# Benedictine University

Graduate Catalog → *2015-2016*

# Benedictine University®

## Graduate Catalog Table of Contents

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**Benedictine University**®

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

# 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 on Collegiate Nursing Education, the Accreditation Council for Dietetic Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, the Council on Education for Public Health, the Illinois State Board of Education, Illinois State Board of Education Teacher Certification Section and the Organization Development Institute. The University's Bachelor of Science in Chemistry program is approved by the American Chemical Society.

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, Illinois Association of Colleges of Teacher Education, Illinois Association for Teacher Education in Private Colleges, National Collegiate Athletic Association, Illinois Association of College Admissions Counselors, National Association of College Admissions Counselors, Association for Gerontology in Higher Education, National League for Nursing, American Association of Colleges of Nursing 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 regular degree and vocational licenses by the Arizona State Board for Private Postsecondary Education to offer programs in Arizona.

Benedictine University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Benedictine University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

# 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog*
*and is valid until August 1, 2016.*

# 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 "The Rule of St. Benedict" written in the early sixth century for monks. 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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 decision-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 3-quarter-credit-hour lecture course, for example, meets three hours per week for 10 weeks.

For courses taught in the accelerated, online/blended delivery, or other non-standard format, one quarter credit hour consists of no less than 25 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 measures student achievement of learning objectives is 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 3-semester-credit-hour lecture course, for example, meets three hours per week for 15 weeks.

For courses taught in the accelerated delivery, online/blended delivery, or other non-standard format, one semester credit hour consists of no less than 38 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 credit 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 credit hours in the M.A.Ed. Special Education track, 40 semester credit 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 master's 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 information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

## 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 GPA to remain in good academic standing. Any student whose cumulative GPA 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 GPA is at least 3.0. Students participating in a dual degree program must maintain an overall GPA that meets the requirements of both programs. GPAs 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-plus credit hours

IMPORTANT NOTE: Above are Benedictine 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 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 Office of the Registrar or use MyBenU by logging into BenU Connect at ben.edu/BenUConnect. Students have until the day prior to the second day of class to drop the class. For online classes, students have the

end of the Thursday of the first week of class to drop the class. Students who withdraw on or after the second class (and prior to the last day to withdraw), or on or after the Friday of the first week of class for online classes, 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 GPA. 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: 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

## 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 pprovost 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 pprovost and vice president for aacademic affairs. This recommendation should include the GSBA's rationale for the decision.
5. Immediate notification of the recommendation to all interested parties.

*The information contained on this page is from the 2015-2016 Graduate Catalog*
*and is valid until August 1, 2016.*

6. After consideration of the recommendation from the GSBA, the pprovost and 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:

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 withhold 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 Office of the Registrar, within 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 32-38 of this catalog. Information concerning athletic program participation may be obtained from the Athletics Department in the Rice Center on the Lisle 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://ben.edu/police/upload/Lisle-Annual-Security-Report-2014-FINAL.pdf
Annual Fire Safety Report on Student Housing: http://ben.edu/police/upload/Lisle-Fire-Report-2014-Final.pdf

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Springfield Branch Campus**
Annual Security Report: http://ben.edu/police/upload/Springfield-Annual-Security-2014.pdf

**National Moser Center for Adult Learning**
Annual Security Report: http://ben.edu/police/upload/Moser-Annual-Security-Report-2014-FINAL.pdf

**Bellwood Learning Center**
Annual Security Report: http://ben.edu/police/upload/Bellwood-Security-Report-2014-FINAL.pdf

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 ADMISSIONS 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 credit hours or 9 semester credit hours 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

Courses taken as a 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 course selection. Hours earned in a certificate program can be applied toward a graduate degree at the time of acceptance. A minimum GPA of 3.0 in certificate applicable coursework is required to receive a certificate. Students may count a maximum of 16 quarter credit hours or 9 semester credit hours 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 nonrefundable application fee.
- Official transcripts from all colleges and universities previously enrolled.
- Proof of U.S. baccalaureate degree from a regionally accredited college or university or equivalent.
- Official ECE (Educational Credential Evaluators ece.org/) evaluation or official Educational Perspectives Evaluation (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).

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

- Personal Interview (may be required of some programs).
- Math requirement (determined by program).
- At any time, the Office of Admissions reserves the right to test the English writing and speaking skills of any incoming graduate student if circumstances warrant it. If asked, students must complete an in-house English Assessment and/or be asked to submit an official TOEFL score. Those students who do not demonstrate English proficiency will be conditionally admitted pending successful completion of ADG (Academic Discourse Graduate) coursework. ADG coursework must be completed within the first two quarters of the student's graduate career. The purpose of ADG coursework is to help the student improve their academic endeavors and language proficiency skills.

## International Admissions

All prospective graduate 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 have 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 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 form 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

Admissions applications, document instructions and general University information can be obtained from the Office of International Programs and Services (IPS) by calling (630) 829-6342 or emailing ips@ben.edu

1. Benedictine University's International Graduate Application for Admission.
2. A nonrefundable application fee payable by personal check or money order of $40.
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 U.S. baccalaureate degree or equivalent.
6. Official evaluation of all non-U.S. credentials completed by Educational Credential Evaluators (ece.org) or Educational Perspectives (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 completed. Students applying for the Master of Science in Nutrition and Wellness program

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

      may be required to submit an evaluation from another organization. Please contact the Office of International Programs and Services if you are interested in this program.

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 form if applicable.
8. Letters of reference from persons who know the applicant from a professional or academic perspective.
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 IPS 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 and F or J visa: Proof of Health Insurance.
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 IPS 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 IPS 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 include all documentation required for the visa application. IPS 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 student 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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
  - o 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
  - o 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
  - o 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
  - o 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 Office of International Programs and Services (IPS) 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 to 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

## 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.

## 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 the Office of 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: 78
- 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 GPA and overall academic performance.
- Completing one year or more of academic coursework at a U.S. 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.

Benedictine University reserves the right to test the English writing and speaking skills of all incoming undergraduate and graduate students if circumstances warrant it. Where indicated by in-house testing, students may be placed in additional courses in English for Academic Purposes 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 Educational Credential Evaluators, Inc. (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 United States, contact one of the following:
- 1-800-GRE-Call or ets.org/gre
- 1-800-GMAT-Now or mba.com
- 1-800-622-3231 (MAT) or milleranalogies.com
- 001-847-869-7700 (TOEFL) or ets.org/toefl

## International Programs and Services Policies and Procedures
All international students are required to attend an orientation as part of the academic experience. Participation in orientation is mandatory and the 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# How to Apply to the National Moser Center for Adult Learning Programs

The Adult Accelerated Graduate Programs through the National Moser Center for Adult Learning were created to best serve the needs of adult and returning students who are 22 years of age and older. Admissions requirements vary by program type, and generally require at least two years of full-time work experience.

Admission is based on a review of each student's total academic and extracurricular record. It is necessary for some applicants to complete additional materials or come to the University for further assessment. The Admissions philosophy is to select students who will perform successfully in our academic programs and become active members of the University community. Requests for admission are considered without regard to the applicant's race, religion, gender, age, national origin or disability.

### 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 this 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.

### Endorsement Programs

Students seeking an endorsement are not considered degree seeking and therefore are not eligible for financial assistance. Endorsement 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. A minimum GPA of 3.0 in endorsement coursework is required

### Adult Accelerated Graduate Application Materials

Send all materials to the appropriate regional National Moser Center for Adult Learning location (Naperville/Bellwood learning centers or Springfield branch campus). A personal interview with an admissions counselor is generally advisable and occasionally required. Official transcripts bearing the signature of the registrar and the institutional seal may be issued by mail from the institution to the National Moser Center or official electronic transcripts can be sent directly from the issuing institution to adultenrollment@ben.edu. Consideration for admission will take place when all the necessary information is received.

### Admissions Requirements for U.S. Citizens and U.S. Residents
- Graduate Application for Admission.
  - Apply or download an application online.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

- o   Request a hard copy application by contacting us at (877) 353-9622 or adultenrollment@ben.edu.
- $40 one-time non-refundable application fee.
- Submit official transcripts directly from all colleges and universities previously enrolled.
- Proof of U.S. baccalaureate degree or equivalent.
- Official Educational Credential Evaluators (ece.org) evaluation or official Educational Perspectives Evaluation (edperspective.org/benedictine) of any foreign country transcripts, if applicable. Report requirements vary by program, please contact the National Moser Center Enrollment Office 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 the application is received.
- Professional resume meeting work experience requirement (varies by program).
- Essay statement of career and academic goals.
- Copy of valid Illinois Professional Educator License (M.Ed. and ESL/Bilingual Endorsements only).
- Personal Interview (may be required of some programs).
- Acknowledgment Form (M.Ed. and E.S.L./Bilingual Endorsements only)

## How to Apply to Benedictine University Online

The quickest and easiest way to apply to Benedictine University's online degree programs is through our online application. You can apply for all of Benedictine's programs at https://admissions.learntoday.info/Benedictine.aspx.

If you would prefer to fill out a paper copy, please contact us at (866) 295-3104 to speak to a Program Manager who can supply you with an application.

You can pay the application fee online. **Please note that this fee is non-refundable.** Benedictine has established the Economic Hardship Application Fee Waiver program to assist applicants that are financially burdened by the application fee for an online program. Interested applicants are encouraged to contact their Program Manager for details.

If you still have questions, please call us at (866) 295-3104 to speak with one of our Program Managers, or request info at online.ben.edu.

**Online Admissions Checklists**
Visit http://online.ben.edu/admissions/checklist for your specific program admissions checklist.

# 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 2015-2016

### Tuition and Fees

#### Graduate
Quarter Tuition (per credit hour): $650
Semester Tuition (per credit hour): $950
Audit (no credit) Tuition (per credit hour): $650-$950
Certificate Programs Tuition (per credit hour): $650
Online Master of Science in Nursing (M.S.N.) Tuition (per credit hour): $650

#### Doctoral
Doctor of Business Administration in Values-Driven Leadership (per credit hour) Cohort 3: $1,187.50
Doctor of Business Administration in Values-Driven Leadership (per credit hour) Cohort 4: $1,250
Doctor of Education (per credit hour) Cohort 9: $940
Doctor of Education (per credit hour) Cohort 10: $990
Online Doctor of Education (per credit hour): $990
Doctor of Philosophy in Organization Development (per credit hour) Cohorts 10 and 11: $1,093.75
Doctor of Philosophy in Values-Driven Leadership (per credit hour) Cohort 3: $1,187.50
Doctor of Philosophy in Values-Driven Leadership (per credit hour) Cohort 4: $1,250

#### Administrative Service Charges
Administrative Fee: $250
Application Fee (Graduate): $40
Application Fee (Doctoral): $50
Certification Fee: $25
Graduation Fee: $125
Insufficient Funds (NSF) Fee: $25
Duplicate Diploma Fee: $25
Diploma Red Cover: $10

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

Enrollment Deposit: $125
Express Transcript Mailing (per address): $30
Late Payment Fee: $100
Placement Test Posting Fee: $10
Special Examination: $5
Electronic Transcript Fee: $5
Paper Transcript Fee: $10

# National Moser Center for Adult Learning Chicago and Suburbs 2015-2016

## Tuition and Fees

### Online
Online Master of Business Administration (M.B.A.) Tuition (per credit hour): $650
Online Master of Public Health (M.P.H.) Tuition (per credit hour): $650
Online Master of Science (M.S.) in Management and Organizational Behavior Tuition (per credit hour): $650
Online Master of Science (M.S.) in Nutrition and Wellness Tuition (per credit hour): $650
Online Master of Education (M.Ed.) Tuition (per credit hour): $620
Online Doctor of Education (per credit hour) Cohort 11: $940
Online Doctor of Education (per credit hour) Cohort 12: $990

### Adult Accelerated Graduate Learning Teams
Master of Business Administration (M.B.A.) Tuition (per credit hour): $510
Master of Education (M.Ed.) in Reading and Literacy Tuition (flat rate): $10,000*
English as a Second Language (ESL)/Bilingual Endorsement Tuition (per credit hour): $330

* Newly enrolled students may be eligible for a flat tuition rate. Flat rate eligibility requires a minimum class size enrollment at a partner-provided, on-site location.

### Administrative Service Charges
Administrative Fee: $250
Application Fee (Graduate): $40
Application Fee (Doctoral): $40
Certification Fee: $25
Graduation Fee: $125
Insufficient Funds (NSF) Fee: $25
Duplicate Diploma Fee: $25
Diploma Red Cover: $10
Enrollment Deposit: $125
Express Transcript Mailing (per address): $30
Late Payment Fee: $100
Placement Test Posting Fee: $10
Special Examination: $5
Electronic Transcript Fee: $5
Paper Transcript Fee: $10

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

## National Moser Center for Adult Learning Central Illinois 2015-2016

**Tuition and Fees**

### Graduate
Master of Business Administration (M.B.A.) Tuition (flat rate): $10,000*
Master of Science (M.S.) in Management and Organizational Behavior Tuition (per credit hour): $510
Master of Education (M.Ed.) in Reading and Literacy Tuition (flat rate): $10,000*
English as a Second Language (ESL)/Bilingual Endorsement Tuition (per credit hour): $330

### Doctoral
Doctor of Philosophy in Organization Development (per credit hour) Cohort 3: $1,031.25
Doctor of Philosophy in Organization Development (per credit hour) Cohort 4: $1,093.75

* Newly enrolled students may be eligible for a flat tuition rate. Flat rate eligibility requires a minimum class size enrollment at a partner-provided, on-site location.

**Administrative Service Charges**
Administrative Fee: $250
Application Fee (Graduate): $40
Application Fee (Doctoral): $40
Graduation Fee: $125
Insufficient Funds (NSF) Fee: $25
Certification Fee: $25
Duplicate Diploma Fee: $25
Diploma Red Cover: $10
Enrollment Deposit: $125
Express Transcript Mailing (per address): $30
Late Payment Fee: $100
Placement Test Posting Fee: $10
Special Examination: $5
Electronic Transcript fee: $5
Paper Transcript fee: $10

## Payment Options
Payments made by personal check, business check or online by ACH will be subject to a 14 day hold to allow for clearance of funds. This hold will not be lifted until 14 days have passed, regardless of your scheduled registration date. Any holds on your account must be satisfied before registration for the upcoming term will be allowed.

If you have questions regarding an outstanding balance or a financial hold on your account, please contact the Student Accounts Office at (630) 829-6503.

**Tuition and fees are incurred at the time of registration. For ALL programs (with the exception of the Flat Rate programs), payment of tuition, fees and housing charges is due seven (7)**

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**calendar days after the first day of class unless the balance is covered by financial aid or set up on a payment plan through TuitionPay (see below). Tuition for the Flat Rate programs is due PRIOR to the start of your program, unless the full balance of the program will be covered by financial aid or through your employer via direct billing (see #5 below).**

Tuition is due by the tuition due date whether or not a bill has been received. If a student has not received a bill, they may contact Student Accounts to determine the required amount due or they may view their account online at ben.edu/MyBenU.

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 ben.edu/MyBenU from any on-campus computer or access MyBenU via BenUConnect from off-campus. Instructions on how to make an online payment are found at 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 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 five, four or three 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 two 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 nine monthly payments toward their tuition balance for the entire ESL program. Balances must be paid in full prior to the end of the program.

      TuitionPay website: 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 Office of Student Accounts at 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 Office of Student Accounts so that the University 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'sTuitionPay, a single tuition payment plan due at the end of the term (plus approximately a one-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 three courses for the fall semester, you must include tuition charges for all three courses (minus financial aid) to avoid a 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 the Office of Student Accounts showing your eligibility in your employer's tuition assistance plan and then enroll in the employer reimbursement plan through TuitionPay at [tuitionpaymentplan.com/ben](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 that 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 one-month grace period) with proper documentation from their employer. **For example**, your fall session 1 course begins August 31 and ends October 25. You would send the Office of 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 [tuitionpaymentplan.com/ben](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 that 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.*

4. **Third Party Payment Authorization/Direct Company Billing**
The Student Accounts Office will bill a third party (an organization, business or agency) for any and all charges on a student's account, if a valid authorization from the third party sponsor is

received on or before the beginning of the course/term. Benedictine will send an invoice to the third party after the add/drop period. Payment is due upon receipt of the invoice and is not contingent upon the student successfully completing the course. All authorized and non-authorized charges not paid for by the third party will be the responsibility of the student.

5. **Flat Rate Programs ($10K M.B.A./M.Ed.)**
   Tuition is due in full prior to the start of your program, unless the full balance will be covered by financial aid or will be paid by a third-party directly to Benedictine. Students can arrange with the Student Accounts Office at the main campus to direct bill your employer for your courses with your employer's written approval. All related documentation must be provided to the Student Accounts Office prior to the start of your program.
   - *Direct Company Billing:* If student/employer provides a letter from the employer to Student Accounts indicating that the student is eligible for 2 years Tuition Assistance, Benedictine will temporarily credit the student account for $10K and bill employer for first 6 courses ($5K). Then, at the beginning of the following calendar year, Benedictine will bill the employer for the next 6 courses ($5K). We are also able to provide invoices which indicate the tuition cost per credit hour, should the employer so require for direct billing.
   - *Employer Reimbursement:* If the student has employer reimbursement (not direct company billing), the student is expected to pay up front for the total cost of the program (either through financial aid or out-of-pocket).

   **Upon the student's request, Benedictine can prepare an itemized receipt for the student's completed (and paid) courses that he/she may provide to his/her employer for reimbursement. If the student provides a written request, along with documentation of his/her eligibility in their employer's tuition assistance/reimbursement program, Benedictine can provide these receipts to the student on a quarterly basis.

   ****Failure to meet options 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.
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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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.

| Tuition Refund Timetable | | | | |
|---|---|---|---|---|
| Refund per dropped course | Traditional Programs Fall/Spring Terms | Traditional Programs Summer Term | Moser Center Learning Teams and Next Generation Programs | Online Programs (all states except Wisconsin and Maryland) |
| **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 |

Students residing in Wisconsin, who are admitted into an online program, will receive refunds in accordance with the following policy. A student who withdraws or is dismissed after attending at least one class, but before completing 60 percent of the instruction in the current enrollment period, shall be entitles to a prorated refund, as calculated below:

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

| Online Programs Tuition Refund Policy for Wisconsin Residents | |
|---|---|
| Proportion of Total Course, Program or Term Completed as of Date of Withdrawal | Tuition Refund |
| 1-9% | 90% |
| 10-19% | 80% |
| 20-29% | 70% |
| 30-39% | 60% |
| 40-49% | 50% |
| 50-59% | 40% |
| 60% or more | No Refund |

Students residing in Maryland, who are admitted into an online program, will receive refunds in accordance with the following policy. A student who withdraws or is dismissed after attending at least one class, but before completing 61 percent of the instruction in the current enrollment period, shall be entitles to a prorated refund, as calculated below:

| Online Programs Tuition Refund Policy for Maryland Residents | |
|---|---|
| Proportion of Total Course, Program or Term Completed as of Date of Withdrawal | Tuition Refund |
| Less than 10% | 90% |
| 10-19% | 80% |
| 20-29% | 60% |
| 30-39% | 40% |
| 40-60% | 20% |
| More than 60% | No Refund |

## 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 8 quarter or 6 semester credit hours and half-time is a minimum of 4 quarter or 3 semester credit 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 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 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 postponed while the student is enrolled at least half-

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 GPA requirement of this policy prior to receipt of financial aid.

### IV. Satisfactory Academic Progress Policy for Financial Aid Recipients

Satisfactory Academic Progress includes three criteria:
1. Academic standing based on the student's cumulative GPA;
2. The student's progress toward 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 hours x .67 = 8 credit hours).; and
3. Complete their degree requirements within 150 percent of the required hours to complete their degree. For example, a student enrolled in a master's 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

## V. Satisfactory Academic Progress Review Process

Satisfactory Academic Progress for traditional graduate students is reviewed on an annual basis, typically at the end of the spring term. Satisfactory Academic Progress for online graduate students is reviewed twice annually, at the end of the fall and spring sessions. Satisfactory Academic Progress for learning team graduate 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 (SAP) 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 SAP; what has changed in the student's situation that would allow the student to demonstrate SAP 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 SAP 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 SAP standards by a specific point in time.

Probation: If a student fails to meet SAP requirements 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 SAP. It is the student's responsibility to contact the Office of Financial Aid to request a review of his/her SAP 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 a "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.

### Leave of Absence Policy

An Academic leave of absence (LOA) is a process that allows 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 Financial Aid leave of absence (LOA), for Return of Title

IV funds purposes is a temporary interruption in a student's program of study" (Federal Student Aid Handbook, vol.5 p 10).

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

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

**Request for Multiple Leaves of Absence**
The Financial Aid Office may grant multiple leaves at different times as long as all of the leaves added together do not exceed 180 days in a 12-month period. If students request a leave of absence that exceeds 180 days in a 12-month period the Office of Financial Aid will contact and advise the student that the request is denied and the student will need to officially withdraw from the program.

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

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

**Failure to Return**
If a student does not return from an approved leave of absence on the expected return date, the student will be considered as withdrawn from the University and a Return of Title IV Funds calculation will be processed. For more information, please see the section titled Return of Title IV funds on our financial aid web page under the Consumer Information tab: ben.edu/financial-aid/consumer.cfm.

**Student Requirements**
*Traditional Student Requirements*
Traditional students should work with their academic advisor in order to lessen any academic ramifications. The University Withdrawal/Leave of Absence form will be completed through the advisor and must indicate the date the student plans to return to the University. Even though the academic department may approve a leave for longer than 180 days; federal regulations dictate that financial aid recipients must return within 180 days or they will be considered withdrawn. See the section beginning with "Failure to Return" for more information.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

*Non-traditional Student Requirements*
Non-traditional students requesting a financial aid leave of absence must complete and sign an official Financial Aid Leave of Absence 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.

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 academic advisor can request and submit the student's request to the Appeals Committee for approval. Unforeseen circumstances may include medical and family emergencies, unexpected business travel and natural disasters. 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 the Office of Financial Aid and the student's academic record will be adjusted accordingly.

## Return of Title IV Funds Policy

Federal Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which assistance is awarded.  If a student who received Title IV funds withdraws, either officially or unofficially, on or before completing the payment period, the Office of Financial Aid is required to recalculate and review the student's eligibility for the financial aid.

**Students Subject to this Policy**
All students currently receiving federal funds are subject to this policy.

**Financial Aid Programs Included Under this Policy**
All Title IV Federal financial aid programs are subject to this policy. This includes:
1.  Federal Direct Unsubsidized Stafford Loan
2.  Federal Direct Subsidized Stafford Loan
3.  Federal Perkins Loan
4.  Federal Direct PLUS Loan
5.  Federal Direct Graduate PLUS Loan
6.  Federal Pell Grant
7.  Federal Supplemental Educational Grant (SEOG)
8.  Iraq Afghanistan Service Grant

**Consequences of Withdrawing From Courses**
Withdrawing from courses may affect a student's financial aid award eligibility. Prior to withdrawing from courses, students are advised to speak with their financial aid counselor and academic advisor.

**Financial Consequences of Withdrawing:**
Financial aid is awarded to assist with educational expenses for the length of an entire payment period. If a Title IV recipient withdraws prior to completing 60 percent of the payment period, the Office of Financial Aid must determine how much of the federal funding was "earned" up to the time of withdrawal. This review and recalculation is called a "Return of Title IV Aid" (R2T4).

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

If the recalculation determines the student did not earn all of the funds that were disbursed, the excess aid received must be returned to the federal government within 45 days of the date of the student's withdrawal. The Office of Financial Aid will notify the student of the return of funds.

If the student previously received a refund from financial aid, the student may be required to return a portion of those funds to the University.

Title IV funds that must be returned to the government may create a balance due to the University.

**Number of Weeks a Student Must Complete to Earn Financial Aid for Each Payment Period**
The following chart represents the approximate number of weeks for each program type students need to complete to retain all aid that was disbursed for the payment period (minimum of 60 percent of the payment period).

| Program | Payment Period | 60% Completion |
|---|---|---|
| Traditional Undergraduate Semester | 16 weeks | 10 weeks |
| Traditional Graduate Semester | 16 weeks | 10 weeks |
| Traditional Graduate Quarter | 10 weeks | 6 weeks |
| Online Undergraduate Semester Session | 8 weeks | 5 weeks |
| Online Graduate Semester Session | 8 weeks | 5 weeks |
| Online Graduate Quarter Session | 8 weeks | 5 weeks |
| Doctoral Semester | 16 weeks | 10 weeks |
| Doctoral Quarter | 10 weeks | 6 weeks |
| Cohort Undergraduate Semester | 15 weeks | 9 weeks |
| Cohort Graduate Semester | 15 weeks | 9 weeks |
| Cohort Graduate Quarter | 15 weeks | 9 weeks |
| Alternative Certificate Program | 15 weeks | 9 weeks |
| Adult Undergraduate | 16 weeks | 10 weeks |

**Determination of Withdrawal Date**
*Official Withdrawal:*
A withdrawal is considered to be an "official" withdrawal when the student completes an official withdrawal form through their academic advisor or verbally notifies the Office of Financial Aid.

