadlines; applications are evaluated only after all required documentation has been received.

Recognizing the academic and cultural benefits of having international students in classes and on campus, Benedictine University is pleased to accept applications from this student group. International student applications are evaluated by the same admissions standards as those established for American students. Requests for admission are considered without regard to the applicant's race, religion, gender, age, national origin or disability.

International Application Materials

Undergraduate freshmen and transfer admissions applications, documents instructions, and general university information can be obtained from International Programs and Services by calling (630) 829-6342 or emailing ips@ben.edu.

1. Benedictine University's International Graduate Application for Admission.
2. A non-refundable application fee payable by personal check or money order of \$40.00
3. International Application Questionnaire for students interviewing for an F visa for the first time.
4. Official transcripts from all colleges, universities, and language training programs attended along with English translation.
5. Proof of a US Baccalaureate degree or equivalent.
6. Official evaluation of all non-US credentials completed by Educational Credential Evaluators (ECE) www.ece.org or Educational Perspectives (www.edperspective.org/benedictine). Students completing an ECE evaluation should have a course by course evaluation completed. Students completing an Educational Perspectives evaluation should have a detailed evaluation complete. Students applying for a nutrition degree may be required to submit an evaluation from another organization. Please contact International Programs and Services if you are interested in studying nutrition.
7. Official results of standardized test scores – GMAT, GRE, MAT, TOEFL or IELTS (may be required of some applicants) or Graduate Entrance Exam Waiver. Request from if applicable.
8. 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, Master of Arts in Linguistics, and M.S. in Accountancy, Business Analytics, Clinical Exercise Physiology, Management and Organizational Behavior, Management Information Systems, Nutrition and Wellness, Science Content and Process and Taxation.
9. Evidence of English Proficiency (please see English Proficiency Policy).
10. Written statement of educational and career goals.
11. Resume, if applicable.
12. Personal Interview (may be required of some applicants).
13. 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 International Programs and Services to determine the amount required.
14. International Student Health Form – Students must fully complete the health form that includes evidence of all immunizations and a current TB test.
15. For students requesting an F or J visa: Proof of Health Insurance.

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16. Housing form if requesting on campus housing.
17. Photocopy of valid Passport ID page.

Please note, depending on the type of program you are applying for additional requirements or prerequisites may apply. Please contact International Programs and Services for more information.

Documents required to be official should be mailed directly to Benedictine University from the applicable institution, evaluation company, testing service or financial agency. Documents not mailed directly to Benedictine University should be in their original, unopened envelopes. Benedictine University understands that students who attended academic institutions in countries experiencing or recovering from conflict may have difficulty obtaining official documents as defined above. Additionally, some institutions may require students or their families to request documents in person. Under these and other extenuating circumstances students may work with International Programs and Services to request an Official Transcript Waiver.

International Admissions Procedures:

Once all requirements are met and the applicant's file is complete, the file will be reviewed for admission. The applicant will be informed of the admission decision in writing. If admitted, the applicant's file will be for documents required for the visa application. International Programs and Services will contact the student regarding the next steps in the process. All F-1 students are required by law to be enrolled in a full-time course load. It is the international student's responsibility to maintain the validity of the I-20, passport, visa and I-94. It is the international student's responsibility to be aware of all expiration dates and allow ample time for renewal/extensions. International students are responsible for understanding the consequences of not abiding by their students visa regulations.

Students eligible for a conditional admission pending successful completion of the Intensive English Program will be issued an I-20 for language training. The education level on the I-20 will not be changed until the student has successfully completed the Intensive English Program and met all other requirements to begin their degree program. It may be possible that students who are issued an I-20 for language training who provide a higher IELTS or TOEFL upon arrival may not have courses available to meet visa regulations.

Conditional Admission for Graduate International Students

International students may be conditionally admitted. Conditional admission may include, but is not limited to, the following:

- Required coursework with minimum GPA.
 - Students eligible for a graduate entrance exam waiver form or who otherwise do not meet all of the department requirements for admission may be required to complete pre-requisite coursework or classes assigned by the graduate department with a "B" or better before they may be fully admitted to the program.

- Successful completion of Benedictine's Intensive English Program.
 - Successful completion of the program includes attending and passing the required classes with a "C" or better, in addition to completing benchmark exams administered during the program.
- Successful completion of Academic Discourse classes.
 - Academic Discourse classes receive grades of "pass" or "fail." Students who are conditionally admitted pending successful completion of these courses must receive a grade of "pass" in order to continue attending Benedictine University. Students who do not abide by the attendance policy for each course may be subject to failure and dismissal from Benedictine University.
- Proof of degree completion or submission of official academic documents.
 - Students admitted pending completion of a degree or official academic documents must submit these documents before beginning their graduate coursework. Students who do not submit documents may be subject to dismissal.

The acceptance letter will clearly state the admissions conditions. Students who do not meet the conditions of their admission may be dismissed from Benedictine University. Once a student is dismissed they are no longer enrolled in classes and will have their I-20 terminated. It is the responsibility of the students to contact the International Programs and Services office for questions or concerns regarding the conditions of their acceptance.

I-20 Transfer Policy

International students already in the United States may plan to transfer their I-20 to Benedictine University after they are accepted. It is the international student's responsibility to be aware of their current institution's grade period, transfer and enrollment deadlines, and policies regarding I-20 transfer. Benedictine University will provide students an official acceptance letter in order to transfer their I-20, and will require students work with their current institution to complete the I-20 Transfer Form. International students transferring in their I-20 must attend class full time during the term for which they have been accepted and the required subsequent terms until eligible for a vacation term. Once an I-20 record is transferred to Benedictine, the student must begin full-time coursework the next available term, or within five months, whichever is sooner.

Intensive English Program

Admission Materials:

1. Intensive English Program Application
2. Valid Passport Photocopy
3. Personal Statement or Interview with Benedictine Faculty or Staff
4. IELTS/TOEFL or other exam if completed
5. Housing Form if living on campus
6. Unofficial Transcripts

Students who have been admitted to a degree seeking program pending successful completion of the Intensive English Program do not need to submit a separate application.

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Short-Term Study and Exchange Program

Benedictine University has several agreements with institutions around the globe. Students interested in studying under terms stated in a formal agreement between Benedictine University and their home institution should work with International Programs and Services to determine the application requirements per the formal agreement. Students studying as short term students are those students who are not intending to get a degree from Benedictine but would like to study for a short period of time.

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
- 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 (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.

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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 (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 Professional Educator License (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

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- Instead: Credit from any college or university outside of the United States must be evaluated by either Educational Credential Evaluators (ECE: www.ece.org/) or Educational Perspectives (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 – 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. www.ece.org) or Educational Perspectives (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/
- 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 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 2014-2015

Tuition and Fees

Graduate

Quarter Tuition (per credit hour): \$620

Semester Tuition (per credit hour): \$905

Master of Science in Nursing (M.S.N.) Tuition (per credit hour): \$620

Online Master of Education (M.Ed.) Tuition (per credit hour): \$590

Adult Accelerated Graduate (Learning Teams)

Master of Business Administration (M.B.A.) Tuition (per credit hour): \$485

Master of Education (M.Ed.) Tuition (per credit hour): \$590

English as a Second Language (ESL) Endorsement Tuition (per credit hour): \$315

Audit (no credit) Tuition (per credit hour): \$620-\$905

Doctorate

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

Doctor of Education (per credit hour): \$940

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

Administrative Service Charges

Administrative Fee: \$250

Application Fee (Graduate): \$40

Application Fee (Doctoral): \$50

Application for Certification Fee: \$25

Application for Graduation Fee: \$125

Duplicate Diploma Fee: \$25

Diploma Red Cover: \$10

Express Transcript Mailing (per address): \$30

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 2014-2015

Tuition and Fees

Graduate

Quarter Tuition (per credit hour): \$485

Semester Tuition (per credit hour): \$500

Doctorate

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

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: \$10

Express Transcript Mailing (per address): \$30

Immediate Academic Transcript Fee (in 24 hours): \$15

Independent Study (per credit hour): \$690

Late Payment/Registration Fee: \$100

No-Sufficient Funds Check (NSF): \$30

Placement Test Posting Fee: \$10

Portfolio Assessment (per credit hour): \$10

Special Examination: \$15

Transcript fee: \$5

Payment Options

1. Payment in full

Benedictine University accepts cash, personal checks, money orders, Visa, MasterCard, American Express and Discover. 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](#) at from off-campus. Instructions on how to make an online payment are found at www.ben.edu/MyBenU.

2. Monthly Payment Plans

Benedictine University has partnered with Higher One to provide interest-free monthly payment options through the TuitionPay Plan. Students may create budgets to manage their

tuition costs annually or per term, depending on their program. Students may enroll online at www.tuitionpaymentplan.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.

- a. **Single Term budgets (Semester)- All Campuses** - For a fee of \$30, students can make 5, 4 or 3 monthly payments toward their tuition balance for a single term. Balances must be paid in full prior to the next quarter/semester registration or start date.
- b. **Online Session and Learning Team budgets** - For a fee of \$20, students can make 2 monthly payments toward their tuition balance for a single course or online session. Balances must be paid in full prior to the next course/session registration or start date.
- c. **ESL Program budgets** – For a fee of \$50, students can make 9 monthly payments towards their tuition balance for the entire ESL program. Balances must be paid in full prior to the end of the program.

TuitionPay website: <http://www.tuitionpaymentplan.com/ben>
Click on "Enroll In A Plan For The First Time" for list of available plans.

3. Employer tuition reimbursement

For a small fee, students can arrange with Higher One's TuitionPay, a single tuition payment plan due at the end of the term/session (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. For any new payment plan or increase to a payment plan, the student is required to sign online disclosures agreeing to the terms of the payment plan. 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. 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.

- a. **Quarter/Semester** - For a fee of \$30 each term (quarter/semester), students can arrange with Higher One's TuitionPay, a single tuition payment plan due at the end of the term (plus approximately a month grace period) with proper documentation from their employer. The plan amount should include your total out of pocket expense (tuition minus financial aid) for the entire quarter/semester). **For example**, if you are enrolled in 3 courses for the fall semester, you must include tuition charges for all 3 courses (minus financial aid) to avoid a

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late fee and financial hold. If you are unsure which courses fall under what terms, please contact your academic advisor. Once your plan amount has been established, you would send proper documentation to Student Accounts showing your eligibility in your employer's tuition assistance plan and then enroll in the employer reimbursement plan through TuitionPay at <http://www.tuitionpaymentplan.com/ben> prior to the payment deadline. Select "Fall" from the Term of Study drop down box and the payment plan for the Fall term would state the payment is due February 1. Please note that if payment is received by TuitionPay earlier than the due date, it will not appear on your student account until after the February 1 due date has passed.

- b. **Online session and Learning Team-** For a fee of \$20 each session, students can arrange with Higher One's TuitionPay, a single tuition payment plan due at the end of the session (plus approximately a month grace period) with proper documentation from their employer. **For example**, your fall session 1 course begins August 25 and ends October 19. You would send in to Student Accounts proper documentation showing your eligibility in your employer's tuition assistance plan and then enroll in an employer reimbursement plan through TuitionPay at <http://www.tuitionpaymentplan.com/ben> prior to the payment deadline. Select "Online Student" from the Term of Study drop down box and the payment plan for session 1 would state the payment is due December 1. On or before December 1, payment should be submitted to TuitionPay.

Please note that if payment is received by TuitionPay earlier than the due date, it will not appear on your student account until after the December 1 due date has passed.

Please note that you will continue to receive monthly billing statements from Benedictine University while enrolled in a payment plan through TuitionPay until your student account balance with Benedictine is paid in full.

****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

1. To be eligible for a tuition refund after the commencement of classes, the student must officially withdraw from a course within the timeframes set out in the Tuition Refund Timetable below.
2. Students who are expelled, administratively withdrawn or suspended from the University during the course of an academic term are not eligible for a tuition refund and are responsible for all tuition, fees and other costs incurred.
3. Recipients of federal financial aid who officially drop a course or withdraw from the University are subject to Return of Title IV Funds Regulations. Dropping a course or withdrawing from the University (officially or unofficially, such as by non-attendance) may result in a portion or all of financial aid being returned back to the Department of Education. This may result in a debit balance to the student's account with the University which the student is responsible to pay.

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4. The amount of refund, if any, is determined by the date the student successfully completes the drop in MyBenU; or the date the completed Add/Drop or Withdrawal Form is received by the University. See the Tuition Refund Timetable below for timeframes and refund percentages.
 - a. Students who do not officially drop a course in MyBenU or in writing will be financially responsible for the entire cost of the course.
 - b. Notifying the instructor of intent to drop a course and/or non-attendance in a course does not constitute an official withdrawal for purposes of eligibility for refunds by the University to the student.
 - c. Tuition credit for complete withdrawal will be made only after the proper withdrawal notification has been submitted.
 - d. If the drop results in a credit balance on the student's account, refunds will be issued within 30 days of the official drop or withdrawal date.
5. To officially withdraw from a course after the commencement of classes, all students should use MyBenU to complete the withdrawal, or complete the ADD/DROP FORM and return the form to the campus office listed below. Students enrolled in adult accelerated learning team programs must complete the LEARNING TEAM CHANGE FORM and return it to the campus offices listed below:
 - a. **Lisle and National Moser Center Learning Teams** –Your academic advisor.
 - b. **Springfield Branch Campus** – Springfield Campus Advising Office.

Tuition Refund Timetable				
Refund per dropped course	Traditional Programs Fall/Spring Terms	Traditional Programs Summer Term	National Moser Center Learning Teams and Next Generation Programs	Online Programs
Full Refund	Up to 7 calendar days after first class meeting	Up to 3 calendar days after first class meeting	Up to 7 calendar days after the first class meeting	Up through Thursday of the first week of the session
75% Refund	8 - 14 calendar days after the first class meeting	N/A	N/A	N/A
50% Refund	15 - 21 calendar days after the first class meeting	4 - 6 calendar days after the first class meeting	N/A	Friday through Sunday of the first week of the session
No Refund	22 calendar days or more after the first class meeting	7 calendar days or more after the first class meeting	8 calendar days or more after the first class meeting	After the first week of class
No Refund	After the first class meeting for courses with a condensed meeting schedule	After the first class meeting for courses with a condensed meeting schedule	After the first class meeting for courses with a condensed meeting schedule	N/A

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Financial Appeal

This process is designed to address extenuating circumstances that occurred during a given course/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

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 6.21 percent 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 percent 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 percent. 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.

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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 percent 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 percent 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 percent 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 credit 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
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

2014-2015

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
Values-Driven Leadership

FALL 2014

August

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

September

1 Mon Labor Day; no QTR classes; all offices closed.
29 Mon FALL QTR BEGINS

October

12 Sun Last day to withdraw from Online Session 1 classes
15 Wed Application for March and June 2015 graduation degree/certificate recipients due
19 Sun Online Session 1 ENDS
20 Mon Online Session 2 BEGINS
23 Thur End of add/drop course changes and late registration for Online Session 2

November

3 Mon Winter/Spring 2015 registration begins
26-28 Wed-Fri Thanksgiving Break; no QTR classes.
27-28 Thur-Fri Thanksgiving Holiday; all offices closed.

December

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

WINTER 2015

January

1 Thur New Year's holiday; all offices closed.
5 Mon WINTER QTR and Online Session 3 BEGIN
8 Thur End of add/drop course changes and late registration for Online Session 3
15 Thur Application for August 2015 graduation degree/certificate recipients due
19 Mon Celebration of Rev. Dr. Martin Luther King Jr. Day; no QTR classes; all offices open.

February

22 Sun Last day to withdraw from Online Session 3 classes

March

1 Sun Online Session 3 ENDS
2 Mon Summer 2015 registration BEGINS
15 Sun WINTER QTR ENDS
16 Mon Application for December 2015 graduation degree/certificate recipients due
16-22 Mon-Sun Spring break; no QTR classes; University offices open.
31 Tues Winter degree conferral

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2014-2015 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
Values-Driven Leadership

SPRING 2015

March

2 Mon Online Session 4 BEGINS
5 Thur End of add/drop course changes
and late registration for Online Session 4
23 Mon SPRING QTR BEGINS
30 Mon Fall 2015 registration BEGINS

April

3-5 Fri-Sun Good Friday, Saturday and Easter; no QTR classes;
all offices closed.
6 Mon Easter Monday; QTR classes in session; all
offices closed.
19 Sun Last day to withdraw from Online Session 4 classes
26 Sun Online Session 4 ENDS
27 Mon Online Session 5 BEGINS
30 Thur End of add/drop course changes
and late registration for Online Session 5

May

9 Sat Commencement Convocation
25 Mon Memorial Day; no QTR classes;
all offices closed.
31 Sun SPRING QTR ENDS

June

14 Sun Last day to withdraw from Online Session 5 classes
21 Sun Online Session 5 ENDS
30 Tues June degree conferral

SUMMER 2015

June

8 Mon SUMMER QTR BEGINS
22 Mon Online Session 6 BEGINS
25 Thur End of add/drop course changes
and late registration for Online Session 6

July

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

August

9 Sun Last day to withdraw from Online Session 6 classes
16 Sun SUMMER QTR and Online Session 6 END
31 Mon August degree conferral

LATE SUMMER INTERIM 2015

August

31 Mon LATE SUMMER INTERIM QTR BEGINS

October

4 Sun LATE SUMMER INTERIM QTR ENDS

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2014-2015 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 2014

August

25 Mon FALL GSEM and Online Session 1 BEGIN
28 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

1 Mon Labor Day; no GSEM classes; all University offices closed.
12 Fri Last day to file application for Spring 2015 pre-clinicals
29 Mon Last day to file application for Fall 2014 Teacher Education program

October

12 Sun Last day to withdraw from Online Session 1 classes
15 Wed Application for May 2015 graduation degree/certificate recipients due
19 Sun Online Session 1 ENDS
20 Mon Online Session 2 BEGINS
23 Thur End of add/drop course changes and late registration for Online Session 2
27 Mon Last day to file for Fall 2015 Student Teaching

November

3 Mon Spring 2015 registration begins
26-28 Wed-Fri Thanksgiving Break; no GSEM classes.
27-28 Thur-Fri Thanksgiving Holiday; all University offices closed.