Or, on a weekly basis the Office of Financial Aid runs a report to identify students who have withdrawn from their courses but have not completed an official withdrawal form. The counselor then uses the date indicated on the report as the official date of withdrawal.

*Unofficial Withdrawal:*
- A withdrawal is considered to be an "unofficial" withdrawal when the student stops attending classes, and does not withdraw from those classes or notify the University. In these circumstances, the withdrawal date is based on the student's last academic activity (i.e. took an exam, submitted a term paper, etc.). If the date is unknown, the withdrawal date will be the midpoint or 50 percent of the payment period.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

- If the student could not notify the University of their intent to withdraw because of extenuating circumstances (illness, accident, grievous personal loss or other circumstances beyond student's control), the withdrawal date used will be based on documentation related to the event once the Office of Financial Aid is notified.
- If a student does not return from an approved leave of absence (LOA) or does not indicate a date of return less than 180 days on the LOA form, the withdrawal date will be the student's last day of attendance prior to the beginning of the LOA and a Return of Title IV funds will be calculated.

**Students with all Failing Grades**
Most academic programs at Benedictine do not require monitoring of student attendance. For Title IV recipients, Federal regulations state if a student fails to earn a passing grade in at least one course within the payment period, the institution must assume that the student has unofficially withdrawn unless there is documentation that the student completed the period.

**Reinstatement/Re-award**
A student may have their financial aid reinstated or re-awarded after a Title IV calculation has been processed once the student returns to the University.

**Definitions for Financial Aid Purposes**
A Leave of Absence (LOA): For all students, a leave of absence is a process designed to allow students to interrupt their academic program for a limited period of time during which the student is considered to have an active status with the University.

**Post-Withdrawal Disbursement**
Funds that a student is eligible to receive but were never disbursed prior to the last day of attendance.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University

**ACADEMIC CALENDARS**

# 2015-2016
# Master Academic Calendar
## Doctoral and Graduate Quarter (QTR) and Online Programs

### Graduate Quarter Programs

Accountancy

Business Administration

Business Analytics

Clinical Psychology

Finance

Leadership

Management Information Systems

Management and Organizational Behavior

Nutrition and Wellness

Public Health

Taxation

### Doctoral Quarter Programs

Organization Development

Values-Driven Leadership

## FALL 2015

**August**

| | | |
|---|---|---|
| 31 | Mon | Online Session 1 BEGINS |

**September**

| | | |
|---|---|---|
| 3 | Thur | End of add/drop course changes and late registration for Online Session 1 |
| 7 | Mon | Labor Day; no QTR classes; all offices closed. |

**October**

| | | |
|---|---|---|
| 5 | Mon | FALL QTR BEGINS |
| 15 | Thur | Application for March and June 2016 graduation degree/certificate recipients due |
| 18 | Sun | Last day to withdraw from Online Session 1 classes |
| 25 | Sun | Online Session 1 ENDS |
| 26 | Mon | Online Session 2 BEGINS |
| 29 | Thur | End of add/drop course changes and late registration for Online Session 2 |

**November**

| | | |
|---|---|---|
| 2 | Mon | Winter/Spring 2016 registration begins |
| 25-27 | Wed-Fri | Thanksgiving Break; no QTR classes. |
| 26-27 | Thur-Fri | Thanksgiving Holiday; all offices closed. |

**December**

| | | |
|---|---|---|
| 13 | Sun | FALL QTR ENDS; last day to withdraw from Online Session 2 classes. |
| 19 | Sat | Commencement Convocation |
| 20 | Sun | Online Session 2 ENDS |
| 24-25 | Thur-Fri | Christmas Holidays; all offices closed. |
| 31 | Thur | December degree conferral |

## WINTER 2016

**January**

| | | |
|---|---|---|
| 1 | Fri | New Year's holiday; all offices closed. |
| 11 | Mon | WINTER QTR and Online Session 3 BEGIN |
| 14 | Thur | End of add/drop course changes and late registration for Online Session 3 |
| 15 | Fri | Application for August 2016 graduation degree/certificate recipients due |
| 18 | Mon | Celebration of Rev. Dr. Martin Luther King Jr. Day; no QTR classes; all offices open. |

**February**

| | | |
|---|---|---|
| 28 | Sun | Last day to withdraw from Online Session 3 classes |

**March**

| | | |
|---|---|---|
| 1 | Tues | Summer 2016 registration begins |
| 6 | Sun | Online Session 3 ENDS |
| 15 | Tues | Application for December 2016 graduation degree/certificate recipients due |
| 20 | Sun | WINTER QTR ENDS |
| 21-27 | Mon-Sun | Spring break; no QTR classes; all offices open. |
| 25-27 | Fri-Sun | Good Friday, Saturday and Easter; all offices closed. |
| 31 | Thur | March degree conferral |

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University

# 2015-2016 Master Academic Calendar

## Doctoral and Graduate Quarter (QTR) and Online Programs

### Graduate Quarter Programs

Accountancy

Business Administration

Business Analytics

Clinical Psychology

Finance

Leadership

Management Information Systems

Management and Organizational Behavior

Nutrition and Wellness

Public Health

Taxation

### Doctoral Quarter Programs

Organization Development

Values-Driven Leadership

## SPRING 2016

### March
| | | |
|---|---|---|
| 7 | Mon | Online Session 4 BEGINS |
| 10 | Thur | End of add/drop course changes and late registration for Online Session 4 |
| 28 | Mon | Easter Monday; SPRING QTR BEGINS; QTR classes in session; all offices closed. |

### April
| | | |
|---|---|---|
| 4 | Mon | Fall 2016 registration begins |
| 24 | Sun | Last day to withdraw from Online Session 4 classes |

### May
| | | |
|---|---|---|
| 1 | Sun | Online Session 4 ENDS |
| 2 | Mon | Online Session 5 BEGINS |
| 5 | Thur | End of add/drop course changes and late registration for Online Session 5 |
| 14 | Sat | Commencement Convocation |
| 30 | Mon | Memorial Day; no QTR classes; all offices closed. |

### June
| | | |
|---|---|---|
| 5 | Sun | SPRING QTR ENDS |
| 19 | Sun | Last day to withdraw from Online Session 5 classes |
| 26 | Sun | Online Session 5 ENDS |
| 30 | Thur | June degree conferral |

## SUMMER 2016

### June
| | | |
|---|---|---|
| 13 | Mon | SUMMER QTR BEGINS |
| 27 | Mon | Online Session 6 BEGINS |
| 30 | Thur | End of add/drop course changes and late registration for Online Session 6 |

### July
| | | |
|---|---|---|
| 4 | Mon | Independence Day; no QTR classes; all offices closed. |

### August
| | | |
|---|---|---|
| 14 | Sun | Last day to withdraw from Online Session 6 classes |
| 21 | Sun | SUMMER QTR and Online Session 6 END |
| 31 | Wed | August degree conferral |

## LATE SUMMER INTERIM 2016

### August
| | | |
|---|---|---|
| 29 | Mon | LATE SUMMER INTERIM QTR BEGINS |

### October
| | | |
|---|---|---|
| 2 | Sun | LATE SUMMER INTERIM QTR ENDS |

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

# 2015-2016 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 2015

**August**

| | | |
|---|---|---|
| 31 | Mon | FALL GSEM and Online Session 1 BEGINS |

**September**

| | | |
|---|---|---|
| 3 | Thur | Opening Liturgy; no GSEM classes between 10:45 a.m. and 1:30 p.m.; all offices open; end of add/drop course changes and late registration for Online Session 1. |
| 7 | Mon | Labor Day; no GSEM classes; all offices closed. |
| 28 | Mon | Last day to file application for Fall 2015 Teacher Education program |

**October**

| | | |
|---|---|---|
| 15 | Thur | Application for May 2016 graduation degree/certificate recipients due |
| 18 | Sun | Last day to withdraw from Online Session 1 classes |
| 25 | Sun | Online Session 1 ENDS |
| 26 | Mon | Online Session 2 BEGINS |
| 29 | Thur | End of add/drop course changes and late registration for Online Session 2 |

**November**

| | | |
|---|---|---|
| 2 | Mon | Spring 2016 registration begins |
| 13 | Fri | Last day to file application for Spring 2016 pre-clinicals |
| 25-27 | Wed-Fri | Thanksgiving Break; no GSEM classes. |
| 26-27 | Thur-Fri | Thanksgiving Holiday; all offices closed. |

**December**

| | | |
|---|---|---|
| 13 | Sun | Last day to withdraw from Online Session 2 classes |
| 14-18 | Mon-Fri | GSEM Fall official final exam period |
| 19 | Sat | Commencement Convocation |
| 20 | Sun | FALL GSEM and Online Session 2 END |
| 24-25 | Thur-Fri | Christmas Holidays; all offices closed. |
| 31 | Thur | December degree conferral |

## SPRING 2016

**January**

| | | |
|---|---|---|
| 1 | Fri | New Year's Holiday; all offices closed. |
| 11 | Mon | Online Session 3 BEGINS; end of add/drop course changes and late registration for Online Session 3. |
| 15 | Fri | Application for August 2016 graduation degree/certificate recipients due |
| 18 | Mon | Celebration of Rev. Dr. Martin Luther King Jr. Day; no GSEM classes; all offices open. |
| 19 | Tues | SPRING GSEM BEGINS |
| 29 | Fri | Last day to file for Fall 2016 pre-clinicals |

**February**

| | | |
|---|---|---|
| 28 | Sun | Last day to withdraw from Online Session 3 classes |
| 29 | Mon | Last day to file application for Spring 2016 Teacher Education program |

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

# 2015-2016 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 | Tues | Summer 2016 registration begins |
| 6 | Sun | Online Session 3 ENDS |
| 7 | Mon | Online Session 4 BEGINS |
| 10 | Thurs | End of add/drop course changes and late registration for Online Session 4 |
| 15 | Tues | Application for December 2016 graduation degree/certificate recipients due |
| 18 | Fri | Last day to file for Spring 2017 Student Teaching |
| 21-27 | Mon-Sun | Spring break; no GSEM classes; all offices open. |
| 25-27 | Fri-Sun | Good Friday, Saturday and Easter; no GSEM classes; all offices closed. |
| 28 | Mon | Easter Monday; GSEM classes in session; all offices closed. |

### April

| | | |
|---|---|---|
| 4 | Mon | Fall 2016 registration begins |
| 24 | Sun | Last day to withdraw from Online Session 4 classes |

### May

| | | |
|---|---|---|
| 1 | Sun | Online Session 4 ENDS |
| 9-13 | Mon-Fri | GSEM spring official final exam period |
| 14 | Sat | Commencement Convocation |
| 15 | Sun | SPRING GSEM ENDS |
| 30 | Mon | Memorial Day; all offices closed; no GSEM classes. |
| 31 | Tues | May degree conferral |

## SUMMER 2016

### May

| | | |
|---|---|---|
| 2 | Mon | Online Session 5 BEGINS |
| 5 | Thur | End of add/drop course changes and late registration for Online Session 5 |

### June

| | | |
|---|---|---|
| 6 | Mon | SUMMER GSEM BEGINS |
| 19 | Sun | Last day to withdraw from Online Session 5 classes |
| 26 | Sun | Online Session 5 ENDS |
| 27 | Mon | Online Session 6 BEGINS |
| 30 | Thur | End of add/drop course changes and late registration for Online Session 6 |

### July

| | | |
|---|---|---|
| 4 | Mon | Independence Day; no GSEM classes; all offices closed. |

### August

| | | |
|---|---|---|
| 14 | Sun | SUMMER GSEM ENDS; last day to withdraw from Online Session 6 classes. |
| 21 | Sun | Online Session 6 ENDS |
| 31 | Wed | August degree conferral |

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# STUDENT SERVICES

## Library

The Benedictine University Library strives to provide the resources for all academic and research needs. Providing access to more than 110 databases, 300,000 books and eBooks, 96,000 journals, 56,000 streaming videos and helpful librarians seven days a week, we are here to assist you in-person and online.

The Benedictine University Library directly supports the academic mission of the University through selecting, curating, creating, preserving and providing anytime access to digital and physical resources and through providing the finest in-person and virtual support and services to all of our regional and global Library constituents. 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 300,000 books (print and electronic).
- Access to more than 96,000 periodicals (print and electronic).
- 56,000 streaming videos.
- More than 110 different databases in a variety of subject areas, most accessible from off campus.
- Instructional Materials Collection - juvenile books, teacher's kits, curriculum resources.
- Copies of all theses and dissertations completed at Benedictine University and George Williams College.
- State of Illinois Documents Depository.
- Archives and Special Collections.

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

Consortium affiliations:
- Consortium of Academic and Research Libraries in Illinois (CARLI)
- Catholic Research Resource Alliance
- Center for Research Libraries
- LIBRAS

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

## Lisle Campus
*Career Development*
The Career Development Center 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 by choice. The Career Development Center offers a wide range of services to accommodate different needs, at different times for different transitional career support.

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

Visit the Career Development Center in the Krasa Student Center, Room 010 or contact career@ben.edu or (630) 829-6040 to schedule an appointment with one of our career counselors today.

*Campus Ministry*
Campus 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 are invited to get involved with the wide variety of opportunities we have to offer! Whether you are 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 Dining Room, the Coal Ben and the Kindlon Coffee Shop are managed by Sodexo Campus Services and Food Services at Benedictine University.

*Barnes and Noble at Benedictine University*
You can purchase new or used textbooks and other required supplies from the University's bookstore, Barnes & 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 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 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 operates 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 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

*Career Development/Internship Placement*
Career Development Center 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 be either non-credit or credit bearing. Complete an application with career development if you are interested in participating in an internship.

# 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 ben.edu/campus_resources/student_life_complaints_satisfaction_form.cfm.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

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

**Note for students residing in Arizona:** If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board's mailing address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, its telephone number is (602) 542-5709, and its website address is www.azppse.gov.

**Note for students residing in Maryland:** Benedictine University is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. Complaints should be directed to: Maryland Attorney General
Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
410-528-8662 or 888-743-0823 (toll free)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# ACADEMIC PROGRAMS - GRADUATE

## Master of Arts (M.A.) in Linguistics

**College**: College of Liberal Arts

**Department**: Languages and Literature

**Student Type**: Graduate

**Faculty**:
Sandra Gollin Kies, Ph.D. Associate Professor
Olga Lambert, Ed.D. Associate Professor

**Description:**
The Master of Arts (M.A.) 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 English as a Second Language (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 semester credit hours of traditional 15-week courses and labs, plus 4-8 semester credit hours of individual, supervised research and writing for the master's thesis. Note: Credit hours for each course total 4 semester credit hours. Graduate-level courses that are listed as 3 semester credit hours in the catalog are those that are cross listed with undergraduate courses. An additional 1 semester credit hour lab session is added to each of these 3 semester credit hour courses for graduate students. The completion of the thesis can be extended by an additional 4 semester credit hours if needed.

**M.A. with TESOL Concentration:**

***Required Courses (total 20-24 semester credit hours)***
    LING 501 Introduction to Linguistics (3 semester credit hours) plus LING 511 (1 hour lab)
    LING 502 Second Language Acquisition (3 semester credit hours) plus LING 512 (1 hour lab)
    LING 503 Materials and Methods for teaching ESL (3 semester credit hours) plus LING 513 (1 hour lab)
    LING 504 Assessment of ESL and Bilingual students (3 semester credit hours) plus LING 514 (1 hour lab)
    LING 599 Thesis (4 semester credit hours)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

### *Electives (Choose 3) Total: 12 semester credit hours*
LING 505 Sociocultural Studies in ESL (3 semester credit hours) plus LING 515 (1 hour lab)
LING 506 World Englishes (3 semester credit hours) plus LING 516 (1 hour lab)
LING 507 Modern English (3 semester credit hours) plus LING 517 (1 hour lab)
LING 508 Style (3 semester credit hours) plus LING 518 (1 hour lab)
LING 520 Research Methods: TESOL (4 semester credit hours)
LING 521 TESOL and the Adult Learner (4 semester credit hours)
LING 522 Issues in Second Language Writing (4 semester credit hours)
LING 523 English for Specific Purposes (4 semester credit hours)

### **M.A. in Linguistics with Literary Studies Concentration:**

### *Required Courses (total 24-28 semester credit hours)*
LING 501 Introduction to Linguistics (3 semester credit hours) plus LING 511 (1 hour lab)
LING 507 Modern English (3 semester credit hours) plus LING 517 (1 hour lab)
LING 509 Literatures and Issues in Translation (3 semester credit hours) plus LING 519 (1 hour lab)
LING 530 Research Methods: Context Studies (4 semester credit hours) plus
LING 599 MA Thesis (4 semester credit hours)

### *You must also choose from <u>one</u> of the following required courses:*
LING 508 Style (3 semester credit hours) plus LING 518 (1 hour lab)
LING 535 Critical Theory/Global Literary Theory (3 semester credit hours) plus LING 545 (1 hour lab)
LING 537 Advanced Literary Studies in a Language Other than English (3 semester credit hours) plus LING 547 (1hour lab)

### *Electives (Choose 2) Total: 8 semester credit hours*
LING 502 Second Language Acquisition (3 semester credit hours) plus LING 512 (1 hour lab)
LING 505 Sociocultural Studies in ESL (3 semester credit hours) plus LING 515 (1 hour lab)
LING 522 Issues in Second Language Writing (4 semester credit hours)
LING 523 English for Specific Purposes (4 semester credit hours)

Successful completion of the Master's 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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 Department Chair, Graduate Business Administration

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 Administrator:**
Courtney Hatcher, B.A., Associate Director
Krista Huba, B.S., Program Manager

**Lecturers:**
David Baker, M.B.A., CPA
Brian Blazina, M.B.A.
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
Chris Fernandez, Ph.D.
Daryl Franklin, Ph.D.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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.
Richard Magner, Ph.D., Senior Lecturer
John Malec, M.A., Senior Lecturer
Edmund M. Manrique, M.S., M.B.A.
William G. Payne, M.S.
Phil Perillo, M.B.A., CPA
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 P. Taylor, M.S., MPH
Martin Terpstra, M.S., CPA
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 more than 35 years, Benedictine's 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Learning Goal for the Master of Business Administration (M.B.A.):**
Upon completion of 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., M.B.A./M.S. in Business Analytics, M.B.A./J.D. with John Marshall Law School)

**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 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 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

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 quarter credit hours 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 analytics, 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 quarter credit hours 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 quarter credit hours 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 quarter credit hours 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 of Adult and Professional Studies including the Mesa, AZ and Springfield, IL 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.

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

The electives in the Learning Team program do not lead to a specific concentration. Concentrations may be added via additional coursework upon advisement.

**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./Master of Public Health, M.B.A./M.S. in Accountancy, M.B.A./M.S. in Nursing, M.BA./M.S. in Business Analytics and M.B.A./J.D. with John Marshall Law School. 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 Department of Graduate Business Administration 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 <u>unique</u> 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 Grade Point Average 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 of the M.B.A. Programs, basic skills in computer software programs (such as knowledge of Microsoft Word and PowerPoint) and spreadsheet (Microsoft Excel) development are required. Course specific software may also be required such as SPSS statistical software and Bloomberg financial software. Most classes require significant written and verbal presentations. Completion of case analysis by teams is frequently required to enhance your skills in team effectiveness and professional presentations. Ability to work in teams is required.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 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 GPA 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 quarter credit hours 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 <u>all</u> 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.

## <u>M.B.A. Concentrations</u>

**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 quarter credit hours from the list below:

MBA 504 Corporate Accounting Theory and Practice I (4)
MBA 506 Corporate Accounting Theory and Practice II (4)
MBA 512 Federal Income Taxation (4)
MBA 513 Auditing Theory and Practice (4)
MBA 515 Advanced Accounting (4)
MBA 545 Business Law (4)
MBA 603 Cost Analysis, Profit Planning and Control (4)
MBA 604 Theory and Practice of Financial Reporting (4)
MBA 605 Tax Influences on Decision Making (4)

MBA 606 Forensic Accounting (4)
MBA 607 Fraud Examination (4)
MBA 608 Fraud and the Legal Environment (4)
MBA 609 Computer Fraud (4)
MBA 614 Auditing and Assurance I (4)
MBA 615 Auditing and Assurance II (4)
MBA 616 Information Systems Auditing (4)
MBA 617 Internal Auditing (4)
MBA 620 International Accounting (4)
*Note that if MBA 545 is chosen by the student as a required course it cannot apply to the concentration.

**Business Analytics:**
The Business Analytics concentration leverages information technology and business thinking to turn data into actionable intelligence. The concentration is designed for students who have an interest in quantitative methods, exploring and uncovering relationships through data analysis and using data to solve business problems. You may earn this concentration by selecting 12 or more credits from the list below, including the asterisked course:

MIS/MSBA 659 Business Analytics (4)*
MIS 674 Database Management Systems (4)
MIS/MSBA 663 Machine Learning (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 quarter credit hours 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 quarter credit hours 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

selecting 12 or more quarter credit hours from the list below, including at least one of the two asterisked courses:

MBA/MIS 657 Electronic Commerce (4)
MIS 655 Computer and Network Systems Security (4)*
MIS 656 Information Systems Security (4)*
MIS/MSBA 663 Machine Learning (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 quarter credit hours 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 quarter credit hours from the list below:

MBA 532 Organization Development (4)*
MBA 544 Introduction to Business Law (4) or MBA 545 Business Law (4)
MBA 582 Conflict Management (2)
MBA 626 Strategic Business Communication (4)
MBA 634 Strategy, Structure and Decision Making (4)
MGMT 557 Organizational Culture (2)
MGMT 558 Services Management (2)
MGMT 579 Training and Development Overview (2)
MGMT 583 Organizational Assessment (2)
MGMT 593 Process Consultation (2)
*Required

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 quarter credit hours from the list below:

MBA 641 Management of Information Technology (4)*
MIS/MBA 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 Machine Learning (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 quarter credit hours 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/MSBA 663 Machine Learning (4)
MBA/MIS 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 quarter credit hours from the list below:

MBA 626 Strategic Business Communications (4)
MBA/MIS 657 Electronic Commerce (4)
MBA 670 Internet Marketing Communications (4)
MIS/MSBA 663 Machine Learning (4)

**Internet Marketing** (available through Online M.B.A. program only):
Learn the most effective web marketing tactics and strategies through the Internet Marketing certificate. This certificate delivers continually updated instruction designed to develop your proficiency with current marketing tools. The result is a real-world curriculum that powers your Internet marketing career right now. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. You may earn this concentration by selecting 12 or more quarter credit hours 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 quarter credit hours 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 quarter credit hours (students must successfully complete one of the two asterisked 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 quarter credit hours 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 or organizational behavior as it relates to the individual, effective team building sills, conflict management and resolution, as well as skills to effectively management the financial side of projects. This concentration is earned by selecting 12 or more quarter credit hours 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 quarter credit hours 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 Curriculum 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 in Accounting. Courses should be taken in the order listed:

*Certificate in Accounting:*
MBA 500 Financial Accounting (4)
MBA 504 Corporate Accounting Theory and Practice I (4)
MBA 506 Corporate Accounting Theory and Practice II (4)
MBA 512 Federal Income Taxation (4)

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

MBA 513 Auditing Theory and Practice (4)
MBA 603 Cost Analysis, Profit Planning and Control (4)
MBA 604 Theory and Practice of Financial Reporting (4)
MBA 605 Tax Influences on Decision Making (4)

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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):**
The 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 quarter credit hours selected from the courses listed below:

MBA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers*
MBA 510 Economics (4)*
MBA 520 Leadership and Business Ethics in a Global Environment (4)*
One other four-credit course (or two, two-credit courses) of your choice in the M.B.A., Management Information Systems, Management and Organizational Behavior or M.P.H. graduate programs.
*Required*

**Certificate in Derivatives Trading (16 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 manage their own portfolios. Courses may not be offered each quarter so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Students are required to complete 16 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:

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

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/MIS 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):**
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/MIS 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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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/MSBA 663 Machine Learning (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 Online M.B.A. program only):**
The vanguard of marketing, sales and advertising is online. Learn the most effective web marketing tactics and strategy through the Internet Marketing Concentration of Benedictine's online Master of Business Administration (MBA). This concentration delivers continually updated instruction designed to develop your proficiency with real-world marketing tools. Classes are updated as new online marketing strategies and tools emerge, and outdated tactics are phased out. The result is a real-time curriculum that powers your Internet marketing career right now. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Students are required to complete 16 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 program 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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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:**
Patricia Braun, Ed.D.
Assistant Professor
B.A., M.A., Northern Illinois University; Ed.D. National Louis University

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

Gena Lewis, Ed.D., Assistant Professor, Education (2014)
B.A., Southern Illinois University; M.A., Ed.D., National Louis University

Kathleen Liace, Ed.D., Assistant Professor, Education (2014)
B.A., Southern Illinois University, M.A., University of Illinois Chicago
Ed.D., National Louis University

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

Cynthia Sedam
Director of Education, Springfield Campus
B.S., Texas Christian University; M.A., University of Illinois Springfield; Ph.D., Southern Illinois 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

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

**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. The School of Education offers two degree programs and three non-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 Licensure in elementary, secondary or special education (Learning Behavior Specialist I) and prepares people to become teachers in these areas. The second degree program, the Master of Education (M.Ed.), prepares experienced educators for roles such as reading specialists or school administrators.