December

7 Sun Last day to withdraw from Online Session 2 classes
8-12 Mon-Fri GSEM Fall official final exam period
13 Sat Commencement Convocation
14 Sun FALL GSEM and Online Session 2 END
24-25 Wed-Thur Christmas Holidays; all University offices closed.
31 Wed December degree conferral

SPRING 2015

January

1 Thur New Year's Holiday; all University offices closed.
5 Mon Online Session 3 BEGINS
8 Thur End of add/drop course changes and late registration for Online Session 3
12 Mon SPRING GSEM BEGINS
15 Thur Application for August 2015 graduation degree/certificate recipients due
19 Mon Celebration of Rev. Dr. Martin Luther King Jr. Day; no GSEM classes; all University offices open.
23 Fri Last day to file for Fall 2015 pre-clinicals

February

22 Sun Last day to withdraw from Online Session 3 classes
23 Mon Last day to file application for Spring 2015 Teacher Education program

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2014-2015 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

1	Sun	Online Session 3 ENDS
2	Mon	Summer 2015 registration begins; Online Session 4 BEGINS.
5	Thur	End of add/drop course changes and late registration for Online Session 4
13	Fri	Last day to file for Spring 2016 Student Teaching
16	Mon	Application for December 2015 graduation degree/certificate recipients due
16-22	Mon-Sun	Spring break; no GSEM classes; all University offices open.
30	Mon	Fall 2015 registration begins

April

3-5	Fri-Sun	Good Friday, Saturday and Easter; no GSEM classes; all University offices closed.
6	Mon	Easter Monday; GSEM classes in session; all University offices closed.
19	Sun	Last day to withdraw from Online Session 4 classes
26	Sun	Online Session 4 ENDS

May

4-8	Mon-Fri	GSEM spring official final exam period
9	Sat	Commencement Convocation
10	Sun	SPRING GSEM ENDS
25	Mon	Memorial Day; all University offices closed; no GSEM classes.
31	Sun	May degree conferral

SUMMER 2015

April

27	Mon	Online Session 5 BEGINS
30	Thur	End of add/drop course changes and late registration for Online Session 5

June

1	Mon	SUMMER GSEM BEGINS
14	Sun	Last day to withdraw from Online Session 5 classes
21	Sun	Online Session 5 ENDS
22	Mon	Online Session 6 BEGINS
25	Thur	End of add/drop course changes and late registration for Online Session 6

July

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

9	Sun	SUMMER GSEM ENDS; last day to withdraw from Online Session 6 classes.
16	Sun	Online Session 6 ENDS
31	Mon	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 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
- 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.

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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.

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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.

NOTE FOR STUDENTS RESIDING IN TEXAS: IF THE COMPLAINT CANNOT BE RESOLVED AFTER EXHAUSTING THE INSTITUTION'S GRIEVANCE/COMPLAINT PROCESS, CURRENT, FORMER AND PROSPECTIVE STUDENTS MAY INITIATE A COMPLAINT WITH THE TEXAS HIGHER EDUCATION COORDINATING BOARD (THECB) BY SENDING THE REQUIRED FORMS EITHER BY ELECTRONIC MAIL TO StudentComplaints@thecb.state.tx.us, OR BY MAIL TO:

THE TEXAS HIGHER EDUCATION COORDINATING BOARD

OFFICE OF GENERAL COUNSEL

P.O. BOX 12788
AUSTIN, TEXAS 78711-2788

THE REQUIRED FORMS ARE LOCATED AT:

<http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>.

RULES GOVERNING STUDENT COMPLAINT PROCEDURES ARE LOCATED AT:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

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. Associate Professor.

Olga Lambert, Ed.D. Assistant Professor.

Description:

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

The credit hours for either concentration 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. Note: Credit hours for each course total 4 hours. Graduate level courses that are listed as 3 credit hours in the catalog are those that are cross listed with undergraduate 3 credit hour courses. An additional 1 hour lab session is added to each of these 3 credit hour courses for graduate students. The completion of the thesis can be extended by an additional 4 credit hours if needed.

M.A. with TESOL Concentration:

Required Courses (total 20-24 credit hours)

LING 501 Introduction to Linguistics (3 credit hours) plus LING 511 (1 hour lab)

LING 502 Second Language Acquisition (3 credit hours) plus LING 512 (1 hour lab)

LING 503 Materials and Methods for teaching ESL (3 credit hours) plus LING 513 (1 hour lab)

LING 504 Assessment of ESL and Bilingual students (3 credit hours) plus LING 514 (1 hour lab)

LING 599 Thesis (4 credit hours)

Electives (Choose 3) Total: 12 credit hours

LING 505 Sociocultural Studies in ESL (3 credit hours) plus LING 515 (1 hour lab)

LING 506 World Englishes (3 credit hours) plus LING 516 (1 hour lab)

LING 507 Modern English (3 credit hours) plus LING 517 (1 hour lab)

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LING 508 Style (3 credit hours) plus LING 518 (1 hour lab)
LING 520 Research methods: TESOL (4 credit hours)
LING 521 TESOL and the Adult Learner (4 credit hours)
LING 522 Issues in Second Language Writing (4 credit hours)
LING 523 English for Specific Purposes (4 credit hours)

M.A. in Linguistics with Literary Studies Concentration

Required Courses (total 24-28 credit hours)

LING 501 Introduction to Linguistics (3 credit hours) plus LING 511 (1 hour lab)
LING 507 Modern English (3 credit hours) plus LING 517 (1 hour lab)
LING 509 Literatures and Issues in Translation (3 credit hours) plus LING 519 (1 hour lab)
LING 530 Research methods: Context Studies (4 credit hours) plus
LING 599 MA Thesis (4 credit hours)

You must also choose from one of the following required courses:

LING 508 Style (3 credit hours) plus LING 518 (1 hour lab)
LING 535 Critical Theory/Global Literary Theory (3 credit hours) plus LING 545 (1 hour lab)
LING 537 Advanced Literary Studies in a Language Other than English (3 credit hours) plus LING 547 (1 hour lab)

Electives (Choose 2) Total: 8 semester credit hours

LING 502 Second Language Acquisition (3 credit hours) plus LING 512 (1 hour lab)
LING 505 Sociocultural Studies in ESL (3 credit hours) plus LING 515 (1 hour lab)
LING 522 Issues in Second Language Writing (4 credit hours)
LING 523 English for Specific Purposes (4 credit hours)

Successful completion of the Master Thesis as approved by program faculty is required for the M.A. in Linguistics degree with either concentration.

Where required, LING 598 Thesis continuation (4 hours, 0 credit) is available for either concentration.

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

College: College of Business; National Moser Center for Adult Learning

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

Ron Baiman, Ph.D.

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

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

Associate Professor, 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.

Assistant Professor and Chair, 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 and M.S. in Business Analytics Program

Thomas Yu, Ph.D.

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

Kim Beck, M.B.A., CPA

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

Tsun Chow, Ph.D.

Patrick Cooper, Ph.D.

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

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Chris Fernandez, Ph.D.
Daryl Franklin, Ph.D.
Sharolyn Franklin, M.B.A., CPA, CTP
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
James Hill, M.B.A., Senior Lecturer
Philip L. Hupfer, M.S.
Joseph Kocinski, M.B.A., Senior Lecturer
Mark Kozak, M.B.A., M.A.
John Malec, M.A., Senior Lecturer
Kevin Pugh, M.B.A., M.S.
Ronald Revers, Ph.D., Senior Lecturer
David Schreier, M.S.
Tom Scott, M.S., CPA
Greg Sellers, Ph.D.
Bernard Silverman, Ph.D., Senior Lecturer
Mark Sowa, M.A., M.B.A.
Andy Sze, M.B.A., M.S., Senior Lecturer
Nathan Taylor, M.S., MPH
Martin Terpstra, M.S., CPA
Derrick Walters M.B.A.
Joseph Youchison, M.S., M.B.A., Senior Lecturer
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 over 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:

- Flexible 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.)

Flexible (evening) M.B.A. program (offered on the Lisle Campus only):

Benedictine University's Flexible M.B.A. program is designed for working adults with at least two years of significant professional work experience. Evening and weekend classes are 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 (waivers are not available in the Learning Team M.B.A. program). This means you can complete your degree in less than two years.

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

Students in the flexible M.B.A. program are allowed to select between several required course options to best suit their career goals. 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.

Flexible M.B.A. Program Curriculum (offered only on the Lisle Campus):

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

Plus 12 Elective credits for a total of 64 quarter 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.*

Concentrations offered in the Flexible M.B.A. program include: accounting, business law, derivatives entrepreneurship and managing innovation, financial management, health administration, human resource management, information systems security, integrated marketing communications, international business, management consulting, management information systems, nonprofit management, operations management and logistics, project management and sustainable business and leadership.

Online M.B.A. Program (offered by the National Moser Center for Adult Learning):

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.

Online M.B.A. Program Curriculum (offered by the National Moser Center for Adult Learning):

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
MBA 500 Financial Accounting
MBA 539 International Business

The Managerial Process 28 quarter credit hours:

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

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

Concentrations offered in the online program include: accounting, entrepreneurship and managing innovation, financial management, health administration, international business, marketing and internet marketing.

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:

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 (offered by the National Moser Center for Adult Learning including the Mesa, AZ and Springfield, IL branch campuses)

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.

Learning Team 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
MBA 500 Financial Accounting
MBA 539 International Business

The Managerial Process 28 quarter credit hours:

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

Elective courses 12 quarter credit hours:

MGMT 581 Team Building
MBA 551 Strategic Managerial Communications
MBA 633 Legal Issues in the Workplace
MBA 559 Entrepreneurship

No concentrations are offered in this program. Students admitted to the learning team program cannot receive a concentration from the flexible M.B.A. program.

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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.S. in Accountancy /M.S. in Taxation, M.B.A./M.S.N dual degree programs prepare students to take leadership roles and pursue a myriad of career opportunities. Dual degree programs generally require 96 quarter credit hours and may be completed in as little as 36 months. Application and admission is required to each graduate program, and students must fulfill all requirements for each program in the selected dual degree. Students admitted to a graduate business administration program may apply to a dual degree program at any time during their initial degree program or up to five years after completion of the initial degree program. Approval of both program directors (M.B.A., M.S. in Accountancy, M.S. in Business Analytics, M.S. in Management Information Systems, M.S. in Management and Organizational Behavior and M.P.H.) and the Graduate Business Administration Department Chair is required. Should a returning Benedictine student exceed the five year time limit required to apply to a dual degree program, the student may petition the Department Chair to consider their prior academic performance and professional development to be accepted into a the dual degree program in order to be considered for the dual degree program. These applications will be considered on an individual basis. The residency requirement for a dual degree is 64 quarter credit hours.

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. Those students wishing to earn two or more certificates must complete a unique set of courses for each certificate. An elective cannot be used to meet the requirements of two different certificates. Courses must be completed at a GPA of 3.0 or higher to apply toward the M.B.A. degree. Once a student is accepted into the M.B.A. program, required coursework in the M.B.A. program can no longer apply to a certificate program. 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.

In each format of the M.B.A. program, 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 foundation courses at a grade of 'B' or better

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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. Flexible 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). Classes are scheduled in quarters that last ten weeks and a late summer session which is offered for five weeks in August/September. Online M.B.A. classes are offered year round and typically run six sessions a year, with each session lasting eight weeks. 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. Department Chair/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.

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.

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 a regionally 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)

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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)

*Note that if MBA 545 is chosen by the student as a required course it cannot apply to the concentration.

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 Issues in the Workplace (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 students to manager 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 asterisked 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)

*Note that if MBA 633 is chosen by the student as a required course it cannot apply to the concentration.

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 asterisked 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)

*Note that if MBA 633 is chosen by the student as a required course it cannot apply to the concentration.

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/MSBA 663 Data Mining, Text 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 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:

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text 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*

***Note that if MBA 641 is chosen by the student as a required course it cannot apply to the concentration.*

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 asterisked 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 Principles of Marketing Research (4)*
MBA 666 Advanced Topics in 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/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)

Internet Marketing (available through the 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)

***Note that if MBA 641 is chosen by the student as a required course it cannot apply to the concentration.*

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)

**Note that if MBA 683 is chosen by the student as a required course it cannot apply to the concentration.*

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 (Certificates are only available through the flexible M.B.A. program offered at the Lisle Campus)**Accounting Certificates (16 quarter credit hours):**

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)

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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 Issues in the Workplace (4)
MBA 546 Intellectual Property (4)

Certificate in Business Administration (16 quarter credit hours):

This certificate program in Business Administration is designed for people in management roles who desire basic business skills and knowledge for career mobility and confidence. Four courses are required to earn the certificate and all four courses can be applied toward the M.B.A. degree should the student be accepted as an M.B.A. degree-seeking student. Courses are offered each quarter so that students may enroll throughout the year. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below 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 additional 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 quarter credit hours):

In the world of financial management, derivatives trading is perhaps one of the most dynamic and controversial areas. This concentration is designed to prepare students for the Registered Commodities Representative (RCT) or Certified Financial Planner (CFP) license and/or to prepare students to manager their own portfolios. 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 quarter 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 quarter credit hours):

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 quarter 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 quarter credit hours):

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 quarter 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 quarter credit hours):

Are you 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 quarter 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 quarter credit hours):

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 quarter 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 quarter credit hours)

(available through the 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 (M.B.A.). 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 quarter 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 quarter credit hours):

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 quarter credit hours selected from the courses listed below:

MBA 601 Managerial Accounting (4) *
MBA 630 Operations Management (4) *
MBA 632 Supply Chain Management (4) *
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 quarter credit hours):

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 quarter 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 quarter credit hours):

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 quarter 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, MBA and M.S. in Accountancy Programs

John Draut, M.B.A.

Instructor and Director, M.S. in Accountancy Program

Ricky Holman, J.D.

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

Barbara T. Ozog, Ph.D.

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

Thomas Yu, Ph.D.

Assistant Professor, MBA 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.

Kim Beck M.B.A., CPA

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

Tom Scott M.S., CPA

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.

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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 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)

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.

Course Substitutions and Waivers:

Course substitutions and waivers for foundation level courses may be determined by the M.S. in Accountancy Department Chair/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.S. in Accountancy program may be eligible for a course substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience.

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 a regionally 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

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 GPA 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 quarter credit hours):

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 quarter credit hours):

The certificate in forensic accounting is for those students interested in gaining the background 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 quarter credit hours):

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

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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.

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

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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'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

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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 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)

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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.

**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).

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, M.S., LPC

Steve Eisenberg, M.S., LCPC

Barbara Leiber, M.S., LCPC

Linda Plachetta, Ph.D.

Nancy Wajler, Ph.D.

Patricia Somers, Ph.D.

Mary Andrus, M.A., LCPC

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:

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. It should be noted that the work of a counselor requires a variety of interpersonal and attitudinal skills. Some of these skills can be taught and are cultivated in the program. Other important traits associated with being a counseling professional include, but are not limited to, carrying a curious and respectful demeanor towards others, offering respect to others, being open to feedback and bringing tolerance and temperance to learning and to relationships. These are considerations that are relevant in planning a career as a counselor. Self-reflection and self-understanding will go a long way in assisting the prospective student in finding the right career fit. 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)*

Counseling Techniques [Two courses required]:

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)

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: (two 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 credit 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 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. A new student orientation meeting is scheduled at the start of each quarter for all new students. In addition, each new student meets with his or her academic advisor to create a curricular plan that fits the student's interests, individual commitments, and responsibilities. Individual advising is then provided regularly throughout the student's academic career.

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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.

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Policies:

All students are required to have satisfactorily completed undergraduate courses in Introduction to Psychology, Personality Theory, Abnormal Psychology and a course in Statistics. At least two of these classes must be taken prior to being considered for admission to the program. The remaining undergraduate courses may be taken concurrently with graduate work. Recognizing that there are professional competencies and conduct not measurable by academic achievement, the graduate program and the University reserve the right to discontinue students who, in the judgment of the faculty, do not meet the standards promulgated by professional organizations in the human services field in which the student is studying.

Career Opportunities:

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

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

College: College of Education and Health Services; National Moser Center for Adult Learning

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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and is valid until August 1, 2015.*

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 Winiecki

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:

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

Overview:

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

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

The M.Ed. program is designed for teachers seeking enhancement of their leadership potential and their understanding of methods of teaching to individual needs. The program options familiarize students with models for collaboration, effective communication strategies, methods for addressing unique learning styles and technological advancements in education and school administration. The M.Ed. program requires 33 semester credit hours of graduate coursework including 11 to 17 semester credit hours of professional core courses and 16 to 22 semester credit 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 credit hours; 37 semester credit hours are required for secondary education and a total of 57 semester credit 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 credit hours of professional core courses
13 semester credit hours of specialized courses
120 clock-hours of practicum experiences
12 weeks of student teaching

Secondary track:

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

Special Education track:

25 semester credit hours of professional core courses
32 semester credit 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 credit 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 credit hour concentration or a major in a single academic discipline. Nine of the 18 semester credit hours must be in upper-division coursework.