**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 license in elementary education; a second for those seeking a Type 09 teaching license 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 license. The program to teach Spanish is also a Type 10 (K-12) program.

Admission to a M.A.Ed. program is a two-step process. The first step is to be admitted at Benedictine University. The second step is to be admitted into the Teacher Education Program (TEP). The following is required to be admitted to Benedictine University:
- B.A. from a regionally accredited institution
- A minimum GPA for the BA of 2.75

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

- Three letters of support
- Passage of an Illinois approved test of basic skills
  - ACT + Writing of 22 or higher and a minimum score of 19 on the combined
- English/Writing at 1 test administration taken on the same date.
  - SAT composite score of 1030 (critical reading and math = 1030 or higher) and a minimum score of 450 on writing at 1 test administration taken on the same date.
  - Test of Academic Proficiency (TAP)

Requirements to be admitted to the Teacher Education Program is found below in the section entitled "Requirements – Teacher Education Program Application and Matriculation", Checkpoint 1.

**The M.A.Ed. Elementary Program (37 graduate semester credit hours)**

**Elementary track:**
120 clock-hours of practicum experiences
12 weeks of student teaching

Students in the Elementary Education (Grades 1-6) track also complete 71 semester credit hours of general education coursework to meet licensure 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. 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 licensure.

**The Curriculum**
EDUC 400 Preclinical Experience (1) Pre-requisite graduate course
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)
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)
EDUC 670 Student Teaching (6)
EDUC 699 Master's Thesis/Project (2)

*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.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**The M.A.Ed. Secondary Program (37 semester credit hours)**

**Secondary track:**
120 clock-hours of practicum experiences
12 weeks of student teaching

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

EDUC 400 Preclinical Experience (1)  Pre-requisite graduate course
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)
EDUC 531-536 Content Area Methods (with preclinical) (3)

Select one course from the following:
EDUC 531 Curriculum and Instructional Methods in Mathematics (3)
EDUC 532 Curriculum and Instructional Methods in English and Language Arts (3)
EDUC 533 Curriculum and Instructional Methods in Social Science (3)
EDUC 534 Curriculum and Instructional Methods in Science (3)
EDUC 535 Curriculum and Instructional Methods in Spanish K-12 (3)
EDUC 536 Curriculum and Instructional Methods in Business, Marketing and Computer
  Education (3)
EDUC 543 Middle School Philosophy, Curriculum and Instruction (with preclinical 443) (3)
EDUC 673 Student Teaching (6)
EDUC 699 Master's Thesis/Project (2)

*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)

*The information contained on this page is from the 2015-2016 Graduate Catalog*
*and is valid until August 1, 2016.*

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)

*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.*

**The M.A.Ed. Special Education Program (LBS 1) (57 semester credit hours)**

**Special Education track:**
205 clock-hours of practicum experiences
12 weeks of student teaching

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 licensure.

**The Curriculum**
EDUC 400 Preclinical Experience (1) Pre-requisite graduate course
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)
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 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

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

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

*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.*

**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.. Technology will be an integral part of their development through the use of LiveText as a part of their course work. Their preparedness to teach will also be demonstrated through passage of the Illinois Certification Testing System's (ICTS) Test of Academic Proficiency*, Content-Area Test, and Assessment of Professional Teaching Test. Finally, all must take the appropriate edTPA assessment. Effective Fall 2015, all must not only take the edTPA but also pass it as a requirement for licensure.

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. 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 licensure. 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:

**Program Checkpoints**

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 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.
- 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.
- Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in all Methods courses via LiveText.

Checkpoint 3: Admission into Student Teaching
- Successful completion of all requirements for Checkpoint #2.

Checkpoint 4: Completion of Student Teaching
- Successful completion of student teaching with a "B" or higher.
- Passage of edTPA

Checkpoint 5: Completion of Degree/Program Requirements
- No program deficiencies for licensure.
- 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 convictions.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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.)**
The School of Education at Benedictine University offers four M.Ed. programs. They are:
- M.Ed. in Reading and Literacy that also leads to entitlement as a Reading Specialist
- M.Ed. in Curriculum and Instruction
- M.Ed. in Special Education/Collaborative Teaching

**M.Ed. in Reading and Literacy**
The M.Ed. in Reading and Literacy is a 33 semester credit hour program that leads to entitlement as a Reading Specialist. Supported by the National Moser Center for Adult Learning, this program is offered in a blended adult-friendly format that combines the most effective aspects of face-to-face instruction with self-directed, internet-based learning.

The M.Ed. in Reading and Literacy, typically completed in 15-17 months, has field-based assignments in each course that link theory and practice. All courses and experiences are designed to meet the International Reading Association (IRA) standards. The program concludes with a semester-long practicum where students demonstrate that they have the knowledge, skills, and dispositions to be effective Reading Specialists.

Students enrolled in this program must have access to P-12 classrooms in order to complete required field experiences embedded throughout the program. In order to earn the M.Ed. in Reading and Literacy, all program requirements must be met. This includes the passage of all required state tests, including the Reading Specialist (176) test.

**Admission Requirements**
In order to be admitted into the M.Ed. in Reading and Literacy, the following criteria must be met:
- BA from a regionally accredited institution
- Minimum BA GPA 3.0
- Valid Professional Educator's License
- Minimum 2 years of full-time teaching
- If not already completed, must pass either
  - Test of Academic Proficiency (TAP)
  - ACT + writing with a minimum composite score = 22 and writing = 19
  - SAT Reading and Math minimum score = 1030 and writing = 450

**Curriculum**
EDUC 524 Literacy Development from P-12
EDUC 564 Content Area Literacy and Learning
EDUC 601 Cultural and Linguistic Diversity for ELLs and Bilinguals*
EDUC 567 Literacy and the ELL
EDUC 622 Theoretical Foundations of Literacy and Language
EDUC 602 Assessment for Diagnosis

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

EDUC 603 From Diagnosis to Instruction
EDUC 611 Literacy Coaching and Collaboration (overlaps with the first 5 weeks of EDUC 691
   Practicum II Capstone
EDUC 616 Curriculum Design and Instruction
EDUC 690 Practicum I Corrective Techniques and Interventions for Struggling Readers
EDUC 691 Practicum II Capstone (a 10 week course where the first 5 weeks overlap with
EDUC 611 Literacy Coaching and Collaboration

*EDUC 601 Cultural and Linguistic Diversity for ELLs and Bilinguals may also be transferred
into the ESL and Bilingual endorsement programs.

**Program Checkpoints**

Checkpoint1: Program Admission (see admission requirements listed above)

Checkpoint 2: Admission to EDUC 690 Practicum I
- Completion of minimum of 18 credit hours in the program
- Minimum GPA of 3.0
- Passage of the dispositional assessment
- Passage of APT (unless have already passed APT K-12)

Checkpoint 3: Admission to EDUC 691 Practicum II:  Capstone
- Completion of minimum of 24 credit hours in the program
- Minimum GPA of 3.0
- Passage of the dispositional assessment
- Successful completion of EDUC 690 Practicum I
- Passage of all key assessments in EDUC 690 Practicum I

Checkpoint 4: Program Completion
- Completion of 33 credit hours in the program
- Minimum GPA of 3.0
- Passage of the dispositional assessment
- Passage of all key assessments in EDUC 691 Practicum II:  Capstone
- Passage of the content area test for Reading Specialist (176)


**M.Ed. in Curriculum and Instruction***
This 33 semester credit hour program is designed for experienced teachers who already hold
professional licensure.

**Admission requirements**
- B.A. from a regionally accredited institution
- Minimum GPA from B.A. program of 2.75

**Curriculum**
EDUC 605 Ethics, Education and Social Change (3)
EDUC 640 Assessment Measures (3)
EDUC 610 Learning and Development (3)

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

EDUC 630 Research in Education (3)
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)
EDUC 699 Master Thesis/Project (2)

## M.Ed. in Special Education/Collaborative Teaching

This 33-34 semester credit hour program is recommended for experienced teachers who seek licensure as a special education teacher (LBS I).

### Admission requirements
- B.A. from a regionally accredited institution
- Minimum GPA from B.A. program of 2.75
- Hold a valid professional educator's license (PEL) for Early Childhood, Elementary Education, and/or Secondary Education

### Curriculum
EDUC 605 Ethics, Education and Social Change (3)
EDUC 640 Assessment Measures (3)
EDUC 610 Learning and Development (3)
EDUC 630 Research in Education (3)
EDUC 699 Master Thesis/Project (2)
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 and up to six semester hours of related coursework through Benedictine University's partnership with The Connecting Link.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

## Benedictine University®

<u>**Non-degree Programs**</u>
The School of Education, in partnership with the National Moser Center for Adult Learning, offers three non-degree programs. They are:
- English as a Second Language (ESL) that leads to the ESL endorsement
- Bilingual Education that leads to the Bilingual endorsement

**English as a Second Language (ESL endorsement***)*
This program consists of 18 semester credit hours of coursework along with 100 clinical hours that enable licensed teachers to obtain the additional state approval needed to receive an English as a Second Language Endorsement. Clinical hours are embedded in each course and provide practice for teachers to work with English Language Learners. This program is offered in a blended adult-friendly format that combines the most effective aspects of face-to-face instruction with self-directed, internet-based learning.

**Admission requirements**
- Hold a valid Illinois Professor Educator's License (PEL)

**Curriculum**
EDUC 601 Cultural and Linguistic Diversity for ELLs and Bilinguals
EDUC 604 Theoretical Foundations of Teaching ESL and Bilingual Education
EDUC 606 Linguistics for Education
EDUC 607 Methods and Materials for Teaching ESL
EDUC 609 Assessment of ESL and Bilingual Students
EDUC 613 Methods and Materials for Teaching Limited-English Proficient Students in Bilingual Programs

**Bilingual Education**
This program consists of 18 semester credit hours of coursework along with 100 clinical hours and passage of the Illinois language exam that enable licensed teachers to obtain the additional state approval needed to receive an endorsement in Bilingual Education. Clinical hours are embedded in each course and provide practice for teachers to work with English Language Learners. This program is offered in a blended adult friendly format that combines the most effective aspects of face-to-face instruction with self-directed, internet-based learning.

**Admission requirements**
- Hold a valid Illinois Professor Educator's License (PEL)

**Curriculum**
EDUC 601 Cultural and Linguistic Diversity for ELLs and Bilinguals
EDUC 604 Theoretical Foundations of Teaching ESL and Bilingual Education
EDUC 606 Linguistics for Education
EDUC 607 Methods and Materials for Teaching ESL
EDUC 609 Assessment of ESL and Bilingual Students
EDUC 613 Methods and Materials for Teaching Limited-English Proficient Students in Bilingual Programs

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Career Opportunities:**

*State of Illinois Reports Demand for Teachers and Other School Personnel*

Through 2018, it is estimated that Illinois will need more than 7,500 special and 41,000 regular education teachers. Historically, re-entries have filled just over 40 percent of teacher vacancies each year since the peak in 2008, so Illinois districts will need to hire about 16,400 re-entries and 24,600 first-time teachers over the next four years. In that same time period, Illinois is expected to need about 3,500 administrators and 4,000 other educators.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**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.

**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 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). It is the responsibility of the student to secure a site for the field placement.

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):**
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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Certificate Programs - Required Courses:**

## HEALTH MANAGEMENT and POLICY CERTIFICATE
**(16 quarter credit hours required)**

| | |
|---|---|
| MPH 602 Public Health System | 4 |
| MPH 610 Health Policy | 4 |
| MPH 662  Management of Health Services Organizations | 4 |

Select one of the following courses:
MPH 664 Marketing in Public Health or
MPH 680 The Business of Healthcare or
MPH 694 Grantwriting for Public Health*                          4

## EMERGENCY PREPAREDNESS CERTIFICATE
**(16 quarter credit hours required)**

| | |
|---|---|
| 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 required)**

| | |
|---|---|
| MPH 601 Behavioral and Social Aspects of Public Health | 4 |
| MPH 609 Cultural Context of Health | 4 |
| MPH 632 Public Health Education Methods | 4 |

Select one of the following courses:
MPH 634 Public Health Education Programs and Skills or
MPH 694 Grantwriting for Public Health*                          4

## EPIDEMIOLOGY CERTIFICATE
**(16 quarter credit hours required)**

| | |
|---|---|
| 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 information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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.

<u>Starting the Program</u>

*Admission to the M.P.H. degree program:*
Application to the M.P.H. program can be done online at www.ben.edu Graduate Application, or through the Benedictine University Admissions Office.

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

*The information contained on this page is from the 2015-2016 Graduate Catalog*
*and is valid until August 1, 2016.*

- o MPH 511 Biostatistics
- o MPH 601 Behavioral and Social Aspects of Public Health
- o MPH 602 Public Health System
- Applicants may be required to take a language/writing skills assessment.  Students will be required to complete successfully one or more Adult Discourse Graduate courses during the first term of enrollment based on the assessment.

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

### *Admission to the Dual Degree Programs:*
Applicants must meet the requirements for the M.P.H. degree program and also the requirements for the second degree program.

# Master of Science (M.S.) in 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 Department Chair, Graduate Business Administration

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 Administrator:**
Courtney Hatcher, B.A., Associate Director
Krista Huba, B.S., Program Manager

**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
Richard Magner, Ph.D., Senior Lecturer
John Ruther, M.B.A., CPA
Tom Scott M.S., CPA
Martin Terpstra, M.S., CPA
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*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

*our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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).

*The information contained on this page is from the 2015-2016 Graduate Catalog*
*and is valid until August 1, 2016.*

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 Grade Point Average of 3.0 or higher to apply toward the M.S. in Accountancy degree. All students entering into a certificate program must schedule an advising appointment with the M.S. in Accountancy program director before they initiate their first certificate course. Those students seeking an M.S. in Accountancy Certificate concurrently while working on the M.S. in Accountancy degree or post-degree completion should be aware that courses completed within the M.S. in Accountancy degree program cannot be applied to a certificate. Certificates are offered in the following areas: auditing, forensic accounting and taxation.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 Systems 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 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 Business Analytics

**College**: College of Business

**Department**: Graduate Business Administration

**Student Type**: Graduate

**Faculty**:
Ron P. Baiman, Ph.D.
Assistant Professor, 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, 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, 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, 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, Graduate Business Administration (2008)
B.S., 1971, Montana State University; M.S., 1973, Arizona State University; Ph.D., 1978, Texas A&M University

**Academic Administrator:**
Courtney Hatcher, B.A., Associate Director
Krista Huba, B.S., 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

Edwin J. Kocinski, M.B.A., Senior Lecturer
William H. Kuglich, M.S.
John Malec, M.A., Senior Lecturer
Edmund M. Manrique, M.S., M.B.A.
William G. Payne, M.B.A.
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 in management and technology. 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

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 credit hours 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. Finally, project management and a capstone project course are required.

The student has a choice of a wide range of elective courses. These topics include forensic accounting, fraud examination, fraud and the legal environment, computer fraud, and information systems auditing. Other electives include business and economic forecasting, operations management, supply chain management, and strategic managerial communications. Electronic

commerce and decision support and knowledge-based systems courses are available, as are courses in organizational behavior and team building. Independent study and internship opportunities are also available.

Our courses are scheduled so that a student may complete the program in two years as a full-time student (8 quarter 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 master's degree in Business Analytics with one additional year (four additional quarters) of full-time graduate study (12 quarter 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 an M.S. in Business Analytics requires a significant commitment, your initial advising appointment is very important. Each newly-accepted student must schedule an advising appointment before enrolling in their 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 Department of Graduate Business Administration 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.

**Course Substitutions and Waivers:**
Course substitutions and waivers for 500-level courses may be determined by the M.S. in Business Analytics program director, on a case-by-case basis. Students with a relevant graduate degree or a

professional or industry certificate/licensure (e.g. Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/wavier. Students with extensive undergraduate equivalent coursework completed at a 3.0/4.0 or higher GPA taken within seven years from the date of application to the M.S. in Business Analytics program may be eligible for a course substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience.

**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)
MIS 674 Database Management Systems (4)
MIS/MSBA 663 Machine Learning (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 606 Forensic Accounting (4)
MBA/MSA 607 Fraud Examination (4)
MBA/MSA 608 Fraud and the Legal Environment (4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA 613 Business and Economic Forecasting (4)
MBA/MSA/MIS 616 Information Systems Auditing (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 677 Decision Support and Knowledge-based Systems (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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

**Forensic Accounting:**
The concentration in Forensic Accounting is intended for students with a background in accounting and who are interested in adding to the background necessary to prepare for the CPA exam or CFE exam. It is also appropriate for those students who are considering an Master of Science in Accountancy degree as a dual degree.

*Forensic Accounting* (16 quarter credit hours):
MBA 520 Leadership and Ethics in a Global Environment (4)*
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/MIS 616 Information Systems 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 a graduate degree in Business Analytics with an emphasis on 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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MIS 656 Information Systems Security (4)
MIS/MBA 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. There are four elective hours in addition to the required courses listed below.

MIS 546 Systems Analysis and Design (4)*
MIS 654 Enterprise-wide Information Systems (4)*
MIS 674 Database Management Systems (4)*
*Required

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Business Analytics Certificate** (16 quarter credit hours):
Business Analytics refers to the skills, technologies, applications and practices for iterative exploration 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 674 Database Management Systems (4)*
MIS 677 Decision Support and Knowledge-based Systems (4)*
MIS/MSBA 659 Business Analytics (4)*
MIS/MSBA 663 Machine Learning (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
*Required*

**Electronic Commerce Certificate** (16 quarter credit hours):
This certificate program provides students with an understanding of electronic commerce. There are four elective hours in addition to the required courses listed below.

MIS 656 Information Systems Security (4)*
MIS/MSBA 663 Machine Learning (4)*
MIS/MBA 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 Analysis and Design (4)*
MIS 648 Information Management in Health Care (2)*
MIS 649 Advanced Topics in Health Information Management (2)*
MIS/MSBA 663 Machine Learning (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.

MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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/MBA 657 Electronic Commerce (4)
MIS/MSBA 663 Machine Learning (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/MBA 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/MBA 657 Electronic Commerce (4)
MIS/MSBA 663 Machine Learning (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

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

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.

# Benedictine University

## 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:**
Jenna Eisenberg, D.C.
Amie Luna, M.S., RCEP
Adam Marek, M.S., M.B.A.
Austin Robinson, Ph.D., M.S.
Jeffrey D. Samburg, DPT, M.S., NASM-CES
Brian Saso, M.S.
Laurie Schubert, Ph.D., RD, LDN
David Zanghi, M.S., M.B.A., ATC/L, CSCS, FAACVPR

*Lecturers are specifically chosen to teach classes in their respective fields of expertise. This provides students with the opportunity to gain valuable lectures and hands-on experiences from well-trained experts in clinical exercise physiology. The Lecturers listed are individuals who have been employed as instructors on an as-needed basis, within the last several years, to teach courses at Benedictine University. Instructors listed may not currently be employed by Benedictine University. The University is fortunate to be able to provide our students with part-time faculty whose experience, credentials and commitment to education add to the high quality of our resident faculty.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

**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 primary and secondary prevention of cardiovascular, pulmonary, hematological and metabolic 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 also provides an excellent educational background for those who wish to pursue further study to become medical doctors, physician assistants, doctors of physical therapy or earn their Ph.D. in exercise physiology.

**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 rigorous coursework in physiology, pathophysiology, biochemistry, pharmacology and nutrition. Courses in behavioral modification and preventative health care address the mental and spiritual aspects of better health. Coursework assists students in program development and administration, exposes students to specialized intergenerational needs, and addresses the ethics of research and health care administration.

Two clinical internships which offer students the opportunity to gain practical experience in the workplace are required. Internships are supervised by practicing professionals in the field who provide feedback on the student's knowledge, skills and abilities as well as personal attributes that employers seek when making new hires. Students gain expertise in numerous physiological assessment techniques through internships, research, community testing and Benedictine's Young Hearts for Life screening program. Learning is also enhanced through collaborations with Benedictine's Physical Education and athletic programs.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University

The Exercise Physiology Laboratory at Benedictine University allows students to assess the physiological responses to the stress of exercise. The fitness center in the Dan and Ada Rice Center is an additional resource for laboratory-based courses. Students also have the opportunity to provide exercise programming to a wide variety of older individuals at the Performance Enhancement Center at the Villa St. Benedict retirement facility.

Ongoing research opportunities are available in the Exercise Physiology Laboratory to allow students to participate in a variety of studies. The results of these studies are presented at both regional and national American College of Sports Medicine meetings as well as published in scientific journals.

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 Human Physiology (3)**
EXPH 581 Professional Experiences in Clinical Exercise Physiology
EXPH 582 Advanced Exercise Physiology-I **

*Spring*
EXPH 522 Exercise Physiology Lab II - EKG(1)
EXPH 561 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 II (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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

*Summer*
EXPH 625 Exercise Physiology Lab IV - Comprehensive Exam (2)*
EXPH 686 Program Development and Administration (2)

*Students are required to complete and pass (80 percent or higher on each component) this exam within 6 months of completing the EXPH 625 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 from a regionally accredited university. Students must have completed undergraduate courses in exercise physiology, biomechanics/ kinesiology, general chemistry, biochemistry, nutrition, statistics, anatomy and physiology. A combined health science organic/biochemistry class may be substituted for biochemistry. Due to the rigor of this program of study, it is highly recommended that a "B" grade or higher is attained in undergraduate prerequisite courses.

Applicants who may have outstanding prerequisite coursework are encouraged to apply during the fall. Certain prerequisite coursework needs to be completed prior to entering the program in order to follow the recommended course sequence shown above. 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.

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 still apply after the February 1 deadline. All acceptances will be based on a student's qualifications, experience and incoming student space availability.

The Graduate Record Examination (GRE) is not required.

For a full list of application requirements, please visit ben.edu/GradApply. Among the requirements are a one-page essay discussing your education and career goals, and a personal or phone interview with the directors of the M.S. in Clinical Exercise Physiology program. Two letters of recommendation are also required; 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).

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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).

Matthew Glowiak, Ph.D.
Program Faculty, Clinical Psychology
B.A., 2005, The University of Illinois, (Champaign)
M.S., 2010, Ph.D., 2014 Walden University, Minneapolis, MN

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

Patricia Somers, Ph.D.
Program Faculty, Clinical Psychology
B.A., 1972, The University of Illinois, (Champaign)
M.A., 1994, Liberty University, Lynchburg, VA
Ph.D., 2009, Walden University, Minneapolis, MN

**Lecturers:**
Mary Andrus, M.A., LCPC
Rita Bobrowski, Psy.D.
James Derr, M.S., LPC
Steve Eisenberg, M.S., LCPC
Barbara Leiber, M.S., LCPC
Nancy Miller, Ph.D.
Linda Plachetta, 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:**

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)*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Psychopathology:**
MCP 603 Clinical Interviewing and DSM (3)*
MCP 651 Maladaptive Behavior and Psychopathology (3)*

**Counseling Techniques [Two courses required]:**
MCP 560 Principles of Behavior Modification (3)
MCP 607 Counseling Laboratory (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 Introduction to 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:** (2 classes required)
MCP 646 Human Development: Infancy and Childhood (3)
MCP 647 Human Development: Adolescence (3)
MCP 648 Human Development: Adulthood (3)

**Substance Abuse:**
MCP 550 Addiction and the Family (3)*
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.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 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 619 Substance Related Disorders: Application of Theory
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.