The secondary track requires 47 semester credit 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 credit 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 credit 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 credit 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 credit hour course in the Survey/Characteristics of Exceptional Children was completed at the undergraduate level.*

Culminating experiences:

EDUC 670 or 671/672 or 673 Student Teaching (6)
EDUC 699 Master's Thesis/Project (2)

Elementary Education:

Certification in K-9 (13 semester credit 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 credit 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 credit 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)

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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 semester credit hours:

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

EDUC 512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum (3)
EDUC 518 Survey of Instructional Technology (1)
EDUC 520 Holistic Reading Strategies (3)
EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)
EDUC 552 Leadership (1)
EDUC 555 Classroom Management (with preclinical 455) (3)
EDUC 557 Organizational Culture (1)
EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)
EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)
EDUC 573 Performance Appraisal (1)
EDUC 581 Team Building (1)
EDUC 582 Conflict Management (1)
EDUC 583 Organizational Assessment (1)
EDUC 592 Managing Diversity (1)
EDUC 615 Curriculum Development (3)
EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (4)
EDUC 650 Leadership and Motivation (3)

Requirements – Other – Teacher Education Program Application and Matriculation:

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

As candidates progress through the program they will develop an understanding of the Illinois Professional Teaching Standards, the Language Arts Standards for All Illinois Teachers, the Technology Standards for All Illinois Teachers, and the Content-Area Standards for Educators. In addition to successful completion of their course work, they will also develop a professional portfolio that demonstrates their growth in teaching and service to education as well as their understanding

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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 GPA 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 semester credit hours, Mathematics, 3 semester credit hours).
- 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 Tests.

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- Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in all Methods courses via LiveText.
- Successful completion of portfolio artifacts for six of the Illinois Professional Teaching Standards via LiveText.

Checkpoint #3: Admission into Student Teaching

- Completion of portfolio artifacts for all eleven Illinois Professional Teaching Standards via LiveText.
- Successful completion of all requirements for Checkpoint #2.

Checkpoint #4: Completion of Student Teaching

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

Checkpoint #5: Completion of Degree/Program Requirements

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

Checkpoint #6: Completion of Certification Requirements*

Successful completion of the Assessment of Professional Teaching (APT) Test.

*The candidate for a certificate must also be a U.S. citizen (or declaration of intent); be 19 years of age; no felony conviction

Checkpoint #7: First Year Teaching

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 credit hours):

Select courses in A or B to total 11 to 17 semester credit 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 credit 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 credit 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:

The National Moser Center for Adult Learning 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 credit 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)

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 credit hours for Certificate I, 30 semester credit hours for Certificate II). All coursework for the certificate must be at the graduate level. Up to six semester credit 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: National Moser Center for Adult Learning

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)

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MSL 663 Servant Leadership (4)
MSL 586 Power, Politics and Conflict Resolution (4)
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; National Moser Center for Adult Learning

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.

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Introduction

In this competitive and complex era, companies are demanding managers who can effectively achieve financial results and efficiently manage human resources. The Master of Science (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.

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

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 credit hours. It consists of a general management foundation and a choice of seven concentrations. A minimum of 12 quarter credit hours is required in a concentration; the management foundation requirements contain 34 quarter 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 realtions, 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)

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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.

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,

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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)
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.

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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 quarter credit hours):

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

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

*Highly Recommended

Human Resource Management (16 quarter credit hours):

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 quarter credit hours):

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)

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MGMT 584 Strategies for Change (2)
MIS 641 Management of Information Technology (4)
MIS 657 Electronic Commerce (4)

Organization Development and Consulting (16 quarter credit hours):

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

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

Professional Practice Management (16 quarter credit hours):

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 quarter credit hours):

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)

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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 quarter credit hours):

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

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

Distinguished Visiting Scholars:

Billie Alban, Alban & William, Ltd.
Dr. Chris Argyris, Harvard University
Richard and 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

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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
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 Otag, 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:

Ron P. Baiman, Ph.D.

Assistant Professor, Department of Graduate Business Administration (2013)

B.Sc., 1973, Hebrew University; M.A., 1981, Ph.D., 1992, New School for Social Research

Sharon Borowicz, Ph.D., EA

Associate Professor, 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

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

Ricky M. Holman, J.D.

Assistant Professor and Department Chair, 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) and Business Analytics

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

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, B.A., Program Manager

Lecturers:

George Chakrabarty, M.B.A., MCPM, Senior Lecturer

Ruth Chen, Ph.D.

Tsun Chow, Ph.D.

Bryan J. Eckert, M.B.A.

Chris Fernandez, Ph.D.

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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
Ronald G. Revers, Ph.D., 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., Senior Lecturer

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 increasing challenges of providing reliable, accurate and timely information to meet the 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 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

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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 credit hours, integrating 48 quarter credit hours of core and elective courses with 16 quarter credit hours 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 credit hours 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. Capstone courses in strategic management and the strategic management of information technology are also required.

The remaining 10 to 16 quarter credit hours of courses come from a wide range of elective courses. These elective topics include business analytics, information technology in health care, data mining, financial information systems, electronic commerce, enterprise-wide information systems, information security, 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 quarter credit hours 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 quarter credit hours):

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/MSBA 663 Data Mining, Text 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 quarter credit hours):

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 and Control (4)
MBA 604 Theory & Practice of Financial Reporting (4)
MBA 605 Tax Influences on Decision Making (4)

**Required*

Electives (20 quarter credit hours):

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/MSBA 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)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

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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 quarter credit hours):

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 quarter credit hours):

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 quarter credit hours):

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/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text 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)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

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.

Core (36 quarter credit hours):

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 quarter credit hours):

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

Electives (12 quarter credit hours):

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)

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MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)

MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

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 quarter credit hours):

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 quarter credit hours):

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 quarter credit hours):

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/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text 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)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

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 quarter credit hours):

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 quarter credit hours):

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 quarter credit hours):

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/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text 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)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

Integrated Marketing Communications:

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

Core (32 quarter credit hours):

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)

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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 quarter credit hours):

MBA 520 Leadership and 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/MSBA 663 Data Mining, Text Mining, and Business Intelligence (4)

**Required*

Electives (16 quarter credit hours):

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/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text 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)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

Management and Organizational Behavior

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

Core (32 quarter credit hours):

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 quarter credit hours):

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 quarter credit hours):

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/MSBA 659 Business Analytics (4)

MIS/MSBA 663 Data Mining, Text 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)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

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 quarter credit hours 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 quarter credit hours):

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 quarter credit hours):

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

**Required*

Electives (10 quarter credit hours):

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)

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MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 691 Management of Information Technology Lecture Series (1-2)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

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 quarter credit hours):

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 quarter credit hours):

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 quarter credit hours):

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)

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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/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text 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)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

Certificate Programs

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

Business Analyst Certificate (16 quarter credit hours):

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)*
**Required*

Business Analytics Certificate (16 quarter credit hours):

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/MSBA 659 Business Analytics (4)*
MIS/MSBA 663 Data Mining, Text 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 quarter credit hours):

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

MIS 656 Information Systems Security (4)*

MIS/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)*

MIS 657 Electronic Commerce (4)*

**Required*

Health Information Systems Management Certificate (16 quarter credit hours):

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

MIS 546 Systems Design and Analysis (4)*

MIS 648 Information Management in Health Care (2)*

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

MIS/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)*

MPH 602 Public Health System (4)*

**Required*

Information Security Certificate (16 quarter credit hours):

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/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)

**Required*

Information Systems Management Certificate (16 quarter credit hours):

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 quarter credit hours)

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/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)

MBA 626 Strategic Managerial Communications (4)

MBA 661 Marketing Management (4)*

MBA 670 Internet Marketing Communications (4)*

**Required*

Project Management Certificate (16 quarter credit hours):

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 Business Analytics; 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.

Master of Science (M.S.) in Business Analytics

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

Ron P. Baiman, Ph.D.

Assistant Professor, Department of Graduate Business Administration (2013)

B.Sc., 1973, Hebrew University; M.A., 1981, Ph.D., 1992, New School for Social Research

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

Associate Professor, 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

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

Ricky M. Holman, J.D.

Assistant Professor and Department Chair, 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) and Business Analytics

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

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.

Bryan J. Eckert, M.B.A.
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
Ronald G. Revers, Ph.D., 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., Senior Lecturer

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.

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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 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 credit hours, integrating 36 quarter credit hours of core courses, 12 quarter-hour credits of elective courses, as well as 16 quarter credit hours 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. 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

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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.

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 quarter credit hours in business analytics courses, including 12 quarter credit hours 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 quarter credit hours):

The business analytics core is common across all concentrations:

MBA	541	Analytical Tools for Management Decisions (4)
MIS/MSBA	659	Business Analytics (4)

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

Business Analytics Electives (12 quarter credit hours):

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 quarter credit hours):

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)

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

Forensic Accounting (16 quarter credit hours):

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 quarter credit hours):

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 quarter credit hours):

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 quarter credit hours):

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

MBA 626 Strategic Managerial Communications (4)

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 quarter credit hours in business analytics courses including 12 quarter credit hours 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 quarter credit hours):

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

MSBA 690 Business Analytics Internship (12)

**Required*

Certificate Programs

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

Business Analyst Certificate (16 quarter credit hours):

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)*

**Required*

Business Analytics Certificate (16 quarter credit hours):

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/MSBA 659 Business Analytics (4)*

MIS/MSBA 663 Data Mining, Text 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 quarter credit hours):

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

MIS 656 Information Systems Security (4)*

MIS/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)*

MIS 657 Electronic Commerce (4)*

**Required*

Health Information Systems Management Certificate (16 quarter credit hours):

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

MIS 546 Systems Design and Analysis (4)*

MIS 648 Information Management in Health Care (2)*

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

MIS/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)*

MPH 602 Public Health System (4)*

**Required*

Information Security Certificate (16 quarter credit hours):

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/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)

**Required*

Information Systems Management Certificate (16 quarter credit hours):

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 quarter credit hours)

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

MIS 657 Electronic Commerce (4)

MIS /MSBA663 Data Mining, Text Mining and Business Intelligence (4)

MBA 626 Strategic Managerial Communications (4)

MBA 661 Marketing Management (4)*

MBA 670 Internet Marketing Communications (4)*

**Required*

Project Management Certificate (16 quarter credit hours):

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 Business Analytics with other graduate degree programs: M.S. in Business Analytics/M.S. in Management Information Systems; M.S. in Business Analytics/Master of Business Administration; and M.S. in Business Analytics/M.S. in Accountancy. 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.

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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, Graduate Business Administration Programs

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

Ricky Holman, J.D.
Assistant Professor and Chair, M.B.A. and M.S. in Accountancy Programs

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

Thomas Yu, Ph.D.
Assistant Professor

Academic Administrators:

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

Lecturers:

David Baker, M.B.A., CPA
Kim Beck M.B.A., CPA
Cyril V. Crane, M.B.A., CPA
David Dibblee, M.S.A., CPA, Professor Emeritus
John Frech, M.B.A., CPA
R. David Fulton, M.S., CPA, Senior Lecturer
Kenneth Hansen, J.D., Senior Lecturer
Tom Scott M.S., CPA
Martin Terpstra, M.S., CPA

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.

Course Substitutions and Waivers:

Course substitutions and waivers for foundation level courses may be determined by the M.S. in Taxation Department Chair/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 GPA taken within seven (7) years from the date of application to the M.S. in Taxation program may be eligible for a course substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience.

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 a regionally 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 Quarter Credit Hours:

MST 697 Consolidated Returns
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 GPA 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 quarter credit hours):

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

Department: Nursing and Health

Student Type: Graduate

Faculty:

Donna F. Borré, Ed.D., M.S.N, RN

Ed.D., Educational Leadership with a focus in Nursing, University Of Phoenix

M.S.N., Nurse Educator with a Clinical Specialty in Adult and Aging, Viterbo University

B.S.N., Viterbo University

Patricia Brown, D.N.P., M.S.N., APN, CNS, CCRN

Assistant Professor

D.N.P., Rush College of Nursing

M.S.N., Northern Illinois University

B.S.N., Andrews University

Margaret Delaney, M.S., RN, PNP-BC

Instructor

Pediatric Nurse Practitioner

M.S., DePaul University

B.S.N., Loyola University

Laura Holland, M.S.N., RN, CNE

Instructor

M.S.N., Lewis University

B.S.N., Marquette University College of Nursing

Deborah Lynn Jezuit, Ph.D., M.S., RN

Assistant Professor

Ph.D., Rush University

M.S., Purdue University

B.S.N., Ball State University

Margaret Kipta, M.S., RN, FNP-BC, CRNA

Instructor

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, Chair Department of Nursing and Health, 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 and Dean, College of Education and Health Services
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
M.S.N., Psychiatric Nursing, Rush University
B.S.N., Rush University

Elizabeth Ritt, Ed.D., M.S.N., RN, CNE, NEA-BC
Professor
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

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:

Marcella Atwater, PhD, MS, RN, PMHCNS-BC, CT
Ph.D., Capella University
M.S.N., Community and Mental Health Nursing, Hampton University
B.S.N., North Carolina A&T State University

Mary Bemker, D.N.Sc., M.S.N., RN
D.N.Sc., Community Mental Health Nursing, University of Alabama, Birmingham
M.S.N., Pediatric Nursing and School Health, University of Alabama, Birmingham
B.S.N., Spalding 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 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., M.S.N., RN, FNP-BC
Ph.D., Georgia State University
FNP, University of Tennessee
M.S.N., University of Evansville
B.S.N., Murray State University

Sarah Mutschlechner, D.N.P., M.S.N., RN, FNP-BC
D.N.P., Concordia University, Milwaukee
M.S.N., Family Nurse Practitioner, East Tennessee State University
B.S.N., University of Florida, Gainesville

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

Margaret Reneau, Ph.D., M.S.N., RN
Ph.D., Capella University
M.S.N., Drexel University
B.S.N., University of Illinois

Sherry Roper, Ph.D., M.S.N., RN
Ph.D., University of Tennessee
M.S.N., Pennsylvania State University
B.S.N., Pennsylvania 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

Therese Shipps, D.N.Sc., M.S.N., RN
D.N.Sc., Boston University
M.S.N., Boston University
B.S.N., St. Anselm's College

Debbie L. Simmons, D.N. P., M.S.N., RN
D.N. P., Systems Leadership, Rush University
M. S. N., Adult Primary Care Nurse Practitioner, Wayne State University
B.S.N., University of Detroit Mercy

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
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

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 or 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 ladder sequence. The M.S.N. program requires 36-39 semester credit hours of graduate coursework, which consists of 18 semester credit hours of foundation courses and 18-21 semester credit 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:

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 621 (3) Instructional Strategies in Nursing Practice (NE)
NRHL 622 (3) Professionalism and Executive Career Development (NEL)
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 in Nursing (B.S.N.) degree from a regionally accredited college or university.
- Attained a cumulative GPA of 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 score on the Test of English as Foreign Language (TOEFL) in accordance with the Graduate Catalog policy 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 an individual familiar with the applicant's competence in the practice of nursing and potential for successful graduate education.

Accepted students must meet health and safety requirements including selected immunizations and screening tests, CPR certification, flu shot, health insurance, and professional liability insurance. Additional requirements may be necessary as specified by the agency at which the clinical experiences are conducted. Documentation is submitted to a Department of Nursing and Health designated vendor. A one-time fee of \$35 is paid by the student upon activation of the document tracking account. Submission and approval of required documentation must be completed in accordance with established dates.

Accreditation

The Master of Science in Nursing at Benedictine University is accredited by the Commission on Collegiate Nursing Education (CCNE). The M.S.N. program is accredited through 2015. CCNE may be contacted at One Dupont Circle, NW, Suite 530, Washington D.C., 20036, (202) 887-6791.

Master of Science in Nutrition and Wellness

College: College of Science; National Moser Center for Adult Learning

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; M.P.H., Northern Illinois University

Academic Administrator:

Julie Moreschi, M.S., RD, LDN

Dietetic Internship Director

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

Lecturers:

Sheila Campbell, Ph.D., R.D.

Jan Dowell, M.S., M.H.S., CSSD, RD, LDN

David Grotto, M.S., RD, LDN

Deepa Handu, Ph.D., RD, LDN

Teresa Pangan, Ph.D., RD, LD

Monica Pawasarat, M.S., RD, LDN, CNSC

Laurie Schubert, Ph.D., RD, LDN

Jodie Shield, M.Ed., RD, LDN

Mia Siomos, M.S., M.P.H., RD, LDN

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 (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.

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 two concentrations: Dietetic Internship or Health Education. 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 credit hours (approximately 43 semester credit hours) of graduate coursework, which consists of:

- 38 quarter credit hours of required Nutrition and Wellness Foundation
- 26 quarter credit hours of coursework in a concentration: Dietetic Internship; Health Education or Nutrition Entrepreneurship.

Nutrition and Wellness Foundation (38 quarter credit hours):

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 644 (4) Advanced Metabolism: Lipids and Carbohydrates
NTR 647 (2) Advanced Metabolism: Proteins
MPH 632 (4) Public Health Education
MPH 511 (4) Biostatistics

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NTR 694 (2) Applied Data Analyses
NTR 697 (4) Research I
NTR 698 (4) Research II

Starting the Program - Prerequisite Degree and Courses:

Applicants with a bachelor degree in a life science (e.g., biology, nutrition or dietetics, nursing, health, exercise physiology) or physical science (e.g., chemistry, biochemistry) are best prepared. Students with other degrees will be considered. All prospective students must have completed all the pre-requisite courses prior to acceptance into this program.

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. Applicants should have a minimum 3.0/4.0 cumulative GPA and minimum score of 30th percentile in each of the three areas of the GRE: verbal, quantitative areas and analytical.