**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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 (3)
MCP 551 Alcoholism and Other Substances of Abuse (3)
MCP 648 Human Development: Adulthood (3)
MCP 672 Marriage and Family: Systems and Theory (3)
MCP 673 Workshop in Marital Therapy (3)

*From the electives:*
MCP 580 Psychology of Women (3)
MCP 649 Human Sexual Development (3)

*Clinical field placement:*
MCP 690 or 691 Supervises Field Experience in Mental Health in a setting treating families and couples.

Declaring a subspecialty is not a requirement.

**Policies:**
All students are required to have satisfactorily completed undergraduate courses in Introduction to Psychology, 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog*
*and is valid until August 1, 2016.*

**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.

# Benedictine University®

## 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)
MSL 663 Servant Leadership (4)
MSL 586 Power, Politics and Conflict Resolution (4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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.
Patricia A. Svehla, M.B.A.
Richard Magner, Ph.D.
Stephen H. Treacy, M.S.
Steven DiBiase, Ph.D.
Robert Verner, Ph.D.
Matthew G. Vosmik, M.B.A., M.A.
Nancy Voss, M.S.

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

**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. in Management and Organizational Behavior degree 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 85 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 the Springfield branch. 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 degree, 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 master's degree from Benedictine University.

**Curriculum:**
The M.S. in Management and Organizational Behavior program requires 64 quarter credit hours. It consists of a general management foundation and a choice of seven concentrations. A minimum of 12 quarter hour credits 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

Management and Organizational Behavior program director. To earn the managed care certificate within the Health Administration Concentration, selections must include MPH 671 and MPH 672:

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

**Concentration in Human Resource Management:**

*Objectives:*
This concentration emphasizes developing skills and knowledge in the human resource function. Coursework addresses core areas such as strategic human resource planning, training, and compensation and benefits, as well as such current critical areas as diversity, labor relations, and performance management. This curriculum is most appropriate for students who are preparing for entry into or career advancement in this field. In addition, the emphasis on human resource management offers key skill development for line managers who are increasingly responsible for human resource functions such as recruitment or performance evaluation.

MGMT 570 Human Resource Management Overview (2)**
MGMT 571 Labor Relations (2)*
MGMT 572 Compensation and Benefits (2)*
MGMT 573 Performance Management Systems (2)
MGMT 574 Affirmative Action (2)*
MGMT 578 Recruitment and Selection (2)*
MGMT 579 Training and Development Overview (2)*
MGMT 592 Managing Diversity (2)
MBA 633 Legal Issues in the Workplace (4)
*Highly Recommended
**Online course only

**Concentration in Human Service Administration:**

*Objectives:*
This concentration emphasizes basic management skills within not-for-profit and community service

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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, 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)*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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)
MBA 641 Management of Information Technology (4)
MIS 657 Electronic Commerce (4)
MIS 691 Management of Information Technology Lecture Series (1-2)
*Highly Recommended

**Concentration in Organization Development:**

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

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

MGMT 532 Organization Development (4)*
MGMT 579 Training and Development Overview (2)
MGMT 580 Group Dynamics (4)**
MGMT 581 Team Building (2)*
MGMT 582 Conflict Management (2)*
MGMT 583 Organizational Assessment (2)*
MGMT 584 Strategies for Change (2)**
MGMT 585 High Performance Work Systems/Large Group Interventions (2)**
MGMT 586 International Organization Development (2)**
MGMT 593 Process Consultation (2)**
MGMT 635 Business Process Redesign (2)
MGMT 691 Advanced Topics in Organization Development (1-2)**
*Highly Recommended
**Indicates classes additional to required classes for students registered for the Organization Development Professional track.

**Accelerated Program:**

*Objectives:*
The Accelerated M.S. in Management and Organizational Behavior is a 13-month program consisting of five quarters. The program is committed to providing students with the most current information on the timeliest of Organization Development topics and mirroring the trends and activities apparent in management today. Designed in a cohort, weekend format,

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 4 quarter 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)*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

MGMT 530 Organizational Behavior (4)
MGMT 552 Leadership (2)
MGMT 580 Group Dynamics (4)
MGMT 556 Strategy and Implementation (2)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 584 Strategies for Change (2)
MIS 641 Management of Information Technology (4)
MIS 657 Electronic Commerce (4)

## Organization Development and Consulting (16 quarter credit hours):

This certificate program 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 program 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; and developing expertise suited for the unique recruitment, retention and employee development needs of service organizations. The courses are as follows:

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

**Training and Development (16 quarter credit hours):**
This certificate program 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.
Chris Argyris, Ph.D., Harvard University
Richard & Emily Axelrod, Ph.D., The Axelrod Group
Frank Barrett, Ph.D., Naval Post Graduate School
Jean Bartunek, Ph.D., Boston College
Michael Beer, Ph.D., Harvard Business School
Robert Blake, Ph.D., Grid International, Inc.
Peter Block, Designed Learning
Richard Boland, Ph.D., Case Western Reserve University
David Bradford, Ph.D., Stanford University, Graduate School of Business
Bruce Buchowicz, Ph.D., National University, School of Business & Management
Anthony Buono, Ph.D., Bentley College
W. Warner Burke, Ph.D., Columbia University
Steve Cady, Ph.D., Bowling Green St. University
Peter Cappelli, Ph.D., University of Pennsylvania, Wharton Center for Human Resources
John Carter, Ph.D., John Carter & Associates
Allan Church, Ph.D., Columbia University/Pepsico, Inc.
James Clawson, Ph.D., University of Virginia, Darden Graduate School
David Coghlan, Ph.D., University of Dublin, Trinity School of Business
David Cooperrider, Ph.D., Case Western Reserve University, Weatherhead School of Management
Thomas Cummings, Ph.D., University of Southern California, Marshall School of Business
Richard Daft, Ph.D., Vanderbilt University
Kathy Dannemiller, Dannemiller Tyson Associates
Mark Frankel, Ph.D., American Association for the Advancement of Science
Wendell French, Ph.D., University of Washington
Frank Friedlander, Ph.D., The Fielding Institute
Ronald Fry, Ph.D., Case Western Reserve University
William Gellerman, Ph.D., Dialogue Associates
Kenneth Gergen, Ph.D., Swarthmore College
Mary Gergen, Ph.D., Penn State Delaware County

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

Robert Golembiewski, Ph.D., University of Georgia
Larry Griener, Ph.D., University of Southern California
Bjorn Gustayen, Ph.D., Work Research Institute, Norway
Richard Hackman, Ph.D., Harvard University
Mary Jo Hatch, Ph.D., University of Virginia, McIntire School of Commerce
Thomas Head, Ph.D., Roosevelt University
David Jamieson, Ph.D., Pepperdine University
Robert Keidel, Ph.D., University of Pennsylvania, Wharton School
Henrik Holt Larsen, Ph.D., Copenhagen Business School, Denmark
Fred Luthans, Ph.D., University of Nebraska
Michael Manning, Ph.D., New Mexico State University
Dorothy Marcic, Ph.D., Vanderbilt University
Robert Marshak, Ph.D., AU/NTL, Marshak Associates
Victoria Marsick, Ph.D., Columbia University, Teachers College
Philip Mirvis, Ph.D., Philip H. Mirvis Associates
Susan Mohrman, Ph.D., University of Southern California
Kenneth Murrell, Ph.D., University of West Florida
Ellen O'Connor, Ph.D., Stanford University, Chronos Associates
Brian Peach, Ph.D., University of West Florida
Flemming Poulfelt, Ph.D.,  Copenhagen Business School, Denmark
Joanne Preston, Ph.D., Pepperdine University
Ronald Purser, Ph.D., San Francisco State University
Robert Quinn, Ph.D., University of Michigan
Thoralf Ovale, Ph.D., Work Research Institute, Norway
John C. Redding, Ph.D., Redding Associates
Denise Rousseau, Ph.D., Carnegie-Mellon University
Edgar Schein, Ph.D., Massachusetts Institute of Technology, Sloan School of Management
Charles Seashore, Ph.D., Fielding Graduate Institute
Edith Seashore, Former President, NTL American University- NTL Institute
Peter Senge, Ph.D., Massachusetts Institute of Technology, Sloan School of Management
A.B. Rami Shani, Ph.D., California Polytechnic State University
Ralph Stablein, Ph.D., University of Otag, New Zealand
Ralph Stacey, Ph.D., University of Hertfordshire, United Kingdom
William Torbert, Ph.D., Boston College
Peter Vaill, Ph.D., University of St. Thomas, Graduate School of Business
Andrew Van de Ven, Ph.D., University of Minnesota
Frans M. van Eijnatten, Ph.D., Eindhoven University of Technology, Netherlands
Glenn Varney. Ph.D., Bowling Green State University
Don Warrick, Ph.D., University of Colorado – Colorado Springs
Marvin Weisbord, Ph.D., FutureSearch Associates
Karen Whelan-Berry, Ph.D., Texas Wesleyan University
Diana Witney, Ph.D., Saybrook Institute & Corporation for Positive Change
Richard Woodman, Ph.D., Texas A&M University
Christopher Worley, Ph.D., University of Southern California, Marshall School of Business
Dale Zand, Ph.D., New York University

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

# 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, 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, 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, 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, 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, Graduate Business Administration (2008)
B.S., 1971, Montana State University; M.S., 1973, Arizona State University; Ph.D., 1978, Texas A&M University

**Academic Administrator:**
Courtney Hatcher, B.A., Associate Director
Krista Huba, B.S., 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.
Ann H. Fulmer, M.S., Senior Lecturer

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

Edwin J. Kocinski, M.B.A., Senior Lecturer
William H. Kuglich, M.S.
John Malec, M.A., Senior Lecturer
Edmund M. Manrique, M.B.A., M.S.
William G. Payne, M.S.
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 30 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 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 (analytics, accounting and finance, business administration, health care, management and organizational behavior, marketing or project management) to prepare professionals to work in rapidly changing complex and global business environments.
- To emphasize practical application of various business management theories and technical tools to a variety of hypothetical and real life information problems.

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

The core body of knowledge in management information systems includes 32 to 38 quarter hour credits of coursework tailored to the specific needs of the student's choice of concentration. For all concentrations, the core includes computer organization and architecture, systems analysis and design, database management systems, project management, and network planning and design. Capstone courses in strategic management and  the strategic management of information technology are also required.

The remaining 10 to 16 quarter hour credits 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 (8 quarter 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 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 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 Department of Graduate Business Administration 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.

**Course Substitutions and Waivers:**
Course substitutions and waivers for 500-level courses may be determined by the M.S. in M.I.S. program director, on a case-by-case basis. Students with a relevant graduate degree or a professional or industry certificate/licensure (e.g. Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/wavier. Students with extensive undergraduate equivalent coursework completed at a 3.0/4.0 or higher GPA taken within seven years from the date of application to the M.S. in M.I.S. program may be eligible for a course substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience.

<u>**Concentrations**</u>

**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 (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/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 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)
MBA 512 Federal Income Taxation (4)
MBA 513 Auditing Theory and Practice (4)
MBA 515 Advanced Accounting (4)
MBA 520 Leadership and Ethics in a Global Environment (4)*
MBA 601 Managerial Accounting (4)
MBA 603 Cost Analysis, Profit Planning & Control (4)
MBA 604 Theory & Practice of Financial Reporting (4)
MBA 605 Tax Influences on Decision Making (4)
*Required*

*Electives (10 quarter credit hours):*
MIS 600 Independent Study (1-4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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/MBA 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 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/MBA 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 600 Independent Study (1-4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MIS 655 Computer and Network Systems Security (4)
MIS/MBA 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (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 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):*
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 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

*Business Analytics (16 quarter credit hours):*
MBA 520 Leadership and Ethics in a Global Environment (4)*
MBA 541 Analytical Tools for Management Decisions (4)*
MIS/MSBA 663 Machine Learning (4)

*Electives (12 quarter credit hours):*
MIS 600 Independent Study (1-4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MIS/MBA 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)
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/MBA 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 611 Biological Aspects of Public Health (4)
MPH 662 Management of Health Services Organizations (4)
MPH 680 The Business of Healthcare (4)
MPH 690 Supervised Field Experience in Public Health (4)
*Required

*Electives (12 quarter credit hours):*
MIS 600 Independent Study (1-4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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/MBA 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (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/MBA 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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MBA 617 Internal Auditing (4)
MBA/MSA/MIS 609 Computer Fraud (4)**
MBA/MSA/MIS 616 Information System Auditing (4)**
MIS 642 Financial Information Systems (2)
*Required
**Highly Recommended

Electives (12 quarter credit hours):
MIS 600 Independent Study (1-4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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/MBA 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (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)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

*Integrated Marketing Communications (16 quarter credit hours):*
MBA 520 Leadership & Ethics in a Global Environment (4) *
MBA 626 Strategic Managerial Communications (4)
MBA 661 Marketing Management (4)
MBA 670 Internet Marketing Communications (4)
MIS/MBA 657 Electronic Commerce (4)
MIS/MSBA 663 Machine Learning (4)
*Required*

*Electives (16 quarter credit hours):*
MIS 600 Independent Study (1-4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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/MBA 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 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 600 Independent Study (1-4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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/MBA 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 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.

*Core (36 quarter credit hours):*
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 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 (12 quarter credit hours):*
MIS 600 Independent Study (1-4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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/MBA 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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/MBA 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 600 Independent Study (1-4)
MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/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/MBA 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MIS/MSBA 663 Machine Learning (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 quarter 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. There are four elective hours in addition to the required courses listed below.

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 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. There are four elective hours in addition to the required courses listed below.

MIS/MSBA 659 Business Analytics (4)*
MIS/MSBA 663 Machine Learning (4)*
MIS 674 Database Management Systems (4)*
*Required

**Electronic Commerce Certificate (16 quarter credit hours):**
This certificate program provides students with an understanding of electronic commerce. There are four elective hours in addition to the required courses listed below.

MIS 656 Information Systems Security (4)*
MIS/MSBA 663 Machine Learning (4)*
MIS/MBA 657 Electronic Commerce (4)*
*Required

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 Machine Learning (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 program is designed to explore the challenges and possible solutions to information systems security.

MBA/MSA/MIS 609 Computer Fraud (4)
MBA/MSA/MIS 616 Information System Auditing (4)
MIS 655 Computer and Network Systems Security (4)*
MIS 656 Information Systems Security (4)*
MIS/MBA 657 Electronic Commerce (4)
MIS/MSBA 663 Machine Learning (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/MBA 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/MBA 657 Electronic Commerce (4)
MIS/MSBA 663 Machine Learning (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 program.

MBA/MGMT 530 Organizational Behavior (4)*
MIS/MBA 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, except for MS in Management Information Systems/Master of Public Health which requires 98 quarter credit hours.

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 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

**College**: College of Education and Health Services

**Department**: Nursing and Health

**Student Type**: Graduate

**Faculty**:
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

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.S.N., RN
Professor and Dean, College of Education and Health Services
Ed.D., Northern Illinois University
M.S.N., University of South Carolina
B.S.N., University of Virginia

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

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

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

**Lecturers:**
Marcella Atwater, Ph.D., 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

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 specialty in Adult and Aging, Viterbo University
B.S.N., Viterbo 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

Marti Kessack, Ph.D., M.S.N./Ed., RN
Ph.D., Capella University
M.S.N./Ed., Walden University
B.S.N., Wright State University

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 Mutschlecner, 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

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

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

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

Cara Wallace, Ph.D., M.S.N., RN
Ph.D., Capella University
M.S.N., University of Phoenix
B.S.N., Jacksonville University

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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

**Curriculum:**
Benedictine's Master of Science in Nursing degree program can be completed in 24-26 months. Courses run eight weeks in duration and are taken one at a time in a laddered sequence. The M.S.N. program requires 36-39 semester hours of graduate coursework, which consists of 18 semester hours of foundation courses and 18-21 semester hours of concentration courses. A 120 clock hour practicum is completed over the last three courses in each concentration culminating in a capstone project, which allows students to synthesize and apply their knowledge. It is the responsibility of the student to secure a site for the field placement. 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 degree in Nursing (B.S.N.) from a regionally accredited college or university.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

- 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. The program has completed its reaccreditation site visit and is awaiting its reaccreditation status. 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., RD, LDN
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., RD, LDN
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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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., RDN
Jan Dowell, M.S., M.H.S., CSSD, RDN, LDN
David Grotto, M.S., RDN, LDN
Deepa Handu, Ph.D., RDN, LDN
Teresa Pangan, Ph.D., RDN, LD
Monica Pawasarat, M.S., RDN, LDN, CNSC
Laurie Schubert, Ph.D., RDN, LDN
Jodie Shield, M.Ed., RDN, LDN
Mia Siomos, M.S., M.P.H., RDN, LDN
Liset Vasquez, Ph.D., RDN, LD, CHES

*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; plan and design health education or training programs for individuals and groups; effectively

communicate health education and health promotion; plan, conduct and analyze outcomes of 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 hours):**

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 647 Advanced Metabolism: Proteins (2)
MPH 632 Public Health Education (4)
MPH 511 Biostatistics (4)
Applied Research (10):
    On campus students complete the following three courses:
    NTR 694 Applied Data Analyses (2),
    NTR 697 Research I (4) and
    NTR 698 Research II (4)

Online students complete the following three Applied Research courses: NTR 693 (4) Data Analysis and Interpretation, NTR 695 (4) Applied Research and NTR 696 (2) Research Communications (in place of NTR 694, 697 and 698).

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Benedictine University**®

**Starting the Program - Prerequisite Degree and Courses:**
Applicants must have a bachelor's degree in a life science (e.g., biology, nutrition or dietetics, nursing, health, exercise physiology) or physical science (e.g., chemistry, biochemistry). In addition, all prospective students must have completed all the prerequisite courses prior to acceptance into this program.

Prerequisite courses for this master's degree include undergraduate (or graduate) courses in each of the following: physiology (or anatomy and 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):**
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):**
NTR 530 Science of Sports Nutrition (4)
NTR 657 Nutrition Communications through Technology (4)
MPH 609 Cultural Context of Health Care (4)
Electives (14) – select from among the following courses:
- MPH 601 Behavioral and Social Aspects of Public Health (4)
- MPH 602 Public Health System (4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

- 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.

**Nutrition Entrepreneurship (26):**
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 (8) - select from among the following courses:

- 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)

Completion of the required courses MBA 559 and MBA 622 plus elective concentration courses MGMT/MBA 634 and MBA 683 earns the **Entrepreneurship and Managing Innovation Certificate** (16 quarter credit hours required) from the M.B.A program.

**Certificates**
*A minimum GPA of 3.0 in certificate applicable coursework is required to receive a certificate. Courses may not be offered each quarter.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Certificate Program in Nutrition Entrepreneurship (16):**
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)

**Certificate Program in Health Research Methods (16)**:
MPH 511 Biostatistics (4)
NTR 629 Health and Wellness Research Planning (4)
MPH 604 Epidemiology (4)
NTR 693 Data Analysis and Interpretation (4)

**Certificate Program in Community Nutrition Engagement (16) (available in the 2016-17 academic year):**
NTR 570 Nutrition Health Policy (4)
NTR 571 Maternal and Child Nutrition (4)
NTR 573 Nutrition in Aging (4)
NTR 640 Community Engagement (4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University®

## 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.

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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, Graduate Business Administration

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

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

Ricky Holman, J.D.
Assistant Professor and Department Chair, Graduate Business Administration

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

Thomas Yu, Ph.D.
Assistant Professor, Graduate Business Administration

**Academic Administrator:**
Courtney Hatcher, B.A., Associate Director
Krista Huba, B.S., Program Manager

**Lecturers:**
David Baker, 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
Richard Magner, Ph.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 Master 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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.

**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 grade point average 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MST 689 Seminar in Current Problems in Taxation
MBA 603 Cost Analysis, Profit Planning and Control
MBA 604 Theory and Practice of Financial Reporting

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

## M.S. in Taxation Certificate Programs

Certificate programs are designed for a concentrated focus for those professionals looking to expand their knowledge in a specific area. Courses may be taken throughout the year, in a traditional, and may be applied toward the M.S. in Taxation degree for students who are accepted into the degree-seeking program. Students in certificate programs must meet all enrollment requirements for Student At Large status. Courses must be completed at a Grade Point Average of 3.0 or higher to apply toward the M.S. in Taxation degree. All students entering into a certificate program must schedule an advising appointment with the M.S. in Taxation program director before they initiate their first certificate course. Those students seeking an M.S. in Accountancy certificate concurrently while working on the M.S. in Taxation degree or post-degree completion should be aware that courses completed within the M.S. in Taxation degree program cannot be applied to a certificate.

**Taxation Certificate** (16 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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.

# 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 & Practice I (4)
MBA 506 Corporate Accounting Theory & Practice II (4)
MBA 510 Economics (4)
MBA 513 Auditing Theory & Practice (4)
MBA 515 Advanced Accounting (4)
MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 530 Organizational Behavior (4)
MBA 541 Analytical Tools for Management Decisions (4)
MBA 601 Managerial Accounting (4)
MBA 603 Cost Analysis, Profit Planning & Control (4)
MBA 604 Theory & Practice of Financial Reporting (4)
MBA 605 Tax Influences on Decision Making (4)
MBA 611 Managerial Economics (4)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS/MBA 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)

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 Department of Graduate Business Administration 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 Business Analytics core (80 quarter credit hours)**
MBA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers (4)
MBA 510 Economics (4)
MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 530 Organizational Behavior (4) or MBA 633 Legal Issues in the Workplace (4)
MBA 539 International Business (4)
MBA 541 Analytical Tools for Management Decisions (4)
MBA 601 Managerial Accounting (4) or MBA 545 Business Law (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 Machine Learning (4)
MIS/MBA 683 Project Management (4)* or MBA 641 Information Technology 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)

*MIS/MBA 683 Project Management is required for the M.S. in Business Analytics degree

**Program Electives:**
M.S.in Business Analytics electives (12 quarter credit hours)
M.B.A. electives (4 quarter credit hours)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University

**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 Department of Graduate Business Administration 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 Machine Learning (4)
MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 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/ Management Information Systems resources. Business Analytics and Management Information Systems course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration 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 (86 quarter credit hours):**
MSA 500 Financial Accounting (4)
MSA 504 Corporate Accounting Theory and Practice I (4)
MSA 506 Corporate Accounting Theory and Practice II (4)
MSA 510 Economics (4)
MSA 513 Auditing Theory and Practice (4)
MSA 515 Advanced Accounting (4)
MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 530 Organizational Behavior (4)
MSA 601 Managerial Accounting (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)
MSA 611 Managerial Economics (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MIS 642 Financial Information Systems (2)
MIS 656 Information Systems Security (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

**Program Electives:**
M.S. in Management Information Systems electives (10 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 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 Department of Graduate Business Administration 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 (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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 (76 quarter credit hours):**
MBA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers (4)
MBA 510 Economics (4)
MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 530 Organizational Behavior (4) or MBA 633 Legal Issues in the Workplace (4)
MBA 539 International Business (4)
MBA 541 Analytical Tools for Management Decisions (4)
MBA 601 Managerial Accounting (4) or MBA 545 Business Law
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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

MIS 545 Computer Organization & 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)* or MBA 641 Information Technology Management (4)
MIS 689 Strategic Information Technology Management (4)

*MIS/MBA 683 Project Management is required for the M.S. in M.I.S. degree

**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 Department of Graduate Business Administration at (630) 829-6205 or (630) 829-6220 to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.


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

**Introduction:**
The M.Ed./M.S. in Management and Organizational Behavior dual degree combines educational preparation in the areas of leadership and administration in the schools with a comprehensive course of study of management and organizational principles that transcend the professional fields. The dual degree program requires application and admission to each program and the completion of all requirements for both degrees. The M.Ed. degree requires Illinois state teacher certification and a minimum of two years' classroom experience for admittance into the program. The M.Ed./M.S. in Management and Organizational Behavior program requires 56 semester-hours or 96 quarter-hours.

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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)
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 (58 quarter credit hours):**

MIS 545 Computer Organization & 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/MBA 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 Department of Graduate Business Administration, 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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)
MBA 661 Marketing Management (4)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# 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 98 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** (90 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 Biological Aspects of Public Health (4)
MPH 662 Management of Health Services Organizations (4)
MPH 690 Supervised Field Experience in Public Health (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 (8 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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 Information Systems or M.P.H. 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 Information Systems/M.P.H. resources. Management Information Systems and M.P.H. 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 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.