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 score of 30th percentile in each of the three areas of the GRE: verbal, quantitative and analytical. In addition, applicants should have a Didactic Program in Dietetics (DPD) Verification Statement, and minimum of 3.2/4.0 DPD GPA and minimum of 3.0/4.0 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

Dietetic Internship (26 quarter credit hours):

NTR 615 MNT Advanced Concepts and Outcome Measurement (4)
NTR 622 Case Studies in Dietetics (2)
NTR 624 Career Portfolio (2)
NTR 632 Counseling for Disordered Eating (2)
NTR 668 DI Clinical Review (1)
NTR 670 DI Orientation (1)
NTR 671 DI Foodservice (2)
NTR 672 DI Maternal and Child Nutrition (1)
NTR 673 DI ENP (1)
NTR 674 DI Community (1)
NTR 675 DI Clinical (3)
NTR 676 DI LTC/Sub Acute (2)
NTR 677 DI Nutrition Clinic Management (2)
NTR 678 DI Skills and Practice Competence (2)

Health Education (26 quarter credit hours):

NTR 530 Science of Sports Nutrition (4)

NTR 657 Nutrition Communications through Technology (4)

MPH 609 Cultural Context of Health Care (4)

Electives– select from among the following courses (14):

- MPH 601 Behavioral and Social Aspects of Public Health (4)
- MPH 602 Public Health System (4)
- MPH 604 Epidemiology (4)*
- MPH 605 Environmental Health (4)
- MPH 607 Community Health Analysis (4)*
- MPH 634 Public Health Education Programs and Skills (4)*
- NTR 686 Health Education Internship (4)*
- MGMT 552 (2) or MGMT 579 (2)

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 quarter credit hours required) from the M.P.H. program: MPH 601, MPH 609, MPH 632, and one of the following MPH 634 or MPH 664. A minimum GPA of 3.0 in certificate applicable coursework is required to receive a certificate.

Nutrition Entrepreneurship (26 quarter credit hours):

MBA 559 Entrepreneurship (4)

NTR 657 Nutrition Communications through Technology (4)

MBA 622 Creativity and Innovation in Business (4)

NTR 658 Venture Planning in Nutrition (4)

MGMT 552 Leadership (2)

Electives - select from among the following courses (8):

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

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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 quarter credit hours required) from the Business department. Courses may not be offered each quarter.

Certificate Program in Nutrition Entrepreneurship:

Nutrition Entrepreneurship Certificate Courses (16 quarter credit hours):

MBA 559 Entrepreneurship (4)

NTR 657 Nutrition Communications through Technology (4)

MBA 622 Creativity and Innovation in Business (4)

NTR 658 Venture Planning in Nutrition (4)

A minimum GPA 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

Department: Public Health

Student Type: Graduate

Faculty:

Georgeen Polyak, Ph.D.

Department Chair and Associate 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.

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.

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

Joseph Roche, M.Ed.

Introduction:

The mission of the M.P.H. program at Benedictine University is to provide a high quality, competency-based, and accessible educational experience which 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.

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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, biological, behavioral and social aspects of public health, environmental health, 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 credit 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.

Core (Foundation) Courses (48 Quarter 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 (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 Biological Aspects of Public Health (4)
MPH 662 Management of Health Services Organizations (4)

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Certificate Programs

Required Courses:

Health Management and Policy certificate (16 quarter credit hours)

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 (4)

OR

MPH 680 The Business of Healthcare (4)

OR

MPH 694 Grantwriting for Public Health (4)*

Emergency Preparedness certificate (16 quarter credit hours)

MPH 605 Environmental Health (4)

MPH 650 Emergency Preparedness and Planning (4)

MPH 654 Psychology and Sociology of Disasters (4)

MPH 656 Emergency Response and Recovery (4)

Health Education and Promotion certificate (16 quarter credit hours)

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 (4)

OR

MPH 694 Grantwriting for Public Health (4)*

Epidemiology certificate (16 quarter credit hours)

MPH 511 Biostatistics (4)

MPH 604 Epidemiology (4)

MPH 604 Research Methods in Public Health (4)

MPH 696 Applied Epidemiology (4)

MPH 694 Grantwriting for Public Health will be applied to only one certificate.

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/apply, 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 of 2.75 or higher, 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
 - 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 GPA 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

Sandra Flowers

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.

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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" (NGSS) and the "Common Core Framework for K-12 Science Education."
- Model the use of the eight science and engineering practices promoted in the NGSS
- 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 credit 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 Business Analytics

Overview

The M.S. in Business Analytics/M.S. in Accountancy dual degree combines an in-depth understanding of U.S. accounting practices and concepts of the M.S.A. Program with in-depth technical expertise in business analytics. 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 quarter credit hours.

Curriculum

M.S. in Accountancy/M.S. in Business Analytics core (88 quarter credit hours)

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 541 Analytical Tools for Management Decisions (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/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)
MIS 674 Database Management Systems (4)
MIS 683 Project Management (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

Program Electives

M.S. in Business Analytics electives (8 quarter credit hours)

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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 Business Analytics 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 Business Analytics resources. Accountancy and 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) 829-6205 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.S. in Business Analytics

Overview:

The M.B.A./M.S. in Business Analytics dual degree combines the comprehensive business core of the M.B.A. with the in-depth technical expertise in business analytics. 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 Business Analytics program requires 96 quarter credit hours.

Curriculum:

M.B.A./M.S. in Management Information Systems core (80 quarter credit hours)

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/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text Mining and Business Intelligence (4)
MIS 683 Project Management (4)
MIS 674 Database Management Systems (4)
MSBA 685 Data Visualization (24)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

Program Electives:

M.S. in Business Analytics electives (12 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 Business Analytics 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./Business Analytics resources. M.B.A. and 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) 829-6205 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.

M.S. in Business Analytics/M.S. in Management Information Systems

Overview:

The M.S. in Business Analytics/M.S. in Management Information Systems dual degree combines the technical expertise of both business analytics and information technology. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.S. in Business Analytics/M.S. in Management Information Systems program requires 96 quarter credit hours.

Curriculum:

M.S. in Business Analytics/M.S. in Management Information Systems core (64 quarter credit hours)

MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 541 Analytical Tools for Management Decisions (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Data Mining, Text Mining and Business Intelligence (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)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

Program Electives:

M.S. in Business Analytics electives (16 quarter credit hours)

M.S. in Management Information Systems electives (16 quarter credit hours)

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 Business Analytics or M.S. in 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 Business Analytics/ M.S. in Management Information Systems resources. Business Analytics and M.S. in 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.

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 quarter credit hours.

M.S. in Accountancy/M.S. in Management Information Systems core curriculum (86 quarter credit hours):

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/MSBA 663 Data Mining, Text 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 quarter credit hours.

M.B.A./M.S. in Management and Organizational Behavior core curriculum

(64 quarter credit hours):

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 quarter credit hours)
M.S. in Management and Organizational Behavior concentration (12 quarter credit hours)
Other electives (8 quarter credit hours)

Starting the Program:

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

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 quarter credit hours.

M.B.A./M.S. in Management Information Systems Core Curriculum (76 quarter credit hours):

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 quarter credit hours)
M.B.A. electives (4 quarter credit hours)

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 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 credit hours or 96 quarter credit hours.

M.Ed./M.S. in Management and Organizational Behavior core curriculum (56 semester credit hours/96 quarter credit hours; EDUC credits in parentheses are semester-hours; MGMT credits are quarter credit 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)*

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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 quarter credit hours.

M.S. in Management Information Systems /M.S. in Management and Organizational Behavior core curriculum (58 quarter credit hours):

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 quarter credit hours)

M.S. in Management and Organizational Behavior Electives (18 quarter credit hours)

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 quarter credit hours.

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)

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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 quarter credit hours 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 quarter credit hours.

M.P.H./M.S. in Management and Organizational Behavior core curriculum (64 quarter 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 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 quarter credit hours

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 quarter credit hours. M.P.H. core courses require grades of "A" or "B."

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

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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 quarter credit hours. 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 MPH 690. 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 and M.P.H. Capstone (84 quarter 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 (4)
MPH 604 Epidemiology (4)
MPH 605 Environmental 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 632 Public Health and Health Education (4)
MPH 662 Management of Health Services Organizations (4)
MPH 690 Supervised Field Internship in Public Health (6)
NTR 621 Obesity: Theory and Practice Applications (4)
NTR 625 Complementary Nutrition Therapies (4)
NTR 629 Health and Wellness Research Planning (4)
NTR 633 Advanced Nutrition Topics in Micronutrients (2)
NTR 644 Advanced Metabolism: Lipids and Carbohydrates (4)
NTR 645 Advanced Metabolism: Proteins (2)
NTR 694 Applied Data Analyses (2)
NTR 697 Research I (4)
NTR 698 Research II (4)

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 quarter credit hours):

NTR 615 MNT Advanced Concepts and Outcome Measurement (4)
NTR 622 Case Studies in Dietetics (2)
NTR 624 Portfolio and Professional Issues (2)
NTR 632 Nutrition Counseling for Disordered Eating (2)
NTR 668 DI Clinical Review (1)
NTR 670 DI Orientation (1)
NTR 671 DI Foodservice (2)
NTR 672 DI Maternal and Child Nutrition (1)
NTR 673 DI ENP (1)
NTR 674 DI Community (1)
NTR 675 DI Clinical (3)
NTR 676 DI LTC/SubAcute (2)
NTR 677 DI Nutrition Clinic Management (2)
NTR 678 DI Skills and Practice Competence (2)

Health Education Concentration (12 quarter credit hours):

NTR 530 Science of Sports Nutrition (4)
NTR 657 Nutrition Communication through Technologies (4)
MPH or NTR electives (4)

Nutrition Entrepreneurship Concentration (18 quarter credit hours):