<u>**M.P.H. and M.S. in Nutrition and Wellness Dual Degree Curriculum**</u>

**Combined M.P.H. and M.S. in Nutrition and Wellness Foundation Courses and M.P.H. Capstone (84):**
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)

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

NTR 633 Advanced Nutrition Topics in Micronutrients (2)
NTR 644 Advanced Metabolism: Lipids and Carbohydrates (4)
NTR 647 Advanced Metabolism: Proteins (2)
Applied Research (10):
- On campus students complete the following three courses: NTR 694  Applied Data Analyses (2), NTR 697 Research I (4) and NTR 698 Research II (4)
- Online students complete the following three courses: NTR 693 Data Analysis and Interpretation (4), NTR 695 Applied Research (4), and NTR 696 Research Communications (2).

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

**Dietetic Internship Concentration (26):**
NTR 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):**
NTR 530 Science of Sports Nutrition (4)
NTR 657 Nutrition Communication through Technologies (4)
MPH or NTR electives (4)

Completion of the following courses within the foundation and 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 Concentration (18):**
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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

Completion of the following courses as part of this concentration earns the **Nutrition Entrepreneurship Certificate** (16 quarter credit hours): MBA 559, NTR 657, MBA 622, and NTR 658. A minimum GPA of 3.0 in certificate applicable coursework is required to receive a certificate.

Students completing the following courses earn the **Health Research Methods Certificate** (16 quarter hours): MPH 511, NTR 629, MPH 604, and NTR 693. A minimum GPA of 3.0 in certificate applicable coursework is required to receive a certificate. Courses may not be offered each quarter.

## 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 laddered 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)

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

NRHL 505 Health Care Policy and Advocacy (3 semester credit hours)
NRHL 506 Quality Improvement & 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

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

Amanda Turner, Ph.D.
Florida State University

**Introduction:**
The Benedictine University Doctor of Education (Ed.D.) in Higher Education and Organizational Change 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.

This program is not intended to lead to educator certification. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

**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 online, 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.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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. It is the responsibility of the student to secure a site for the field placement.

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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Benedictine University

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

Ramkrishnan V. Tenkasi, Professor
B.A., University of Madras, India; M.A., Tata Institute of Social Sciences, India; M.S., 1990, Bowling Green State University; Ph.D., 1994, Case Western Reserve University

Therese F. Yaeger, Professor
B.A., M.S., and Ph.D., 2001, Benedictine University

**Academic Administrator:**
Phyllis Meyers, Program Coordinator
B.S. Education, Quincy University

**Introduction:**
The Ph.D. in Organization Development program is dedicated to better understanding the work of the O.D. professional within the context of global trends and emerging problems. It prepares management professionals with state-of-the-art education in the field. The coursework is designed for organization development professionals who perceive the management of change and the creation of high-performance organizations as central parts of their careers. It is designed as a full-time program (8 quarter credit hours per quarter), integrated with and complementary to full-time work activities. Classes generally are held on weekends.

The master's level O.D. program at Benedictine University was one of the first graduate O.D. programs in the country. Currently, it is the third largest behaviorally-oriented management program nationally and is one of the top-rated graduate O.D. programs internationally.

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

The first set of context courses concentrates on setting the tone and developing sensitivity to the role of organization development in terms of social responsibility in the national and global arenas. These courses review the nature of emerging problems and the role of organizations and

organization development in responding to these problems. Heavy emphasis is placed on the philosophy of science and organization research and theory.

The second set of context courses places organization development within management and the strategic role of organization development. The second-year curriculum is devoted to the development of a core of organization development competencies and selected, advanced topics courses covering state-of-the-art interventions. Qualitative and quantitative research methods, as well as organizational theory and research coursework, comprise much of the second-year coursework.

The third year consists of continued advanced topics courses, including an international seminar and completion of the dissertation.

**Overview:**
The Ph.D. in Organization Development program prepares management professionals with state-of-the-art education in the field. Built on a 45-year history of successful graduate-level O.D. 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 O.D. knowledge areas and a third year consisting of advanced O.D. topics and the completion of a dissertation. The doctoral degree in organization development at Benedictine University was one of the first graduate O.D. programs in the country. It is currently the third largest behaviorally-oriented management program in the nation and one of the top-rated graduate O.D. programs internationally.

**Curriculum:**
The program is designed to provide a forum for exposure to a wide range of contributors to the field and approaches to organization development. The program is staffed by full-time Benedictine University faculty members, complemented by a core of adjunct faculty and invited scholars. Invited distinguished scholars, noted for their contribution to the field, are teamed with faculty when appropriate, particularly in advanced seminars.

The O.D. program is designed to provide broad-based theory and research with the intent of creating scholar-practitioners capable of extending the knowledge horizons of the field. Individuals who successfully complete the program will consistently demonstrate professional competence and excellence through:

- knowledge of the history and development of the field of organization development as a scientific-applied discipline
- knowledge of emerging concepts and theory in the field, knowledge of and commitment to the concept of the practitioner-scholar and its role in the further development of the field
- knowledge of the current and projected global trends and problems, and the responsibility and role of the field in relationship to these trends in a global culture
- a demonstrated command of theoretical and applied research methodologies, including but not limited to: action research, diagnostic research, evaluation research and theory building research

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

- a capacity to create and use innovative intervention strategies to enhance the ability of organizations to better manage their resources and cope with turbulent and unpredictable environments
- knowledge of and demonstrated abilities in data collection and analysis, including but not limited to: interviewing, participant-observer methods, questionnaire design, unobtrusive measures and quantitative and qualitative data analysis supported through relevant information, technology, knowledge and skill
- demonstrated ability in general consulting and interpersonal skills, including organizational assessment, intervention strategies, process consultation, entry and contracting integrity, personal centering, active learning, trust, rapport building and modeling of behaviors in concert with the O.D. Code of Ethics
- knowledge of and commitment to the O.D. Code of Ethics and the role of the O.D. practitioner-scholar in creating and fostering the ethical organization knowledge of and demonstrated contribution to the field of organization development through:

    o appropriate membership and leadership roles in professional organizations
    o regular contributions to the knowledge and critique of the field through submission to, and publication in, peer-reviewed journals and
    o consistent presence and participation in regional and national conferences through the presentation of both scholarly and practitioner-oriented research.

The Ph.D. in O.D. is a three-year program requiring completion of 96 quarter credit hours of foundation courses. It is the expectation that students complete the program within three 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)
PHDOD 891A Advanced Topics: Views of O.D. (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)

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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.
Philip Anderson, Ph.D., Manpower Group North America
Chris Argyris, Ph.D., Harvard University
Mr. Richard and Mrs. Emily Axelrod, The Axelrod Group
Frank Barrett, Ph.D., Naval Post Graduate School
Jean Bartunek, Ph.D., Boston College
Michael Beer, Ph.D., Harvard Business School
Mr. Geoffrey Bellman, The Community Consulting Partnership
Robert Blake, Ph.D., Grid International Inc.
Mr. Peter Block, Author, Flawless Consulting
Cheryl Boglarsky, Ph.D., Human Synergistics
David Boje, Ph.D., New Mexico State University
Richard Boland, Ph.D., Case Western Reserve University
David Bradford, Ph.D., Stanford University, Graduate School of Business
Bruce Buchowicz, Ph.D.,  National University
Anthony Buono, Ph.D., Bentley College
W. Warner Burke, Ph.D., Columbia University
Steven Cady, Ph.D., Bowling Green State University
Peter Cappelli, Ph.D., University of Pennsylvania Wharton Center for Human Resources
John Carter, Ph.D., John Carter and Associates
Allan Church, Ph.D., Columbia University; Pepsico, Inc.
James Clawson, Ph.D., University of Virginia, Darden Graduate School
Deborah Colwill, Ph.D., Asbury Theological Seminary
David Cooperrider, Ph.D., Case Western Reserve University, Weatherhead School of
    Management
Thomas Cummings, Ph.D., University of Southern California, Marshall School of Business
Richard Daft, Ph.D., Vanderbilt University
Ms. Kathleen Dannemiller, Dannemiller Tyson Associates
Christopher Fernandez, Ph.D., Magnetrol International Inc.
Mark Frankel, Ph.D., American Association for the Advancement of Science
Wendell French, Ph.D., University of Washington

Frank Friedlander, Ph.D., The Fielding Institute
Ronald Fry, Ph.D., Case Western Reserve University
William Gellerman, Ph.D., Dialogue Associates
Kenneth Gergen, Ph.D., Swarthmore College
Mary Gergen, Ph.D., Penn State Delaware County
Robert Golembiewski, Ph.D., University of Georgia
Timothy Goodly, Ph.D., Turner Broadcasting Systems, Inc.
Larry Greiner, Ph.D., University of Southern California
Mary Jo Hatch, Ph.D., University of Virginia, McIntire School of Commerce
Thomas Head, Ph.D.,  Roosevelt University
Gina Hinrichs, Ph.D., Hinrichs Consulting
David Jamieson, Ph.D., University of St. Thomas
Ms. Judith Katz, The Kaleel Jamison Consulting Group
Robert Keidel, Ph.D., University of Pennsylvania, Wharton School
Angela Keister, Ph.D., Allstate Insurance
Gerry Ledford, Ph.D., Ledford Consulting Network
Fred Luthans, Ph.D., University of Nebraska
Michael Manning, Ph.D., New Mexico State University
Dorothy Marcic, Ph.D., Vanderbilt University
Robert Marshak, Ph.D., AU/NTL; Marshak Associates
Victoria Marsick, Ph.D., Columbia University Teachers College
Mr. Frederick Miller, The Kaleel Jamison Consulting Group
Matthew Minahan, Ph.D., MM & Associates; John Hopkins, Carey Business School;
     University of Maryland, R.H. Smith School
Philip Mirvis, Ph.D., Philip H. Mirvis Associates
Susan Mohrman, Ph.D., University of Southern California
Kenneth Murrell, Ph.D., University of West Florida
Dawn Neuman, Ph.D., The Boeing Company
Ellen O'Connor, Ph.D., Stanford University; Chronos Associates
Greg Oldham, Ph.D., Tulane University
Deborah Orr, Ph.D., Roosevelt University
Brian Peach, Ph.D., University of West Florida
Joanne Preston, Ph.D., Pepperdine University
Ronald Purser, Ph.D., San Francisco State University
Robert Quinn, Ph.D., University of Michigan
Ryan Quinn, Ph.D., Darden Graduate School of Business
John Redding, Ph.D., Redding Associates
Grace Ann Rosile, Ph.D., New Mexico State University
Denise Rousseau, Ph.D., Carnegie-Mellon University
Edgar Schein, Ph.D., Massachusetts Institute of Technology, Sloan School of Management
Charles Seashore, Ph.D., Fielding Graduate Institute
Mrs. Edith Seashore, Former President, NTL American University, NTL Institute
Peter Senge, Ph.D., Massachusetts Institute of Technology, Sloan School of Management
A. B. Rami Shani, Ph.D., California Polytechnic State University
Jacqueline Stavros, Ph.D., Lawrence Tech University
Jeffrey Swallow, Ph.D., Magnetrol International Inc.

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

William Torbert, Ph.D., Boston College
Peter Vaill, Ph.D., University of St. Thomas, Graduate School of Business
Andrew Van de Ven, Ph.D., University of Minnesota
Glenn Varney, Ph.D., Bowling Green State University
Kala Visvanathan, Ph.D., John Hopkins University
Ms. Janine Waclawski, PepsiCo Inc.
Donald Warwick, Ph.D., University of Colorado - Colorado Springs
Mr. Marvin Weisbord, FutureSearch Associates
Karen Whelan-Berry, Ph.D., Texas Wesleyan University
Diana Whitney, Ph.D., Saybrook Institute & Corporation for Positive Change
Henry Williams, Ph.D., Purdue University North Central
Richard Woodman, Ph.D., Texas A&M University
Christopher Worley, Ph.D., University of Southern California, Marshall School of Business
Dale Zand, Ph.D., New York University

**International Distinguished Visiting Scholars:**
Marc Bonnett, Ph.D., Institut d'Administration des Entreprises, University of Jean Moulin, Lyon, France
David Coghlan, Ph.D., University of Dublin, Trinity School of Business
Bjorn Gustavsen, Ph.D., Work Research Institute, Norway
Geert Hofstede, Ph.D., Professor Emeritus, Maastricht University, Netherlands
Henrik Holt Larsen, Ph.D., Copenhagen Business School, Denmark
Lee-Hsing Lu, Ph.D., President, Asia Enterprise Technology
Flemming Poulfelt, Ph.D., Copenhagen Business School, Denmark
Thoralf Qvale, Ph.D., Work Research Institute, Norway
Ralph Stablein, Ph.D., University of Otago, New Zealand
Ralph Stacey, Ph.D., University of Hertfordshire, United Kingdom
Dalitso Sulamoyo, Ph.D.,  IACAA & DSS Organizational Consulting, Malawi, Africa
Frans M. van Eijnatten, Ph.D., 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.
Co-founder and Director, Center for Values-Driven Leadership;
Professor, Global Leadership

Kevin D. Lynch, Ph.D.
Leadership Executive-in-Residence/Associate Faculty, Center for Values-Driven Leadership
Leadership, Finance and Corporate Sustainability

Michael R. Manning, Ph.D.
Director of Research, Center for Values-Driven Leadership
Professor, Leadership Strategy and Change

**Academic Administrator:**
Kendra Adeszko
Associate Director, Center for Values-Driven Leadership

**Anchor Faculty:**
Marie Di Virgilio, Ph.D.
James "Gus" Gustafson, Ph.D.

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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.) in Values-Driven Leadership program 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 quarter 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. in Values-Driven Leadership program 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 strategic leadership, organizational change and corporate sustainability.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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. in Values-Driven Leadership is a fully-accredited doctoral program offered by the Center for Values-Driven Leadership in the College of Business at Benedictine University. It is based on the premise that business is the most powerful institution on the planet. Leadership decisions made in the workplace shape the lives of individuals, economies and the world more than any other single institution. 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 strategic leadership, corporate sustainability, and organizational 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. 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 completed over a three-year period. Students typically complete 8 quarter hours per quarter for four quarters per year.

Required courses include:
DVDL 725 Leading Self I: Your Career Leadership Legacy
DVDL 735 Leadership Theory, Research and Practice
DVDL 745 Leading Teams
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

# COURSE DESCRIPTIONS – GRADUATE

## Academic Discourse Graduate

**ADG 400 Orientation.** This short (15 contact hours) course provides international students with an introduction to graduate level study at Benedictine University and to the BenU community. Students will become comfortable with key aspects of the academic culture and community of the University, will be provided with support and information for various aspects of academics and life both on and off campus, and will build confidence and skills through interaction with members of the Benedictine University community. Pass/Fail. Typically offered: Fall and Spring. *Department Consent Required.*

**ADG 401 Introduction to the American Graduate Classroom.** This 10-week course is for international non native speakers of English concurrently undertaking graduate studies. Students will gain a clearer understanding of what professors expect of them in American graduate level courses. Students will learn advanced reading, writing, classroom interaction and study techniques that are essential for success in graduate academic programs. Prerequisite or corequisite: ADG 400. *Department Consent Required.*

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

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

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

## Accountancy

**MSA 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and

reporting.  Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring and Summer.

**MSA 504 Corporate Accounting Theory and Practice I.** Focus on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and the statement of cash flows. Provides an understanding of the significance and limitations of financial statements. Useful those pursuing careers in professional accounting and a necessary course for those planning to sit for the CPA exam. Also a useful course for those managers requiring a sophisticated knowledge of financial statements as it relates to bottom-line responsibility, particularly those managers required to provide attestation of the accuracy of the financial statements and internal controls. Required. Prerequisite: MBA 500. 4 quarter credit hours. Typically offered: Fall and Spring.

**MSA 506 Corporate Accounting Theory and Practice II.** A continuation of MBA 504 providing an in-depth study of the conceptual framework of corporate accounting and generally accepted accounting practices with particular reference to the problem areas of financial reporting, such as accounting for pensions, accounting for income taxes, segment reporting, and earnings per share. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Required. Prerequisite: MBA MSA 504. 4 quarter credit hours. Typically offered: Winter and Summer.

**MSA 510 Economics.** Fundamental concepts of macroeconomics, including supply and demand, measurements of and determination of economic performance, such as GDP, inflation, and unemployment, are studied. Other topics include the causes of instability in the economy and corrective measures such as fiscal and monetary policy, money and banking, and the Federal Reserve System. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MSA 512 Federal Income Taxation.** A study of federal regulations covering taxation of individuals and businesses. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Required. Prerequisite: MSA 500. 4 quarter credit hours. Typically offered: Fall and Spring.

**MSA 513 Auditing Theory and Practice.** An intensive study of generally accepted auditing standards and procedures as prescribed by the Public Company Accounting Standards Oversight Board.  Emphasis is placed on planning of an audit engagement, evaluation of internal controls, and documentation required under the Sarbanes-Oxley Act of 2002, audit sampling techniques, and auditing in a computerized environment. A necessary course for those planning to sit for the CPA exam. Required. Prerequisite: MBA 506. 4 quarter credit hours. Typically offered: Fall and Spring.

**MSA 515 Advanced Accounting.** A study of the accounting methods for mergers, consolidations, foreign subsidiaries, not-for-profit and governmental entities, and partnerships. A necessary course for those planning to sit for the CPA exam. Required. Prerequisite: MBA 506. 4 quarter credit hours. Typically offered: Winter and Summer.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MSA 520 Leadership & Business Ethics in the Global Environment.** Reviews paradigms of leadership in global environment.  Introduces and applies principles for ethical decision-making in business situations. Assesses student's leadership capacities and responsibilities in challenging situations. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring and Summer.

**MSA 530 Organizational Behavior.** A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, and conflict management. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MSA 601 Managerial Accounting.** This course introduces the measurement, communication, and interpretation of cost data for management decision-making, planning, control, and evaluation of results.  Students are shown how to use accounting information as an effective management tool for coordinating managerial activities. Course material is explored in the context of the extensive changes being implemented in the area of manufacturing, service delivery technologies, and control systems. This course uses case studies to emphasize the application of concepts. Required. Prerequisite: MBA 500. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MSA 603 Cost Analysis, Profit Planning and Control.** Builds on the material mastered in MBA 601.  Emphasis is placed on profit planning, strategy, and the behavioral aspects of accounting information. Useful for those pursuing careers in professional accounting or finance, and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Required. Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Fall and Spring.

**MSA 604 Theory and Practice of Financial Reporting.** Focuses on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and statement of cash flows. The objective of the course is to provide an understanding of the significance and limitations of financial statements. The impact of decisions made by corporate executives with regard to the financial statements and their presentation will be discussed.  Useful for those pursuing careers in professional accounting and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Required. Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Winter and Summer.

**MSA 605 Tax Influences on Decision Making.** This course presents the impact of federal income taxation on various business decisions.  Emphasis is placed on areas such as choice of business organization, capital gains, timing of income, depreciation, investments, and employee benefits. Required. Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Winter and Summer.

**MSA 606 Forensic Accounting.** A comprehensive study of forensic accounting topics. This course provides students with a background in the field of forensic accounting-fundamentals,

tools and accounting applications. Elective.  4 quarter credit hours. Typically offered: Fall and Spring.

**MSA 607 Fraud Examination.** The course is an examination of schemes used to executives, managers, and employees to commit fraud against their organizations. Focusing on the prevention, detection, and investigation strategies used to combat accounting fraud. Required. Prerequisite: MSA 500 and MSA 601. Elective. 4 quarter credit hours. Typically offered: Summer.

**MSA 608 Fraud and the Legal Environment.** This course examines criminal theory relating to fraud, existing legislation governing fraud, and preparation and presentation of fraud cases in the court system. Elective. Prerequisite: MBA 606. 4 quarter credit hours. Typically offered: Fall.

**MSA 609 Computer Fraud.** This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer fraud that can occur in organizations and how computer fraud can be prevented. Elective. 4 quarter credit hours. Typically offered: Winter.

**MSA 611 Managerial Economics.** Applies microeconomic tools to business decision making. Topics include optimization, consumer behavior, elasticity of demand, the use of regression analysis to estimate demand (revenues) and costs, marginal analysis and market structure. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MSA 614 Auditing and Assurance I.** A study of the processes conducted by independent, internal and governmental accountants to audit, attest, and provide assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor's understanding of controls in a sophisticated technological environment. The application of these concepts in a way that develops critical thinking and communications skills is emphasized. Elective. Prerequisite: MBA 513. 4 quarter credit hours. Typically offered: Winter.

**MSA 615 Auditing and Assurance II.** A continuation of MBA 614. Concepts of internal controls, testing methodologies, auditing strategies, and potential exposure of misstatement and/or fraud and potential liability of the auditor will be explored more in depth. Elective. Prerequisite: MBA 614. 4 quarter credit hours. Typically offered: Spring.

**MSA 616 Information System Auditing.** Since the introduction of the Sarbanes-Oxley Act of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Elective. Cross-listed as MIS/MBA 616. 4 quarter credit hours. Typically offered: Spring.

**MSA 617 Internal Auditing.** This course will cover internal audit's critical role in Sarbanes-Oxley, Section 404 compliance efforts as well as focusing on the central role that internal auditors play in the management of risk. Internal auditing is presented as an integral part of

effective corporate governance.  Students are introduced to internal control theory, test design concepts including audit sampling, and best practices.  Students will work on selected case studies, explore best practices from organizations such as DuPont, Fannie Mae, Central Maine Power, and Pacific Telesis, and use statistical methods to form audit judgment. Required. Prerequisite: MSA 513. 4 quarter credit hours. Typically offered: Summer.

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

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

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

## Business Administration

**MBA 400 Math Review.** Intended for students needing a review of mathematical concepts and tools at a college algebra level.  Strongly recommended for students who have not used such techniques or have not had a math based course in several years.  This course may be required as a condition of admission if the student has not taken College Algebra in the last 7 years. Not counted as an MBA elective. 1 quarter credit hour. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows.  Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

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

**MBA 504 Corporate Accounting Theory and Practice I.** Focus on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and the statement of cash flows. Provides an understanding of the significance and limitations of financial statements. Useful those pursuing careers in professional accounting and a necessary course for those planning to sit for the CPA exam. Also a useful course for those managers requiring a sophisticated knowledge of financial statements as it relates to bottom-line responsibility, particularly those managers required to provide attestation of the accuracy of the financial statements and internal controls. Required. Prerequisite: MBA 500.  4 quarter credit hours. Typically offered: Fall and Spring.

**MBA 506 Corporate Accounting Theory and Practice II.** A continuation of MBA 504 providing an in-depth study of the conceptual framework of corporate accounting and generally accepted accounting practices with particular reference to the problem areas of financial reporting, such as accounting for pensions, accounting for income taxes, segment reporting, and earnings per share. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Required. Prerequisite: MBA MSA 504. 4 quarter credit hours. Typically offered: Winter and Summer.

**MBA 510 Economics.** Fundamental concepts of macroeconomics, including supply and demand, measurements of and determination of economic performance, such as GDP, inflation, and unemployment, are studied. Other topics include the causes of instability in the economy and corrective measures such as fiscal and monetary policy, money and banking, and the Federal Reserve System. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 511 Orientation to Graduate Education.** Prepares M.B.A. students for individual and project team performance expected in graduate program, including critical thinking, academic honesty, business writing and oral presentations, and case analyses. Required in first term for Learning Team M.B.A. Program only. 3 quarter credit hours.

**MBA 512 Federal Income Taxation.** A study of federal regulations covering taxation of individuals and businesses. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Prerequisite:  MBA 500. 4 quarter credit hours. Typically offered: Fall.

**MBA 513 Auditing Theory and Practice.** An intensive study of generally accepted auditing standards and procedures as prescribed by the Public Company Accounting Standards Oversight Board. Emphasis is placed on planning of an audit engagement, evaluation of

internal controls, and documentation required under the Sarbanes-Oxley Act of 2002, audit sampling techniques, and auditing in a computerized environment.  A necessary course for those planning to sit for the CPA exam. Required. Prerequisite: MBA 506. 4 quarter credit hours. Typically offered: Fall and Spring.

**MBA 515 Advanced Accounting.** A study of the accounting methods for mergers, consolidations, foreign subsidiaries, not-for-profit and governmental entities, and partnerships. A necessary course for those planning to sit for the CPA exam. Required. Prerequisite: MBA 506. 4 quarter credit hours. Typically offered: Winter and Summer.

**MBA 520 Leadership & Business Ethics in the Global Environment.** Reviews paradigms of leadership in global environment. Introduces and applies principles for ethical decision-making in business situations. Assesses student's leadership capacities and responsibilities in challenging situations. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring and Summer.

**MBA 530 Organizational Behavior.** A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, and conflict management. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 532 Organization Development.** Considers the theory and practice of organizational change and organization development (O.D.). Discusses analysis, planning, implementation and evaluation of change programs. Covers the learning process, O.D. interventions, consultant skills, employee participation, monitoring success, reinforcement and ethical issues. Elective. Prerequisite: MBA 530, or MGMT 530. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 539 International Business.** Selected readings in international business will be covered. Topics include culture, geography, politics, foreign direct investment, supply chain management, monetary systems, foreign exchange markets, and political risk management. Current topics in international business will be covered. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 541 Analytical Tools for Management Decisions.** The goal for this course is to prepare students to be more effective users of quantitative information, as well as to avoid the many potential pitfalls from the misuse of statistical methods. The emphasis is on understanding what a previously obtained data set implies and, if appropriate, to develop meaningful forecasts with a reasonable sense of confidence. Specific topics include data analysis and statistical description, sampling and statistical inference, time series, and regression analysis. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 544 Introduction to Business Law.** This course provides an overview of business law topics bringing cases and legal concepts to real life situations in today's business world. The course highlights business applications so students can envision how legal issues impact their

organizations. Topics include: agency, partnership, corporate and environmental law, and the legal liability of directors. Elective. 4 quarter credit hours. Typically offered: Winter.

**MBA 545 Business Law.** This course presents a comprehensive study of the major areas of business law. Specific topics include: contracts, sales, negotiable instruments, secured transactions and internet law. The students will acquire an overview of the law, and have a basic understanding of how law impacts certain business transactions. Required (option). Prerequisite: MBA 520. 4 quarter credit hours. Typically offered: Fall and Spring.

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

**MBA 559 Entrepreneurship.** Deals with new venture management, examining entrepreneurial personalities, managing creativity and establishing a successful enterprise. The major project is a new business plan. Elective. Prerequisite MGMT/MBA 500. 4 quarter credit hours. Typically offered: Summer.

**MBA 581 Team Building.** Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. Elective. 2-4 quarter credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 99.*

**MBA 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes and effective management strategies. Prerequisite: MBA 530. 2 quarter credit hours. Typically offered: Fall and Spring.

**MBA 591 Special Topics.** Varies in subject matter and may be repeated if topics are different. Depending on the topic, this course may count toward various concentrations. Elective. 4 quarter credit hours. *Department Consent Required.*

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

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

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

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

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

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

**MBA 601 Managerial Accounting.** This course introduces the measurement, communication, and interpretation of cost data for management decision-making, planning, control, and evaluation of results. Students are shown how to use accounting information as an effective management tool for coordinating managerial activities. Course material is explored in the context of the extensive changes being implemented in the area of manufacturing, service delivery technologies, and control systems. This course uses case studies to emphasize the application of concepts. Required. Prerequisite: MBA 500. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

**MBA 603 Cost Analysis, Profit Planning and Control.** Builds on the material mastered in MBA 601. Emphasis is placed on profit planning, strategy, and the behavioral aspects of accounting information. Useful for those pursuing careers in professional accounting or finance, and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Fall and Spring.

**MBA 604 Theory and Practice of Financial Reporting.** Focuses on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and statement of cash flows. The objective of the course is to provide an understanding of the significance and limitations of financial statements. The impact of decisions made by corporate executives with regard to the financial statements and their presentation will be discussed.  Useful for those pursuing careers in professional accounting and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Winter and Summer.

**MBA 605 Tax Influences on Decision Making.** This course presents the impact of federal income taxation on various business decisions. Emphasis is placed on areas such as choice of business organization, capital gains, timing of income, depreciation, investments, and employee benefits. Elective. Prerequisite: MBA 601. Cross listed with MBA/MSF 605. 4 quarter credit hours. Typically offered: Winter, Spring, and Summer.

**MBA 606 Forensic Accounting.** A comprehensive study of forensic accounting topics. This course provides students with a background in the field of forensic accounting-fundamentals, tools and accounting applications. Elective. 4 quarter credit hours. Typically offered: Fall and Spring.

**MBA 607 Fraud Examination.** An examination of schemes used by executives, managers and employees to commit fraud against their organizations. Focusing on the prevention, detection and investigation strategies used to combat accounting fraud. Elective. Prerequisites: MBA 500 and MBA 601. 4 quarter credit hours. Typically offered: Summer.

**MBA 608 Fraud and the Legal Environment.** This course examines criminal theory relating to fraud, existing legislation governing fraud, and preparation and presentation of fraud cases in the court system. Elective. Prerequisite: MBA 606. 4 quarter credit hours. Typically offered: Fall.

**MBA 609 Computer Fraud.** This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer fraud that can occur in organizations and how computer fraud can be prevented. Elective. 4 quarter credit hours. Typically offered: Winter.

**MBA 611 Managerial Economics.** Applies microeconomic tools to business decision making. Topics include optimization, consumer behavior, elasticity of demand, the use of regression analysis to estimate demand (revenues) and costs, marginal analysis and market structure. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 613 Business and Economic Forecasting.** Acquaints students with business statistical forecasting methodologies, placing special emphasis on the underlying assumptions. Emphasizes time series methods used for planning and includes techniques such as decomposition, smoothing, regression and ARIMA modeling. Elective. Prerequisite: MBA 611. 4 quarter credit hours. Typically offered: Periodically.

**MBA 614 Auditing and Assurance I.** A study of the processes conducted by independent, internal and governmental accountants to audit, attest, and provide assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor's understanding of controls in a sophisticated technological environment. The application of these concepts in a way that develops critical thinking and communications skills is emphasized. Elective. Prerequisite: MBA 513. 4 quarter credit hours. Typically offered: Winter.

**MBA 615 Auditing and Assurance II.** A continuation of MBA 614. Concepts of internal controls, testing methodologies, auditing strategies, and potential exposure of misstatement

and/or fraud and potential liability of the auditor will be explored more in depth. Elective. Prerequisite: MBA 614. 4 quarter credit hours. Typically offered: Spring.

**MBA 616 Information System Auditing.** Since the introduction of the Sarbanes-Oxley Act of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Elective. Cross-listed as MIS/MBA 616. 4 quarter credit hours. Typically offered: Spring.

**MBA 617 Internal Auditing.** This course will cover internal audit's critical role in Sarbanes-Oxley, Section 404 compliance efforts as well as focusing on the central role that internal auditors play in the management of risk. Internal auditing is presented as an integral part of effective corporate governance. Students are introduced to internal control theory, test design concepts including audit sampling, and best practices. Students will work on selected case studies, explore best practices from organizations such as DuPont, Fannie Mae, Central Maine Power, and Pacific Telesis and use statistical methods to form audit judgment. Elective. Prerequisite: MBA 513. 4 quarter credit hours. Typically offered: Summer.

**MBA 619 International Economics and Finance.** Modern theories of international trade and current issues in selected areas of international finance are the subject of this course. Topics include the theory of comparative advantage, balance of payments, international monetary systems, foreign exchange markets, international parity conditions, hedging tools and techniques, and foreign investment. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Winter.

**MBA 620 International Accounting.** This course integrates International Financial Reporting Standards (IFRS) into financial accounting and highlights the differences and issues related to US GAAP and IFRS. Students will gain a basic understanding of IFRS which is gaining worldwide acceptance and being considered for adoption within the US. Elective. Prerequisities: MBA 500, MBA 601. 4 quarter credit hours.

**MBA 622 Creativity and Innovation in Business.** Discusses both individual and group methods to enhance innovation in the organization. Theories of creativity are reviewed, but the emphasis is on using technologies to develop new products and processes. Elective. 4 quarter credit hours. Typically offered: Spring.

**MBA 626 Strategic Business Communications.** Focuses on effective design and delivery of speeches and virtual presentations for business. Uses multi-media to assess and develop student's presentation skills in business and related public presentations, through student's actual presentation with multi-media aids. The course will expand to: (1) Understand the principles of effective managerial communications, (2) Appreciate the role that communication plays in crisis management, business strategy implementation and managing the workplace and (3) to help students understand the basics of negotiation, including analysis of other party and mutually acceptable outcomes. Elective. 4 quarter credit hours. Typically offered: Winter and Summer.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MBA 627 Public Health System.** Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. Duplicate credit cannot be given for MPH 602. 4 quarter credit hours. Typically offered: Periodically.

**MBA 628 The Business of Healthcare.** Explores current topics in the business of delivering health services in the U.S. including insurance, privacy of information, accountable care organizations, and financing structures. Duplicate credit cannot be given for MPH 680. 4 quarter credit hours. Typically offered: Periodically.

**MBA 629 Marketing of Public Health.** Explores concepts of marketing theory, planning, strategy, research and implementation of marketing plans. Duplicate credit cannot be given for MPH 664. 4 quarter credit hours. Typically offered: Periodically.

**MBA 630 Operations Management.** This course focuses on the strategic role of operations and developing an appreciation for operations activities and how to improve them. Issues include continuous quality improvement, the critical importance of the customer and consideration of selected quantitative techniques. Required. Prerequisite: MBA 530, MBA 541. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

**MBA 632 Supply Chain Management.** This course provides an overview of the strategic nature of supply chain management, including basic supply chain definitions, concepts and principles and real world applications of supply chain techniques to transportation, inventory, supplier integration, electronic data interface, environmental resource planning, material resource planning, warehousing, and electronic commerce. The course will focus on the value-added impact of supply chain management to marketing, quality and manufacturing and will provide students with an appreciation for the time, money and human resources required for a supply chain management transformation. Elective. Prerequisite: MBA 630. 4 quarter credit hours. Typically offered: Fall.

**MBA 633 Legal Issues in the Workplace.** This course provides an overview of laws and regulations that must be considered in human resource decision making. Topics include the Fair Labor Standards Act, Equal Employment Opportunity and Affirmative Action, sexual harassment, family leave, the Americans with Disabilities Act, Illinois Freedom of Information Act, Equal Pay Act and various aspects of employer/employee relations. Required Option.  4 quarter credit hours. Typically offered: Winter.

**MBA 634 Strategy, Structure, and Decision Making.** The focus is on the role of management in the development of organization strategy, and the development of appropriate organization structures. Case analysis is used to aid in understanding and applying behavioral concepts to the resolution of managerial and organizational problems. Elective. Prerequisite:  MBA 530 or MGMT 530. 4 quarter credit hours. Typically offered: Fall and Spring.

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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MBA 636 Transnational Management and Global Organization.** This course focuses on how global firms formulate and implement management strategies addressing issues such as creating solid logistic systems, managing foreign suppliers, building competitive advantage, designing responsible organizations. Students will be able to: (1) understand current models and approaches to strategy formulation and implementation for multinational business enterprises; (2) Integrate the functional disciplines of designing an effective organizational structure through the application of cross border knowledge transfers and boundary expanding structures like joint ventures and alliances; (3) Identify the key traits of successful management teams that are a core requirement for transnational operations and where the roles of this complex organization will be in the ever expanding global economy; (4) Devise various types of strategy for transportation and logistic systems that are a core requirement for transnational organizations. Elective. Prerequisites: MBA 601, MBA 611 and MBA 630. 4 quarter credit hours. Typically offered: Winter.

**MBA 641 Information Technology Management.** This course equips managers to assess strategic opportunities utilizing and investing in information technology. Topics include the nature and use of computers and other information technologies as business tools, new technologies, effective communication with members of the information systems community, and IT organization leadership. Required Option. Prerequisite: MBA 500, MBA 520. 4 quarter credit hours. Typically offered: Spring.

**MBA 642 Financial Information Systems.** The rise of business process analysis within many organizations and the trend toward decentralization has forced many functions to operate autonomously. Students will learn to analyze the role of accounting information systems within a company's operating systems; appreciate the wider view of accounting's role in an organization as an integrated and comprehensive database; and learn the connections between transaction cycles, internal controls, and computer security. Students will be expected to apply quantitative and qualitative techniques learned in previous financial management and information systems courses to analyze cases selected from a wide variety of financial and information technology problem areas. Elective. Cross-listed as MIS/MBA 642. Prerequisite: MBA 601. 2 quarter credit hours. Typically offered: Fall.

**MBA 645 Fundamental Security Analysis.** This course examines equities and bonds by taking an in-depth look at the financial statements of an organization. Through evaluation of companies the student becomes familiar with classic doctrines in value investing, ratio analysis, and industry analysis. Topics include: valuation analysis, forecasting future performance, and credit risk. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Winter.

**MBA 650 Financial Risk Management.** This course provides an overview of risk management in the finance industry. The course is designed for students interested in understanding how large-scale, complex risk management is actually performed in financial institutions. Topics include regulatory standards, computation, back-testing, stress-testing, simulation, and reporting of market, credit, and operational risk. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Spring.

**MBA 651 Financial Management.** Develops an understanding of financial theory and its application through case analysis. Topics include capital management, operating and financial

leverage, costs of capital, investment, and financing decisions. Techniques for the evaluation of investment alternatives using net present value and internal rate of return concepts are covered including the identification of cash flows relevant for capital budgeting. Emphasis is placed on the application of these concepts to the valuation of a going concern. Extensive use of proforma modeling of financial statements is made throughout the course. Required. Prerequisities: MBA 601, MBA 611. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 652 Financial Institutions.** This course presents an overview of financial institutions – their purpose, unique organizational attributes, financial structure, and the environment in which they operate.  Focus is placed on the organization and operation of deposit accepting and other financial intermediaries, as well as the role of government regulatory agencies such as the Federal Reserve, the FDIC, and others. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Periodically. 4 quarter credit hours. Typically offered: Periodically.

**MBA 653 Investment Theory and Portfolio Management.** This course applies modern capital market theory to investment analysis and portfolio management. Topics include risk and return measurement, evaluation of portfolio performance, efficient market theory, and pricing of call options, corporate bonds, and equity.  Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Fall.

**MBA 654 Problems in Corporate Financial Analysis.** This course employs challenging cases, current events, and readings to create a framework for students to utilize their qualitative and quantitative skills in corporate finance. Students will be expected to apply techniques learned in MBA 651 and research new techniques. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Spring.

**MBA 656 Investment Analysis.** This course covers the history and rationale of futures and options trading, methods of derivative trading, types of charts, size of contracts and value of each tick. This course covers the concepts covered in the CFTC commodities futures and options trading exam (Series 3).  Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Summer.

**MBA 657 E-Commerce.** This course presents the state-of-the-art in electronic commerce.  Its focus is on the current and future impact of e-commerce. Students will learn how to create new business opportunities; identify new customers and additional value in existing customers; realign the organization for this new environment; address contemporary uncertainties such as government regulation, taxation, security, privacy, and intellectual rights; create a market presence; measure success, return on investment and profitability; and sustaining the pace of change through appropriate staffing, hiring, outsourcing and partnering.  Students examine recent successes and failures in e-commerce through case studies and other readings and will develop an e-commerce business plan for an organization. Elective. Cross-listed as MIS/MBA 657. Prerequisite: MIS 546 or MBA 641. 4 quarter credit hours. Typically offered: Winter.

**MBA 658 Derivatives and Risk Management.** This course covers the ethical issues and compliance with a focus on new rules related to the regulation of derivatives trading. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Spring.

**MBA 659 Investment Accounting and Business Ethics.** This course focuses on the Post-Enron era in accounting and investments management. The material is devoted to the cultivation of ethical standards required to ensure the highest degree of commitment to integrity, independence, and objectivity. Elective. Prerequisite: MBA 651. 4 quarter credit hours. Typically offered: Winter.

**MBA 661 Marketing Management.** Introduces students to both the theory and practice of marketing. Students explore consumer behavior, market research, new product development, pricing, distribution, and promotional considerations. Required. Prerequisites: MBA 530 and MBA 541. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 662 Brand Management.** Learning how to guide and motivate a sales force is the central topic of this course. Students will explore the roles of sales representatives in the marketing mix and review and practice successful sales presentations. Managerial considerations related to the training, compensation, and evaluation of sales personnel will be stressed. Elective. Prerequisite: MBA 661. 4 quarter credit hours. Typically offered: Fall.

**MBA 663 Marketing Communications.** Integrated marketing communication is the central theme in this class. Students learn to evaluate and integrate print, radio and television advertising, direct response marketing, website design, and databases into coherent communications programs. Elective. Prerequisite: MBA 661. 4 quarter credit hours. Typically offered: Spring.

**MBA 664 Sports Marketing.** Explores the nature of the activities involved with marketing to business. Special emphasis will be given to understanding the complexities of buyer-seller relationships as well as the unique ways in which the marketing mix changes when dealing with business products and services. A wide variety of business-to-business marketing problems will be explored. A case analysis will be used in this course. Elective. Prerequisite: MBA 661. 4 quarter credit hours. Typically offered: Winter.

**MBA 665 Principles of Marketing Research.** The focus in this course is on helping students become knowledgeable users of marketing research rather than on becoming experts conducting the market research themselves. To accomplish this goal, the course will look at the entire marketing research process. It will cover problem definition, the correct selection of qualitative and quantitative research methods, data analysis and strategy decisions that result from the research. Elective. Prerequisite: MBA 661. 4 quarter credit hours. Typically offered: Winter.

**MBA 666 Advanced Topics in Consumer Behavior.** Understanding why consumers do the things they do is essential for all marketing. In this course, students will explore the many influences that affect individual purchase and consumption behavior. The approach taken will be wide-ranging and will draw on current theory in psychology, sociology and anthropology. Applied consumer behavior theory to the student's work and product experiences as well as to their own consumer behavior. Elective. Prerequisite: MBA 661. 4 quarter credit hours. Typically offered: Fall.

**MBA 670 Internet Marketing Communications.** Internet marketing is reshaping the way businesses and consumers interact with each other. This course studies the value of the Internet as a communication channel and is useful for marketing decision makers eager to understand and utilize Internet technology to grow their businesses. Examining the Internet and its evolution from a research tool to a marketing communications medium, this course shows how Internet offers an array of one-to-one, real-time, personalized marketing communications. This customized marketing approach attempts to directly meet individual customers' needs and consumer satisfaction may be just a few mouse clicks away. Internet Marketing Communications is not simply developing a website and hoping consumers will find it. It should be part of an Integrated Marketing Communications strategy that grows the business. Elective. Prerequisite: MBA 661. 4 quarter credit hours. Typically offered: Winter.

**MBA 671 Strategic Management.** This course requires students to use and integrate the disciplines and techniques learned in previous required courses. Strategy formulation and implementation concepts are discussed using theory and cases. This course should be taken within two courses of completion of the required courses. Required. Prerequisites: MBA 651, MBA 661. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 672 Essentials of Sustainable Leadership.** This course will examine the fundamental concepts of leadership related to the sustainable enterprise. Topics such as power and politics, networking, communication, and transformational leadership are studies along with traits, principles and behaviors of sustainable leadership. Students will analyze their own leadership qualities as they study various models and discuss the changing global demands placed on contemporary leaders. Students will be introduced to theories of leadership, build their skill, and apply their knowledge through experiential exercises and case studies. 4 quarter credit hours. Typically offered: Winter.

**MBA 674 Leading Sustainable Organizations.** This course builds on the Essentials of Sustainable Leadership and Developing Sustainable Leaders courses and takes you to the next level. This course covers advanced topics in leadership, emotional intelligence and the role of sustainable leadership in organizational change (including working with power and politics and managing covert processes in the workplace). The perspective of the course content is from the role of a senior leader. Sustainable leadership performance and an open systems view of organizations are the foundations of the approach to this course. The course also examines how the worldview of the individual executive influences his or her performance as a leader and executive and the long term performance of the organizations they lead. The course is designed to be introspective, to facilitate your learning about yourself, and highly interactive, to foster learning from each other. The in-class exercises, case analyses, group discussions, lectures, and readings are designed to expand your awareness and range of behavioral options as an executive leader. Prerequisite: MBA 520. 4 quarter credit hours. Typically offered: Summer.

**MBA 675 Understanding the New Revolution in Sustainability.** This course is designed to connect students to the business opportunities inherent in the emergence of sustainability-the pursuit of economic prosperity, environmental stewardship, and social justice-in the global business environment. Students will explore current trends, leading literature, theory, and case studies while participating in experiential exercises and interactive projects in order to gain

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

practical insights into how society's increasing expectations are impacting the firm's social license to operate. The goal of this course is for individuals  to better understand how business relates to society; the ways in which sustainable business principles are integrated into all facets of organizational life; and the value that can be created for all stakeholders. Elective. Prerequisite: MBA 520. 4 quarter credit hours. Typically offered: Spring.

**MBA 676 Marketing Strategies in the Digital Age.** This class focuses on the marketing efforts that companies, both large and small are utilizing to create effective Internet strategies. Students will also investigate what new technologies are dominating the marketplace today, and what we can expect as the Internet, and other technologies evolve. The student will become fluent in the language of e-marketing, and will gain the ability to position his or her self as a major asset in the execution of their organization's Digital marketing plan. Elective. 4 quarter credit hours.

**MBA 677 Sustainability as a Driver for Innovation and Growth.** This course focuses on the emerging frontier of innovation and entrepreneurial activity, where innovative responses to social needs are being shaped by individuals and organizations driven to bring about positive change. Students will gain an understanding of how sustainability principles are being used as drivers for innovation, collaboration, and transformation and the best practices of starting and growing successful mission-driven firms that are working across traditional borders between government, business, and the social sector. Elective. Prerequisite: MBA 520. 4 quarter credit hours. Typically offered: Spring.

**MBA 680 Capstone Experience.** Integrates all MBA coursework and experience in final analysis of complex business case situation, with formal presentation to panel of expert business leaders. As determined by instructor, may be individual or team based analysis and presentation. Professional performance and comprehensive demonstration of student's expertise expected, as would be expected by consulting team presentation to governing board or senior executives. Required. Learning Team M.B.A. Program only. 2 quarter credit hours. *Department Consent Required.*

**MBA 681 Principles of Nonprofit Management.** This course is an introduction to some of the special management and leadership issues facing nonprofit organization. Theories of leadership and the role of leaders in building effective  and sustainable nonprofit organizations will be explored. Finally students will discuss standards and codes of conduct appropriate to nonprofit professionals and the volunteers who are the backbone of the nonprofit organization. 4 quarter credit hours. Typically offered: Winter.

**MBA 682 Non-Profit Board Governance.** This course is an introduction to the history and function of governance and the role of boards in achieving the mission and vision of nonprofit organization. The process of board development and its importance in forging a successful board-executive relationship will be examined in order to provide students with necessary tools to create effective governing boards. 4 quarter credit hours. Typically offered: Winter.

**MBA 683 Project Management.** The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects, within budget and on schedule. Advanced topics may include

critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This course is appropriate for technology and non-technology managers alike. Required. Cross-listed as MIS/MBA 683. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MBA 686 International Marketing.** Applies marketing principles and concepts across national borders by examining several key variables of the international environment, such as competition, politics, laws, and consumer behavior. Elective. Prerequisite: MBA 661 or MGMT 561. 4 quarter credit hours. Typically offered: Fall and Spring Term.

**MBA 687 Multi-Cultural Management.** The complex global business arena of the 21st century mandates that managers develop the skills necessary to design and implement global strategies and to conduct effective cross-national interactions.  This course will focus on the international manager's cultural skills and sensitivity as well as the ability to carry out the company's strategy within the context of the host country's business practices and environment. Elective. Online M.B.A. Program only. 4 quarter credit hours.

**MBA 690 Internship.** Focused on professional career development through on-site internship developed by student with faculty mentor, including oral presentation. Elective. 4-12 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MBA 691 Lecture Series.**   3 quarter credit hours.

## Clinical Psychology

**MCP 510 The Physiology and Pharmacology of Psychotherapeutic Drugs.** This course introduces students to the physiological, pharmacological, and psychological concepts basic to an understanding of the clinical use of psychotherapeutic drugs. Prerequisite: Degree seeking student in the Clinical Psychology Program.  3 quarter credit hours.

**MCP 516 Group Process.** Group dynamics and processes are studied experientially and conceptually. Emphasis is on understanding learning  processes in groups. Prerequisite: MCP 633 and degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

**MCP 550 Addiction and the Family.** This course is an introduction to the family as a dynamic system focusing on the effects of addiction pertaining to family roles, rules and behavior patterns. The impact of mood altering substances and behaviors and therapeutic alternatives as they relate to the family will be discussed.  This course is designed to prepare students to work with family members in the treatment of addiction. Prerequisite: Degree seeking student in the Clinical Psychology program.  3 quarter credit hours.