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

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 credit hours of graduate M.S.N. coursework and 42 quarter credit hours of graduate M.B.A. coursework 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 semester credit hours)
NRHL 502 Ethical and Culturally Competent Health Care Professional (3 semester credit hours)
NRHL 503 Evidence Based Nursing Practice: Research and Process Improvement (3 semester credit hours)
NRHL 504 Health Care Informatics and Emergent Technologies (3 semester credit hours)
NRHL 505 Health Care Policy and Advocacy (3 semester credit hours)
NRHL 506 Quality Improvement and Safety in Health Care Systems (3 semester credit hours)

M.S.N. Nurse Executive Leader concentration:

NRHL 620 Building Effective Communication and Relationships (3 semester credit hours)
NRHL 622 Professionalism and Executive Career Development (3 semester credit hours)
NRHL 624 Advance Knowledge of Health Care Systems (3 semester credit hours)
NRHL 626 Nursing Leadership and Systems Thinking (3 semester credit hours)
NRHL 628 Financial Management and Resource Allocation in Health Care (3 semester credit hours)
NRHL 635 Evidence-Based Nursing Practice Capstone Project (3 semester credit hours)

M.B.A. Foundation:

MBA 500 Financial Accounting (4 quarter credit hours)
MBA 510 Economics (4 quarter credit hours)
MBA 539 International Business (4 quarter credit hours)
MBA 541 Analytical Tools for Management Decisions (4 quarter credit hours)

M.B.A. Managerial Process:

MBA 611 Managerial Economics (4 quarter credit hours)
MBA 630 Operations Management (4 quarter credit hours)
MBA 651 Financial Management (4 quarter credit hours)
MBA 661 Marketing Management (4 quarter credit hours)
MBA 671 Strategic Management (4 quarter credit hours)
MBA 683 Project Management (4 quarter credit hours)
MGMT 581 Team Building (2 quarter credit hours)

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

Lecturers:

Nancy Bentley, Ph.D.

Loyola University

Julie Bjorkman, Ph.D.

Benedictine University

Gary Davis, Ph.D.

University of Iowa

Tamara Korenman, Ph.D.

Kansas State University

Sarah Malone, Ph.D.

Benedictine University

John Minogue, D.Min.

St. Mary of the Lake Seminary

Antonina Lukenchuk, Ed.D.

Northern Illinois University

Stephen Nunes, Ed.D.

Florida State University

Cassandra Sheffield, Ed.D.
Benedictine University

Amanda Turner, Ph.D.
Florida State University

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. Online 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. Tuition covers all required courses during the scheduled time for completion of the program. It does not include costs for internship travel and meeting fees. Students who extend their completion for graduation beyond the time announced and scheduled for their cohort will be assessed an additional University doctoral maintenance fee.

There is a six year limit to complete the Ed.D. program. After that, the student must apply for admission and start the program over from the beginning.

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 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 765 Organizational Strategy and Student Services (3)
- HEOC 775 Emerging Technologies (3)
- HEOC 803 Dissertation Seminar: Dissertation Research (3)
- HEOC 805 Curriculum Planning and Evaluation (3)
- HEOC 815 Teaching and Learning (3)
- HEOC 825 Quantitative Research and Mixed Designs (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: Management and Organizational Behavior

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., Ph.D., Director

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

Ramkrishnan V. Tenkasi, Ph.D., 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, Ph.D., 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 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 50-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 quarter credit hours of foundation courses. It is the expectation that students complete the program within 3 years. With faculty approval, a student may request up to two more years to complete the dissertation however the student would incur additional tuition costs. 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)

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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

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Ms. Kathleen Dannemiller, Dannemiller Tyson Associates
Dr. Christopher Fernandez, Magnetrol International Inc.
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. 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. Gina Hinrichs, Hinrichs Consulting
Dr. David Jamieson, University of St. Thomas
Ms. Judith Katz, The Kaleel Jamison Consulting Group
Dr. Robert Keidel, University of Pennsylvania, Wharton School
Dr. Angela Keister, Allstate Insurance
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
Mr. 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. Dawn Neuman, The Boeing Company
Dr. Ellen O'Connor, Stanford University;
Chronos Associates
Dr. Greg Oldham, Tulane University
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

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Dr. A. B. Rami Shani, California Polytechnic State University
Dr. Jacqueline Stavros, Lawrence Tech University
Dr. Jeffrey Swallow, Magnetrol International Inc.
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
Ms. Janine Waclawski, PepsiCo Inc.
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. Henry Williams, Purdue University North Central
Dr. Richard Woodman, Texas A&M University
Dr. Christopher Worley, University of Southern California, Marshall School of Business
Dr. Dale Zand, New York University

International Distinguished Visiting Scholars:

Dr. 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

Anchor Faculty:

Marie Di Virgilio, Ph.D.

Change Management Strategies, Inc.

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

Distinguished Visiting Scholars:

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

Bruce J. Avolio, Ph.D., University of Washington

Richard Boyatzis, Ph.D., Case Western Reserve University

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

Kim Cameron, Ph.D., University of Michigan

Anjan Chakravartty, Ph.D., University of Notre Dame

Yochi Cohen-Carash, Ph.D., CUNY

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

Mary Gentile, Ph.D., Babson College

Leigh Hafrey, Ph.D., MIT

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

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

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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
L. Hunter Lovins, J.D., Natural Capitalism Solutions
Rodney Ludema, Ph.D., Georgetown University, Chief Economist of the U.S. Department of State
G. Thomas Lumpkin, Ph.D., Syracuse University
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
Bill Pasmore, Ph.D., Columbia University, Teachers College
Ronald Riggio, Ph.D., Claremont McKenna College
Abraham Shani, Ph.D., California Polytechnic State University
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 credit hours over three years. Students typically complete eight quarter credit 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
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

FACULTY DIRECTORIES

College of Business Faculty Directory

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

Ricky M. Holman, J.D., Assistant Professor, 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 Emeritus, 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, Values-Driven Leadership (1998)

B.A., 1982, Calvin College

Ph.D., 1996, Case Western Reserve University

Kevin Lynch, Ph.D., Leadership Executive-in-Residence/Associate Professor (2012)

B.B.A., 1980, Baylor University

M.B.A., 1982, University of Illinois

Ph.D., 2011, Benedictine 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, Values-Driven Leadership (2013)

B.A., 1974, Whitworth College

M.A., 1975, Whitworth College

Ph.D., 1979, Purdue University

Barbara Ozog, Ph.D., Professor, Management 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

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

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

Patricia Brown, D.N.P., M.S.N., APN, CNS, CCRN, Assistant Professor, Nursing (2014)

B.S.N., 1982, Andrews University

M.S.N., 1988, Northern Illinois University

D.N.P., 2003, Rush College of Nursing

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 (MPH) (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

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

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 (MPH) (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

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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., RN, 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
M.S., 1994, Rush University
D.N.P., 2010, Rush University

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., RN, CCHC, 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. Cepelcha, 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

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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

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)
LTCL, 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)

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

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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

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 Emeritus, 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 Emeritus, 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

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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 Emeritus, 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

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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 Tsiftis, 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 Emeritus, 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

National Moser Center for Adult Learning 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

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., RN, 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

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

The information contained on this page is from the 2014-2015 Graduate Catalog and is valid until August 1, 2015.

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., RN, 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

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)

B.S., 1981, University of Illinois at Urbana-Champaign

M.B.A., 1987, Indiana University

Teresa A. Saner, M.A., 1995, Associate Professor, Mathematics (1997)

B.A., 1993; M.A., 1995, St. Louis University

Lynette D. Shaw-Smith, M.A., 1988, Associate Professor, English (1997)

B.A., 1983, MacMurray College

M.A., 1988, University of Missouri

Steven D. Stowers, M.S., Associate Professor, Mathematics (1995)

B.A., 1989, Carleton College

M.S., 1991, University of Illinois at Urbana-Champaign

Marianne K. Stremsterfer, M.A., Assistant Professor, Art (2006)

B.A., 1975, Sangamon State University

M.A., 2010, Benedictine University

Deanna L. Tebrugge, M.A., Assistant Professor, Saint Louis University, Mathematics (2011)

B.A., 1993; M.A., 1995, Saint Louis University

† Deceased

ADMINISTRATION

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ben.edu

BENEDICTINE UNIVERSITY SPRINGFIELD BRANCH CAMPUS

1500 North 5th St.
Springfield, IL 62702
Phone: (217) 718-5000
Fax: (217) 525-1497
ben.edu/springfield

BENEDICTINE UNIVERSITY NATIONAL MOSER CENTER FOR ADULT LEARNING

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Naperville, IL 60563
Phone: (877) 353-9622
adultenrollment@ben.edu
ben.edu/moser



Benedictine University is located in Lisle, Illinois just 25 miles west of Chicago, and has branch campuses in Springfield, Illinois and Mesa, Arizona. Founded in 1887, Benedictine provides 55 undergraduate majors and 16 graduate and four doctoral programs. *The Chronicle of Higher Education* ranked Benedictine as the No. 1 fastest-growing campus in the country among private nonprofit doctoral institutions between 2002-2012. *Forbes* magazine named Benedictine among "America's Top Colleges" for the fourth consecutive year in 2014.



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