**MCP 551 Alcohol and Other Substances of Abuse.** This course focuses on the examination of substance abuse and dependence disorders along with relevant research, theory, assessment, and treatment approaches.  Major classes of abused drugs will be discussed along with multicultural, traditional, and nonpsychologically based approaches to prevention and treatment. Prerequisite: Degree seeking students in the Clinical Psychology program. 3 quarter credit hours.

**MCP 560 Principles of Behavior Modification.** The principles of behavior therapy are studied in depth: examination of techniques derived from behavioral principles; application to specific problems. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 580 Psychology of Women.** This course examines theory on the psychology of women and its applications developed through clinical work and research with women. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 585 Grief and Loss.** This course examines the process a person experiences as the result of unanticipated or expected life losses. Cultural and cohort differences in grieving styles are explored. A skills component is included to facilitate learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 600 Independent Study.** Prerequisite: Degree seeking student in the Clinical Psychology program.  1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**MCP 601 Professional, Ethical and Legal Issues in Counseling.** The course introduces students to professional, legal and ethical responsibilities relating to professional counseling especially as related to Illinois law. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 602 Professional, Ethical and Legal Issues in Counseling II.** This course will continue the exploration and discussion of ethical and legal considerations in the practice of counseling. Prerequisite: MCP 601. Degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

**MCP 603 Clinical Interviewing and DSM.** This course introduces the student to the current diagnostic and statistical manual and its use. In addition, students practice doing the clinical interview with the purpose of gathering the specific information needed to diagnose and plan treatment. Prerequisite: Undergraduate Abnormal and Degree Seeking Student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 606 Methods of Research.** This course is an overview of research design, collection and reporting of data, interpretation of findings and inferential procedures.  Prerequisite: Undergraduate statistics or proficiency exam. Degree seeking student in the Clinical Psychology program  3 quarter credit hours.

**MCP 607 Counseling Laboratory.** MCP 607 Counseling Laboratory. This course provides empathy training exercises with an emphasis on the therapist's conscious use of the language of emotions and attitudes. Role-play with couples, difficult clients, special situations and therapeutic techniques are practiced. Prerequisite: MCP 629. This is an elective course. Degree seeking student in the Clinical Psychology program  3 quarter credit hours. Typically offered: Winter.

**MCP 616 Stress Management.** This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change, and techniques of stress management.

Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 619 Substance Related Disorders: Application of Theory.** This course is an integration and application course of prior content taught in MCP 510, 550 and 551. This course will review clinical skills required to function as a Certified Addictions Counselor.  Throughout this course the student will be required to provide the rationale for their choice of treatment, examining specific scientific rationales. Research investigations will provide the basis of treatment for hypothetical patients. ASAM criteria will guide assessment choices for placement and treatment. 3 quarter credit hours. Typically offered: Spring. *Department Consent Required.*

**MCP 620 Cognitive Therapy.** This course provides a survey of a variety of cognitive/behavioral approaches to psychotherapy. Modern techniques will be linked to earlier theories in both cognitive (Adler Kelly, etc.) and behavioral (Skinner, Pavlov, etc.) psychology. Students will be given the opportunity to apply the various techniques and theories to clinical material and will be expected to present and analyze cases within a cognitive-behavioral framework. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. *Department Consent Required.*

**MCP 621 Brief Counseling & Psychotherapy.** The student is introduced to theories underlying the brief counseling and psychotherapy model. Role-play situations are used to facilitate learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

**MCP 629 Theory and Practice of Counseling and Psychotherapy.** Students receive training in client-centered therapy, including  recordings of simulated counseling sessions with individual playback consultations. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. *Department Consent Required.*

**MCP 630 Theory and Techniques of Counseling and Psychotherapy.** Theories and techniques of a sampling of major approaches to counseling and psychotherapy are explored. Prerequisite: Degree seeking student in the Clinical Psychology program, Undergraduate Theories of Personality. 3 quarter credit hours.

**MCP 633 Group Counseling and Psychotherapy.** Fundamental concepts and skills of group psychotherapy are examined. Prerequisites: MCP 629, Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 635 Research in Counseling and Psychotherapy.** Studies in the field of counseling and psychotherapy, its practitioners, its processes and its efficacy are critically reviewed in terms of both findings and methods and as illustrations of different design approaches to the understanding of psychotherapy. Prerequisite: MCP 606. Degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

**MCP 638 Problems in Counseling and Psychotherapy.** This course is designed for individual and group study of selected problems and issues. Prerequisite: Degree seeking student in the

Clinical Psychology program. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**MCP 646 Human Development: Infancy and Childhood.** This course presents basic concepts of the developmental perspective and reviews the physical, psychological and social development of the child from birth to puberty. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 647 Human Development: Adolescence.** This course examines the range of development that occurs in adolescence. Discussions and readings focus on the major physical, social, cognitive and emotional changes that occur during this phase of life. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 648 Human Development: Adulthood.** Students will examine the developmental issues surrounding early, middle and late adulthood. The course will focus on the physical, emotional and intellectual changes that occur as one progresses through adult life. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 649 Human Sexuality.** This course examines human sexual development and the nature, assessment and treatment of sexual problems. Sexual desire disorders will be addressed, and the value of sexual therapy intervention for couples will be explored. Sexual issues will be approached from intra-psychic and interpersonal perspectives. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. Typically offered: Fall.

**MCP 650 Introduction to Art Therapy.** To introduce the use of art in counseling clients of all ages. To explore the use of art as a metaphor for human issues and concerns. Prerequisite: Degree seeking student in the Clinical Psychology program. 2 quarter credit hours. Typically offered: Spring and Summer.

**MCP 651 Maladaptive Behavior and Psychopathology.** The etiology, dynamics and treatment of pathological behavior will be studied with an emphasis on the relationship between personality disorders and co-occurring disorders. Prerequisite: Degree seeking student in the Clinical Psychology program, MCP 603, and MCP 690 or MCP 691 concurrent. 3 quarter credit hours.

**MCP 653 Behavior Disorders of Childhood.** Theoretical and methodological issues in behavior disorders of childhood are studied in this course using clinical and research data. Readings and discussions will give consideration to assessment and treatment approaches. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 655 Theory and Practice of Play Therapy with Children.** This course explores the concept of play as a therapeutic modality and the major theories of psychotherapy and how those theories form the foundation for specific play therapy techniques and interventions. An analysis of appropriate application and strategic utilization of techniques that further the processing of client material will be explored. Prerequisites: Degree seeking student in the Clinical Psychology program and MCP 646 and MCP 630. 3 quarter credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MCP 658 Career Counseling, Testing and Planning.** Occupational and educational information and issues in career planning and development are studied with consideration of student's own career plan; laboratory practice. Prerequisite: Degree Seeking student in the Clinical Psychology program. 2 quarter credit hours.

**MCP 659 Job Search Strategies.** This course will focus on defining job search strategies for a competitive job market.  Career development theories will be explored in a practical application. Prerequisite: Degree seeking student in the Clinical Psychology program and MCP 658. 3 quarter credit hours.

**MCP 664 Psychological Assessment: Measurement and Test Evaluation.** This class provides an overview of the theory of psychological evaluation, clinical interview processes and utilization of interpretative data in assessing client needs. Prerequisite: MCP 603. Degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

**MCP 665 Psychological Assessment: Personality Evaluation and Report Writing.** This course provides an overview of major assessment instruments, interpretation of reports and report writing. An introduction to projective techniques is included. Prerequisite:  MCP 603. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 672 Marriage and Family: Systems and Theory.** Family systems theory is introduced. The works of major contributors of the field are studied. A skills component is included to enhance learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 673 Workshop in Marital Therapy.** This course explores a range of approaches to brief couple and family therapy. Conceptual and self-observation skills are emphasized in the critique of student-designed, role-played interventions. Part of the course centers on client centered approaches to working with clients. Prerequisite: MCP 629. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 683 Social and Cultural Foundations.** This course explores issues and trends in a pluralistic society. Areas covered include issues associated with factors such as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, gender and socioeconomic status. Ethical implications and considerations are examined. Prerequisites: MCP 601 and MCP 629. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MCP 684 Workshop in Counseling the Diverse Populations.** This course explores approaches in working with culturally diverse populations. The therapist's own ethnic and cultural factors are also considered.  Conceptual and self-observation skills are practiced in the critique of role-played counseling sessions. Prerequisites: Degree seeking student in the Clinical Psychology program, MCP 629 and MCP 683. 2 quarter credit hours.

**MCP 687 Readings in Counseling Psychology.** Readings in Theories of Personality, Readings in Psychopathology or Readings in Psychotherapy Research Individual or group study is carried out in one of the above areas. Prerequisite: Degree seeking student in the Clinical Psychology

program. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**MCP 688 Master's Thesis.** Students are supervised during the conceptualization, execution, data analysis and formal written presentation of a research project. Prerequisite: Degree Seeking student in the Clinical Psychology program. 2-4 quarter credit hours. *Department Consent Required.*

**MCP 690 Supervised Field Experience in Mental Health I.** This is the first student internship experience. Students serve their internship at agencies, hospitals and other social service sites with a focus on providing counseling to clients. Students receive weekly supervision on site. Students enroll in this class to register for their first field placement. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MCP 691 Supervised Field Experience in Mental Health II.** This is the second student internship experience and continues the student's experience in counseling clients. Supervision by the agency staff is provided. Students enroll in this class to register for their second field placement. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MCP 693 Supervised Field Experience in Human Services, Student Personnel, Supervision, Teaching and Research.** This is a non-clinical field placement.  Students gain experience in their area of interest which may include teaching assistance, research, crises line work, career counseling and other options. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department Consent Required.*

**MCP 696 Clinical Psychology Seminar.** Clinical Psychology seminar presents the student with a comprehensive review of theories, theorists, concepts and skills addressed in the MCP program. This class will refresh student learning in preparation for graduation, licensing and entering the profession. 1 quarter credit hour. Typically offered: Winter and Summer. *Course Repeatable. Maximum number of units allowed 2.*

## Education

**EDUC 400 Preclinical Experience.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application, co-registration in EDUC 605. 1 semester credit hour. *Department Consent Required.*

**EDUC 425 Preclinical: Teaching Mathematics.** Directed observation and participation in an off-campus setting. Students participate in a 40 clock-hour experience. Transportation required. Prerequisites: Preclinical application; co-registration in EDUC 525; cumulative G.P.A. of 3.0, and TEP.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 426 Preclinical: Instructional Strategies Learning Disabilities and Emotional Disorders.** Directed observation and participation in off-campus setting. Students participate in a 25 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 625; cumulative G.P.A. of 3.0, and TEP.

**EDUC 430 Preclinical: Reading.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 530; cumulative G.P.A. of 3.0, and TEP.

**EDUC 431 Preclinical: Secondary Mathematics.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 531; cumulative G.P.A. of 3.0, and TEP.

**EDUC 432 Preclinical: Secondary English.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 532; cumulative G.P.A. of 3.0, and TEP.

**EDUC 433 Preclinical: Secondary Social Science.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 533; cumulative G.P.A. of 3.0, and TEP.

**EDUC 434 Preclinical: Secondary Science.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 534; cumulative G.P.A. of 3.0, and TEP.

**EDUC 435 Preclinical Experience: K - 12 Spanish.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience K-12. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 535; cumulative G.P.A. of 3.0, and TEP.

**EDUC 436 Preclinical: Secondary Business/Marketing/Computer Education.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application; co-registration in EDUC 536; cumulative G.P.A. of 3.0, and TEP.

**EDUC 443 Preclinical: Middle School Philosophy.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application; co-registration in EDUC 543; cumulative G.P.A. of 3.0, and TEP.

**EDUC 455 Preclinical: Classroom Management.** Directed observation and participation in off-campus setting. Students participate in a 20 clock hour experience. Transportation needed. Prerequisites: Preclinical Application; co-registration in EDUC 555; cumulative G.P.A of 3.0, and TEP.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 460 Preclinical Experience: Physical Disabilities and Mental Retardation Methods.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application; co-registration in EDUC 560; cumulative G.P.A of 3.0, and TEP.

**EDUC 502 The Differentiated Classroom: A Practical Approach.** This course is designed to provide a study of the theory of differentiation and its implementation in the classroom. A focus will be on the understanding what differentiation is, the reasons for differentiation, how differentiation can be integrated in teaching and learning, and the results of having a differentiated classroom. 3 semester credit hours.

**EDUC 505 Developmental Characteristics of Young Adolescents/Implications for Teaching and Learning.** This course will begin examining the developmental characteristics of young adolescents. Cognitive, emotional, physical, social and character development will be viewed in the school setting. Current issues, curriculum, strategies, and programs in local, state, and national middle level schools will be explored. 3 semester credit hours.

**EDUC 506 Overview of Special Education.** The purpose of this course is to provide the adult learner with a basic understanding and overview of Special Education in today's schools. This will include characteristics of and various teaching strategies for working with individuals with learning disabilities, emotional and behavior disorders, and mental impairments. This course is intended for classroom teachers and other school personnel who want more information about Special Education population. This is NOT the Survey of Exceptional Child course for Illinois certification. 2 semester credit hours.

**EDUC 507 Supervision of Special Education.** The organization, administration and operation of special education programs at the local state and federal levels will be reviewed. Emphasis will be given to laws, mandates, and the impact of the Regular Education Initiative on special education personnel. Supervision of teachers, including observation and evaluation will be studied. In addition, all elements of successful case management, including facilitation of small groups, collaboration across disciplines, development of special services and legal aspects will be explored. 3 semester credit hours.

**EDUC 512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum.** Examines the relationship between reading, writing, oral communication and thinking and explores strategies for integrating these areas across the curriculum. Examines a variety of theoretical perspectives and instructional strategies involving simulation, role-playing, case studies, inquiry, problem-solving, critical thinking and environmental learning. Lesson and unit plan development emphasized. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. Typically offered: Spring.

**EDUC 513 Integrating Art into the Elementary Curriculum.** This course will provide teachers with tools to integrate art into the elementary curriculum. The course will address the academic, emotional, and social benefits of including art in the academic day. Classes will include hands on projects and art history research. 2 semester credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 514 Classroom Management.** This course will provide several models of classroom management, based on instructional styles. Find the best management techniques for your style of teaching. 2 semester credit hours.

**EDUC 516 Adult Learning Strategies.** Explores the nature of adult learning with special emphasis given to behavioral and cognitive theories and their applications to lifelong learning. Topics include thinking skills and problem solving strategies, the nature of motivation and self-efficacy, and the relationship between the brain and the mind. Special programs in adult education will be identified. 1 semester credit hour.

**EDUC 517 Introduction to Technology.** Examines various computer programs and applications that can be used to enhance instruction and learning. Topics will include computer-based instruction, multi-media development, internet use for educational purposes, Live Text and electronic portfolio. 1 semester credit hour.

**EDUC 518 Survey of Instructional Technology.** Covers the selection, production, utilization and evaluation of technologically based instructional media. Prerequisite: EDUC 517 or department consent. 1 semester credit hour.

**EDUC 520 Holistic Reading Strategies.** Examines the processes of communicating that include reading, writing, speaking and listening. Stresses the interactive nature of reading by examining the relationships between author and reader, decoding and context, and reading and writing. Explores the impact of these relationships on meaning construction. Specific methods and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 521 Technology Topics.** This course provides the teacher with a variety of ways in which computer technology can be applied in the classroom. Through exposure to commonly used programs, it will be possible to supplement and enhance an existing curriculum and help teachers be more productive. This course will also provide teachers ways that students can be provided a richer experience as they create and modify their own materials. Teachers will be introduced to products such as scanners, digital cameras and methods to use them effectively. Strategies to realistically use the World Wide Web will be discussed and then put into practice. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 523 Type and Temperament: Implications for Teaching and Learning.** Myers-Briggs Types and Kiersey-Bates Temperaments can give teachers great insight into their personal teaching style as well as learning preferences for all types and temperaments. The Myers-Briggs Type Indicator will be administered. Individual scores and printouts will start the understanding and feelings about preferences and type. Working on that base, teaching and learning will be viewed through the lens of type and temperament. Practical classroom application, strategies, and examples will be examined. 1 semester credit hour.

**EDUC 524 Emergent Literacy.** From P-12 research and field experience, candidates will learn the developmental stages that occur from emergent and early literacy to the fluent reader stages. These steps from learning to read to reading to learn are developmentally sequenced and continue long into adulthood past the fluency stages. The reader is continuously

developing skill in the academic content learning that happens simultaneously through the reading process. 3 semester credit hours.

**EDUC 525 Teaching Mathematics:  An Interactive Process (with practicum).** Explores current trends in the teaching of mathematics.  Discusses content of elementary and middle-grade mathematics programs, teaching materials, and philosophies relative to grades K-2, 3-5, and 6-8.  Emphasizes the importance of a developmental approach to teaching mathematics by progressing from conceptual, transitional, and eventually to symbolic problem solving. Includes a 40 clock hour field experience in an off-campus setting.  Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. *Department Consent Required.*

**EDUC 526 A Constructivist View: Understanding and Application for the Reality Classroom.** This course is designed for teachers who want to learn more about constructivism in learning and teaching. Discussion about constructivist theory, philosophy, and practice will be the primary focus of this class. Constructivists, experiential learning, cooperative learning and other aspects of constructivist theory will be explored. Participants will develop their own integrated unit or lesson plan to use in their practice. 3 semester credit hours.

**EDUC 527 Cognitive Theory/Multiple Intelligences Approach to Teaching.** This course is designed for teachers of grades 6-12 who want to understand more about integrating cognitive learning theory and multiple intelligences in the classroom. The goal of the class is to understand the two philosophies and how they relate and ultimately use that understanding to enhance learning in the classroom. Participants will also learn about themselves and their teaching style and reflect on positive ways to engage and connect with other staff and students. The outcome of the course is a unit or lesson plan using the information gained in the course. 3 semester credit hours.

**EDUC 528 Science Topics.** 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 999.*

**EDUC 529 Spanish Topics.** 2 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 530 Assessment and Corrective Reading.** Provides opportunities to assess a reader's strengths and weaknesses by utilizing informal assessment techniques. Diagnosis of reading and writing skills in grades K-2, 3-5 and 6-8 is determined through the use of observational checklists, informal reading inventories, and record keeping systems. Includes a 40 hour field experience in an off-campus setting. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. *Department Consent Required.*

**EDUC 531 Curriculum and Instructional Methods in Mathematics (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching mathematics in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 532 Curriculum and Instructional Methods in English and Language Arts (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching English

and Language arts in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative G.P.A of 3.0 and TEP. 3 semester credit hours.

**EDUC 533 Curriculum and Instructional Methods in Social Science (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching Social Science in the middle/junior and high school.  Includes a 40-hour field experience. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 534 Curriculum and Instructional Methods in Science (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching science in the middle/junior and high school. Includes a 40-hour field experience. Transportation needed. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 535 Curriculum and Instructional Methods in Spanish K-12.** Emphasis placed on methods, content and instructional materials utilized in teaching Spanish in grades K-12. Includes a 40-hour field experience. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 536 Curriculum and Instructional Methods in Business, Marketing, and Computer Education (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching business, marketing, and computer education in the middle/junior and high school. Includes a 40-hour field experience. Prerequisities: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 537 Literacy Topics.** 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 539 Multicultural Literature.** Evaluation, selection, and teaching of literature to service the interests and reading needs of students. Emphasizes theory and research in reading comprehension, literary criticism, reader response and curriculum instruction. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours. Typically offered: Periodically.

**EDUC 540 Survey of Exceptional Children.** Discussion of learners with exceptionalities; characteristics of students labeled as having mental retardation, learning disabilities, behavioral disabilities, sensory deficits, speech disorders and health/physical challenges. Diagnosis, referral, educational strategies and legal implications are reviewed. 3 semester credit hours.

**EDUC 541 Reading Research, 30 Years of Knowledge.** This course examines the historical development of reading instruction and analyzes reading as a simple perceptual act to current understandings of reading as a sociocultural act of meaning construction. 1 semester credit hour.

**EDUC 542 Understanding Reading Process, Comprehension and Instructional Strategies K-5.** This course includes exploration of personal literacy to understand the functions and processes of reading for proficient readers in a literate society. It also includes the idea of linguistic and cultural diversity and their influence on reading process and comprehension. These insights are used to begin observations of students in the classroom. 3 semester credit hours.

**EDUC 543 Middle School Philosophy, Curriculum, and Instruction.** Analysis of the philosophy and practices in middle level education. Primary emphasis is placed on the unique needs of middle level students and programs and instructional methods and practices designed to meet those needs including content area reading instruction. Examination of the teacher roles in the middle school and curricular reform movements, including strategies for teaching across the curriculum. Includes a 40-hour field experience. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 544 Balanced Literacy.** This course introduces the idea of workshop learning and what it means to set up a literate environment in the classroom. Organization and management of reading/writing workshops is emphasized along with the role of the teacher in a workshop setting. The following curricular components are thoroughly explored and experienced so teachers can set up effective reading/writing workshops in their classrooms;  read aloud, guided reading, guided writing, shared reading, independent reading, conferences, author's circles, and literature discussions, and mini-lessons to guarantee development of strategies, skills, vocabulary development, reading process, writing process, and phonemic awareness. Clinical Practicum Hours:  5 hours. 3 semester credit hours.

**EDUC 545 Effective Teaching in the Classroom.** Teachers who complete this course will develop systematic approaches for their classroom practice. This approach is central to linking student performance to standards. Participants in this course will explore and create applications for effective and accomplished teaching within their classrooms and examine in detail applications to enhance student learning and teaching effectiveness. While in this course, participants will develop a community-wide strategy that will also work to improve classroom instruction.  2 semester credit hours.

**EDUC 546 An Introduction to Accomplished Teaching in the Classroom.** This course will give participants a working knowledge of what comprises the basics of effective and accomplished teaching and how it can be easily adapted to their specific classroom and subject. In addition, participants in this class will gain an insight regarding how the community beyond the classroom. 2 semester credit hours.

**EDUC 547 Understanding Reading Process, Comprehension and Instructional Strategies 6-12.** This course continues the key concepts developed in Understanding Reading Process, Comprehension and Instructional Strategies (K-5) as they apply to grades 6-12. In addition, students will continue to examine their own theories and beliefs in relation to reading development and produce a mini-case study. Topics include: linguistic and cultural diversity and their influence on reading process and comprehension, comprehension monitoring, inferencing, summarizing, critical analysis and writing to improve comprehension; relationships among reader, text, context and personal experience; supporting fluency; word meaning; proficient reader profiles and independent instruction; and frustration levels of reading. Students will produce a collection of assessments for at least one student with an accompanying profile and instructional plan for him/her as a reader/writer. 3 semester credit hours.

**EDUC 548 Issues and Trends in School Improvement.** Designed as a series of mini workshops to study the issues and trends of school improvement such as: leadership and change, research

and instructional improvement, curriculum/assessment, choice school funding, technology and school-community partnerships. Examines current theory and research (educational and organizational) and applies it through a variety of course activities. The end product requires each student to develop a detailed strategic plan for their specific school, department, team, or special project. 2 semester credit hours.

**EDUC 550 Working with Families of Persons with Disabilities.** Using a family systems approach, this course is designed to enable professionals to interact in a productive and empowering manner with families. While strategies and methods of interaction with families of learners with disabilities are stressed, the methods taught in this course are applicable to all family systems. 3 semester credit hours.

**EDUC 551 Young Adult and Multicultural Literature in the Middle and Secondary School Curriculum.** Evaluation, selection and teaching of literature to serve the interests and reading needs of students from the middle-school through high school. The course includes literature which reflects the culture and heritage of America's multiethnic/multicultural population. The course emphasizes theory and research in reading comprehension, literary criticism, including reader response and curriculum and instruction. In addition, the course includes critical analysis, methods of teaching literature and the uses of literature in the curriculum. Prerequisites (Main Campus): Cumulative G.P.A. of 2.5 and TEP. Prerequisites (Springfield Campus): Cumulative G.P.A. of 2.75 and TEP. 3 semester credit hours. Typically offered: Periodically.

**EDUC 552 Leadership.** Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 1 semester credit hour.

**EDUC 553 Multicultural Literature for Children and Adolescents.** This course will introduce students to a range of high quality multicultural literature for all grade levels. Students will immerse themselves in the texts as they learn how cultural, linguistic and ethnic diversity influence reading; how breadth and depth of reading experience influence vocabulary and comprehension development; a variety of ways to respond to literature; the analysis and evaluation of material; understanding dialect; and language differences and the implication for reading. Clinical Hours: 5 hours. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 554 Strategy and Implementation.** Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to for -profit and not-for-profit organizations. 1 semester credit hour.

**EDUC 555 Classroom Management.** Positive programs for use in classrooms are discussed, with an emphasis on strategies designed to cope with challenging behaviors throughout the curriculum. A case analysis approach is used in conjunction with establishing a knowledge base of a variety of models of discipline. Includes a 20 clock hour field experience in an off-campus setting.  Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 556 Understanding Literacy Assessment.** Provides opportunities to explore standardized assessment procedures and their relationship to performance-based assessments: comprehension measures, portfolios, close process observations, anecdotal notes, rubrics, student-involved assessment, checklists, interviews, etc. Students have multiple experiences in the development of performance-based measures and their implementation in the classroom. 3 semester credit hours.

**EDUC 557 Organizational Culture.** Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 1 semester credit hour.

**EDUC 558 Integration of the Language Arts.** Builds on the major components of the reading process; phonemic awareness, phonics, fluency, vocabulary development and comprehension and the five components of the writing process: conventions, word knowledge, sentence fluency, idea generation and organization for composing a wide variety of texts. Enhances knowledge of research-based, instructional strategies that reinforce the inextricable connection between reading, writing, listening and speaking. Promotes reading and writing success for a wide range of learners, including those of varying abilities and from diverse backgrounds. Practicum Hours: 5 hours. 3 semester credit hours.

**EDUC 559 School Improvement Trends.** Study of issues and trends impacting the quality and performance of schools; use of data collection and analysis as a basis for informing the strategic planning process and identifying areas for improvement; explores the impact of differing socioeconomic groups and multiethnic/racial populations on current practice. Internship Practicum Hours: 5 hours. 3 semester credit hours.

**EDUC 560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation.** Reading and discussion regarding learning characteristics of persons labeled with Physical Disabilities and Mental Retardation.  Students will develop awareness of the diverse medical, physical, motor, communication, social-emotional and cognitive needs of the population, as well as identify appropriate programming approaches. 3 semester credit hours.

**EDUC 562 Educational Policy and Politics.** Examines the political economy and bureaucratic politics of educational organizations, with special attention to the policy making, implementation and evaluation process. Internship Practicum Hours: 5 hours. 3 semester credit hours.

**EDUC 563 Content Area Reading and Writing: Instruction and Assessment.** Explores the differences in textbook and other nonfiction genre and the strategies that proficient readers/writers use. Instructional procedures and assessment tools unique to this type of reading are introduced and implemented in teacher's classrooms. The emphasis is on learning content through effective reading and writing in grades 3-12. 3 semester credit hours.

**EDUC 564 Content Area Literacy and Learning.** EDUC 564 Content Area Literacy and Learning is designed for students to develop the knowledge and competencies for teaching in

the content areas. It will provide a foundation for content area reading instruction with emphasis on the integration of academic vocabulary and the language arts; reading, writing, speaking, listening, and viewing and visualizing. Making reading/writing connections is a key component for a skilled Reading Specialist. Students in this course will learn how to effectively apply relevant strategies to support both classroom teachers and students. 3 semester credit hours.

**EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities.** Provides students with an introduction to the field of learning disabilities. Emphasis is placed upon characteristics of specific types of learning disabilities and specific issues across the life-span (early childhood through adulthood). 3 semester credit hours.

**EDUC 566 Topics in Mathematics: Geometry Through a Hyperbolic Lens.** Through the study of hyperbolic geometry, this course will explore fundamental concepts of geometry including notions of parallelism, transformational geometry, analytic geometry, trigonometry, and the relationship between two and three dimensional geometry. Also included in this discussion will be the geometry of complex numbers, stereographic projection, mobius transformations, discrete groups, length and area calculations, and the construction of hyperbolic surfaces and three manifolds. Physical models of the hyperbolic plane will be constructed, and software will be employed to visually understand phenomena in two and three dimensional hyperbolic geometry. 3 semester credit hours.

**EDUC 567 Literacy for the English Language Learner.** This course will provide students with experience using literacy models for bilingual students and simultaneous and sequential models for literacy instruction that supports bilingual acquisition using the most current bi-literacy research to support bilingual best practices in instruction, assessment and literacy intervention. 3 semester credit hours.

**EDUC 568 Prairies Above and Below.** Through exploration of the flora and fauna of the prairie, K-8 teachers will learn standards based concepts in biology and environmental science. 2 semester credit hours. *Department Consent Required.*

**EDUC 569 Characteristics of Children and Adolescents Challenged with Behavior Disorders.** Offers a developmental approach to the investigation and study of behaviors evidenced by children who experience social/emotional or behavioral challenges in addressing basic life tasks. Implications of multilingual and multicultural issues on assessment are addressed. Students will develop a working knowledge of psychodynamic, humanistic, cognitive, ecological, biogenic social learning, and behavior management intervention models and theories. Special emphasis is directed toward the contexts of school and family as they relate to the development and management of social/emotional and behavioral deviance. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. 3 semester credit hours.

**EDUC 570 Learning Behavior Characteristics of Individuals with Emotional Disorders.** A study of the characteristics of learners labeled as having emotional/behavioral disorders. Theories of causation, assessment and best practices for educational programming are discussed. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 572 Special Topics.** This will serve as the course number and prefix for all characteristic classes offered through the TIDE program. 1-4 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 573 Performance Appraisal.** Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance review interviews and develop an appraisal system. 1 semester credit hour.

**EDUC 575 Understanding Matter.** Through exploration of electromagnetic radiation K-8 teachers will learn standards based concepts in physics, including light energy & radiation. 2 semester credit hours. *Department Consent Required.*

**EDUC 576 Forensic Science.** Through exploration of Forensic evidence, K-8 teachers will learn standards based concepts in chemistry and physical science. 2 semester credit hours. *Department Consent Required.*

**EDUC 578 Literacy Assessment ( K-12).** Examines the nature of the reading process and reading problems, the context for using formal and informal assessments, approaches for identifying children with reading and writing challenges, and the process for using assessment to guide instructional decision making and improve reading proficiency. Practicum: 5 hours. 3 semester credit hours.

**EDUC 579 Training and Development Overview.** Covers the steps in the training/ management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 1 semester credit hour.

**EDUC 580 Inquiry, Technology and Integration.** Takes a close look at how teachers and students can use an inquiry cycle to explore and integrate topics using reading, writing and technology. Examples of integrated themes and individual inquiries are demonstrated as teachers across grade levels identify and pursue their own areas of inquiry. Also addresses the idea of balanced literacy. This course also shows teachers how to select and use high quality technical materials as resources for reading and learning. 2 semester credit hours.

**EDUC 581 Team Building.** Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 1 semester credit hour.

**EDUC 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. 1 semester credit hour.

**EDUC 583 Organizational Assessment.** Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 1 semester credit hour.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 584 Strategies for Change.** Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 1 semester credit hour.

**EDUC 585 Holocaust Curriculum for Young and Middle Adolescents: Practical and Pedagogical Issues.** This workshop style course has been designed to assist secondary, middle-level, and upper elementary teachers to better understand the pedagogical and practical issues of teaching the Holocaust in the schools. Participants will receive lots of hands-on opportunities with prepared and purchased materials as well as guidelines for creating their own  materials. We will also review national Holocaust education guidelines and talk about ways to infuse these difficult topics into the school curriculum. Participants will be required to review materials on a nightly basis to share with colleagues at each session. The primary project will require participants to design a skeletal unit of instruction for their own teaching situation. 3 semester credit hours.

**EDUC 589 Media Literacy, Technologies and Contemporary Cultures Across the Curriculum.** This survey course is designed to explore the power and challenges of integrating media, technologies and contemporary cultures into classroom curricula. Participants will explore academic theories surrounding these issues as well as practical classroom applications. Educators will receive classroom-ready resources throughout the course designed to improve teacher knowledge and practice around media, contemporary cultures and new technologies. The course culminates with teachers creating and sharing K-12 lessons that incorporate media, technologies and popular cultures with existing best practices and national standards. Students will read and write for the duration of the course and participate in a Web 2.0 network where they will share and critique participant's final projects. 3 semester credit hours.

**EDUC 590 Inclusion of Children with Special Needs in the Regular Classroom - Part II.** This class will focus on practical application of skills learned in EDUC 559. Learning will include: identifying learning needs of specific types of disabilities including mildly mentally impaired, ADHD, learning disabled and behavior disordered; creating learning environments that are more inclusive of students with differences in ability and background; adapting lessons based on the variety of needs within the classroom; designing and implementing a variety of data collection and other authentic assessment strategies; developing behavior management techniques; planning with and for a variety of professionals within the classroom. 3 semester credit hours.

**EDUC 591 Family, School and Community.** This course examines the position of the child in family and community life. Studies the role of the family in American society and the effects of various types of institutions (political, commercial, legal) on a child's life. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 592 Managing Diversity.** Focuses on the cultural shift required in organizations to move from equal employment opportunities, Affirmative Action and understanding diversity to truly manage diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 1 semester credit hour.

**EDUC 593 Teaching Middle Level.** 3 semester credit hours.

**EDUC 595 Survey of Exceptional Children and Adolescents.** This course explores laws and regulations (IDEA-P.L. 101-476), current philosophies, practices and critical issues in special education. Characteristics of the major types of exceptionality in children and adolescents are studied. The process of assessment, educational planning, and best practices are introduced. The context of multicultural and linguistic influences are considered throughout. Alternative approaches to direct. 3 semester credit hours.

**EDUC 598 Teaching Strategies for Students in the Autism Spectrum.** This course will cover the characteristics of students within the autism spectrum, strategies for teaching academic and social skills and the development of behavior intervention plans. Opportunities will be provided to practice teaching strategies, develop lesson plans and create materials. The goal of this course is to provide practical strategies that can be used within the special education or general education classroom from the early childhood level through high school. 3 semester credit hours.

**EDUC 599 Special Methods Topics.** *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 600 Independent Study.** 1-4 semester credit hours. *Course Repeatable. Maximum number of units allowed 30.*

**EDUC 601 Cultural and Linguistic Diversity and ELL's and Bilinguals.** In this course, candidates will develop awareness of cultural and linguistically relevant curriculum and responsive teaching. Candidates will learn cultural and linguistic skills for teaching in a cross-cultural or multicultural setting with limited-English proficient students. Candidates will design instruction and interventions which empower students to maintain cultural integrity, academic success and equitable educational outcomes for all students, using cultural responsiveness by continually developing awareness of linguistic and cultural diversity to responsively incorporate multiple student beliefs, motivations, and social groups and norms.  (Includes 20 clinical hours in an ESL/ bilingual classroom). 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 602 Assessment for Diagnosis.** This course focuses on the steps in the reading diagnosis process that include the identification of struggling readers and writers, administering a series of formal and informal literacy assessments, analyzing assessment data and creating a diagnostic case study to determine the instructional recommendations. 3 semester credit hours.

**EDUC 603 From Diagnosis to Instruction.** In this course, candidates will use the assessment data and literacy challenges identified in the diagnostic case study from EDUC 602 as a basis for instructional design and planning for intervention in the classroom and as a tiered intervention system. In this course, candidates will use the assessment data and literacy challenges identified in the diagnostic case study from EDUC 602 as a basis for instructional design and planning for intervention in the classroom and as a tiered intervention system. 3 semester credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 604 Theoretical Foundations of Teaching ESL and Bilingual Education.** This course will help practicing and prospective teachers to understand current research and theories of second language acquisitions (SLA), specifically as they relate to teaching English as a second language and bilingual education. Through readings, critical analysis and thoughtful discussion, students will learn about the current theories of second language learning and acquisition and bilingual education. This course is intended to help prospective teachers create a rationale for their teaching by exposing them to a broad range of theory and research in psycholinguistics, applied linguistics, learning theory, sociolinguistics and the various teaching methodologies which are rooted in these fields. Students will examine the major theories, concepts and guiding hypotheses in the field of Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) in terms of English language and bilingual learners' performance. Students will explore the many factors that affect school performance of these learners. Students will investigate and develop useful and relevant models of SLA, engage and debate the merits of various theories, and learn the vocabulary of the field. (Includes 10 clinical hours in a bilingual classroom). 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 605 Ethics, Education and Social Change.** Examines major issues impacting today's educational system including cultural and socioeconomic factors, the role of values in education, and the uses of technology; explores philosophies of education relative to each grade level, including middle grades, and the historical development of education; analyzes the current state of education and considers realistic future directions. 3 semester credit hours.

**EDUC 606 Linguistics For Educators.** Linguistics for educators is a classroom focused introduction to the study of language and linguistics. The purpose of this class is to provide classroom teachers with a practical grasp of social and academic linguistic building blocks inherent in the English language and how they apply to teaching ESL. (Includes 10 clinical hours in an ESL classroom). 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 607 Methods and Materials for ESL.** This course focuses on methods and materials to support ELLs. Course content consists of stages of second language learning, introduction of relevant professional standards; evaluating how to align content and language objectives to these standards; introduction of techniques for making content comprehensible; discussion of practical methods of scaffolding language and learning for ELLs; methods of cooperative and group learning; and modifying language objectives into a 3-tiered model.  Students will gain practical experience aligning both content and language objectives to relevant professional standards. (Includes 20 clinical hours in an ESL classroom). 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 608 Ethical Issues and Social Change.** Examines major issues impacting today's educational systems including cultural and socioeconomic factors, the role of values in education and the uses of technology; analyzes the current state of education and considers realistic future directions for ethical school leaders. Internship Practicum Hours: 5 hours. 3 semester credit hours.

**EDUC 609 Assessment of English as a Second Language and Bilingual Students.** Assessment is a systematic process that plays a key role in every aspect of programming for ESL and bilingual learners. Assessment of ESL and bilingual students provides educators with

information and hands-on experience in dealing with the subject of formal and informal assessment/evaluation within cross-cultural settings, particularly in the education of ESL and bilingual learners (Includes 20 clinical hours). 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 610 Learning and Development.** Explores the major theories of learning, human growth and development, motivation, and assessment; learning theories and styles are examined and specific principles are applied to the classroom setting; emphasis is placed on developing and enhancing an individual teaching style that maximizes a learner's potential. The developmental characteristics and the nature and needs of the early adolescent are also studied. 3 semester credit hours.

**EDUC 611 Literacy Coaching and Collaboration.** Candidates will implement techniques for team and co-teaching, coaching, collaboration and leadership that will foster effective literacy practices.  A literacy coach will learn methods for providing knowledge, consultation, collaboration, evaluation, motivation, and materials for classroom and content teachers. Also candidates will learn to employ the coaching model in the four-part process of coaching: (1) observe/clarify/question, (2) anticipate needs, (3) focus/strategies, and (4) additional focus/strategies. 3 semester credit hours.

**EDUC 612 Methods of Organizational Research.** Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes qualitative and quantitative research design, data collection, analysis and report writing. 3 semester credit hours.

**EDUC 613 Methods and Materials for Teaching Limited-English Proficient Students.** This course provides an overview of the historical development of language learning materials and methodology for teaching limited-English proficient students in bilingual programs. It explores a range of current methods and materials which can facilitate second language learning for general or specific purposes, at beginning, intermediate and advanced levels, and in different P-12 contexts. (Includes 20 clinical hours in a bilingual classroom). 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 614 Sociocultural Studies in ESL and Bilingualism.** Considers the impact of social, cultural, and political factors on second language and bilingual learning and teaching in linguistically diverse communities. Examines ways in which the political and social context support language differences and affect literacy practices in P-12 settings. Examines how factors such as ethnicity, gender, and social class affect language and literacy learning. (Includes 10 clinical hours in a bilingual classroom). 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 615 Curriculum Development.** Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's multicultural and diverse school system. 3 semester credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 616 Curriculum Design and Instruction.** This course will require reading specialists to design, plan and implement literacy intervention and instruction in the classroom as a part of the Common Core State Standards as well supplemental and intensive instruction to give layered instruction to students.  The course content will help candidates to use coaching techniques to support and extend the literacy curriculum. 3 semester credit hours.

**EDUC 617 Curriculum, Assessment and Instruction.** Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's diverse school system. Explores the relationship between curriculum, assessment and instruction; aligns curricula to standards; evaluates effectiveness of curricula. Internship Practicum Hours: 5 hours. 3 semester credit hours.

**EDUC 618 Educational Psychology: The Learner.** The purpose of this course is to show individuals how educational psychology can improve their all-important role as an educational decision maker.  In this course candidates will explore various theoretical perspectives and research findings on how students develop throughout the elementary, middle, and secondary years, how they differ from one another in ways that affect their classroom performance, how they learn most effectively, what motivates them, and how their learning and achievement can best be measured and evaluated. 3 semester credit hours.

**EDUC 619 The Learning Environment.** This course presents best practice of effective classroom management, how to establish a productive classroom climate, how to apply a variety of evidenced-based management strategies to help students become responsible for their behaviors and choices. Candidates will learn how to increase student motivation, build positive student-teacher relationships, and develop effective partnerships between parents and school. Techniques to minimize and prevent classroom and behavior management problems utilizing functional behavior assessment and behavior intervention programming will be examined. 3 semester credit hours.

**EDUC 620 Instructional Strategies Across the Curriculum.** Emphasizes instructional methodology; integrated thematic unit planning in such areas as science, and social studies; and inductive approaches to learning. Students develop strategies for: making effective instructional decisions; diagnosing needs; incorporating technology into the curriculum; and selecting appropriate instructional objectives. Specific methods (e.g. reading in the content areas) and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 4 semester credit hours.

**EDUC 621 Linking Assessment and Instruction.** Provides an in-depth presentation of the complex issues of assessment, including evaluation procedures, from pre-referral intervention, determination of eligibility, and program decision-making to progress monitoring of scientifically-based instructional interventions based upon Response to Intervention (RTI). content coverage will address an overview of assessment models including authentic, traditional, informal, dynamic, performance, curriculum-based, and alternative techniques. 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 622 Theoretical Foundations of Literacy and Learning.** This course provides key theoretical underpinnings to research and instruction in literacy. Investigates current theories of reading/literacy and their historical roots as well as current trends in practice. Ties these trends in research to best practices and applications in literacy. 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

**EDUC 623 Characteristics of High Incidence Disabilities.** Provides students with the comprehensive knowledge base necessary to effectively identify and define high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Students will recognize the importance of the relationship of cognitive, physical, emotional, social, and communication development on learning (ages 3-21). 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

**EDUC 624 Methods of High Incidence Disabilities.** A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements. 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

**EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional Disorders.** Designed to focus on the affective nature of teaching students with learning disabilities and severe/emotional disturbances. Provides teaching strategies, discussions on collaboration and consultation, and general programming for learners with learning disabilities (LD) and severe/emotional disturbances (SED) in the regular classroom. Requirement for students in MAED program: 25 clock hour practicum experience in an off-campus setting. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 4 semester credit hours.

**EDUC 627 Characteristics of Low Incidence Disabilities.** Provides an in-depth presentation of the issues in definition and identification procedures and the impact that low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments) have on cognitive, physical, social, and communication development of an individual, and provides opportunities that support the education of intellectual, social, and personal development of all students (ages 3-21). 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

**EDUC 628 Methods of Low Incidence Disabilities.** A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be

given to the development and implementation of differentiated curriculum, curricular enhancements, and environmental accommodations. 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

**EDUC 629 Collaboration and Professional Practice in Special Education.** Focuses on home-school partnerships, family issues and professional collaboration. Applies the knowledge of cultural and linguistic diversity in contexts as they relate to the family and society. Addresses the members of educational teams designed to support and optimize learners' educational needs, social-emotional development, network of community services and support, and resources available to individuals, families and groups affected by diverse disabilities. 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

**EDUC 630 Research Methods.** Research fundamentals and methods are explored. Opportunities for the critical analysis of current research studies and the planning and development of a research thesis/project are provided. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 631 Action Research and Inquiry.** Provides a foundation for educators to become active inquirers in the classroom. Explores techniques and strategies that guide instructional decision making and improves practice. Provides an in-depth study of the process for developing an Action Research Proposal, which includes the following framework:  area of focus, research questions, review of related literature, plans for data collection, sources and analysis and action plan. Practicum: 5 hours. 3 semester credit hours.

**EDUC 632 Supervision and Staff Development.** Examines principles and practices of supervision in schools related to instructional and support personnel and explores various supervisory models.  Includes the designing, implementing, and evaluating of effective staff development programs for personnel in educational settings. Internship Practicum Hours: 5 hours. 3 semester credit hours.

**EDUC 633 Learning Inquiry.** This two-week course prepares candidates for their initial teaching experience with problem-based learning. During Week 3 of the program, candidates will examine learning theories in order to create a philosophical framework for teaching. This will include, but not be limited to constructivism and other inquiry-based paradigms and theories. Students will translate their philosophical framework by planning for the teaching and critiquing of a "mini-lesson" which aligns with the edTPA specifications. Week 4 is an elaboration and extension of Week 3's activities and objectives in preparation for the Summer Science/Math Camp-Sleuths. 3 semester credit hours.

**EDUC 634 Curriculum and Assessment Design.** This focus of this course is on deeper learning of curriculum design and assessment strategies and procedures. Students not only need to understand the rationale for various curricula that they will be expected to teach but also be able to create curricula if given the opportunity. The purposes of assessments need to be clearly described and different modes of information gathering and evaluation strategies for formative and summative purposes will be explored. Issues of validity, reliability, and fairness will be discussed. 3 semester credit hours.

**EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation.** Techniques for arranging the instructional environment to provide for maximum learner participation; design of individualized adaptations and methods of ensuring learner acquisition, fluency, maintenance and generalization for those learners identified with physical disabilities and mental retardation. 40 hour preclinical experience required. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 4 semester credit hours.

**EDUC 636 High School Summer School Practicum and Analysis of Best Practice.** 3 semester credit hours.

**EDUC 637 Methods of Reading and Reading in the Content Area.** 3 semester credit hours.

**EDUC 638 Alternative Licensure Internship I.** The Alternative Licensure Internship I course is designed to support the novice teacher during the first year of a two-year internship. Each intern is guided by a qualified onsite mentor, the site's principal, and an appropriately qualified university supervisor. Prerequisite: Candidates must successfully complete Checkpoint 3.
• Completion of all 18 credits taken during the Summer Session with minimum GPA 3.0 with no C grades permitted
• Completion of the Dispositional Assessment
• Attainment of a full-time position in a secondary school
• Apply for and receive an educator license with stipulations endorsed for provisional alternative educator. 3 semester credit hours.

**EDUC 639 Alternative Licensure Internship II.** The Alternative Licensure Internship II course is designed to support the novice teacher during the second year of a two-year internship. Each intern is guided by a qualified onsite mentor, the site's principal, and an appropriately qualified university supervisor.  Upon successful completion of this internship, interns may qualify for initial licensure as a secondary teacher in math or science. Prerequisite:  Candidates must successfully complete Checkpoint 4.
• Evidence of passage of the APT
• Evidence of passage of the edTPA
• Recommendation for continued placement in a school by both school principal and university supervisor (program coordinator). Due to extenuating circumstances, this recommendation does not assure continued employment at the school.
• Minimum grade of B. 3 semester credit hours.

**EDUC 640 Assessment Measures.** The focus of this course is to provide an in-depth study of assessment relevant to screening, diagnosis of both typical and atypical learners, program development, program evaluation, and accountability in grades K-12. Emphasis is placed upon the critical selection, administration, and interpretation of both formal and informal assessment. Included are topics of statistics relevant to measurement, legal and cultural issues, academic and adaptive behavior assessment, and appropriate applications of assessment results. Prerequisites: Cumulative G.P.A. of 3.0 and TEP. 3 semester credit hours.

**EDUC 641 Assessment and Diagnosis for Special Education (LBSI).** This course provides students with the background and skills essential to utilize diagnostic data to construct appropriate educational recommendations and to prepare comprehensive educational evaluations for students with special learning needs. 3 semester credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EDUC 645 Collaborative/Consultative Teaching.** Provides students with competencies enabling them to work effectively in the design and implementation of collaborative and consultative approaches to facilitate the delivery of instruction to students with disabilities in regular educational programs. 3 semester credit hours.

**EDUC 650 Leadership and Motivation.** Covers the basic theory and application of administration and management. Emphasizes organizational behavior, including problems of motivation and leadership. 3 semester credit hours.

**EDUC 660 Preparing Teachers for Inclusion.** Designed to familiarize students with the needs of exceptional children. Students develop specific strategies for teaching children with disabilities in the regular classroom. New ideas for teaching cross-cultural and bilingual students are also explored. 3 semester credit hours.

**EDUC 665 Alternative Certification for Preservice Teachers.** Provides the alternative certification candidate with an in depth, yet accelerated approach to the pedagogical training necessary to secure a provisional alternative teaching certificate in science or mathematics. The experience consists 320 clock hours of instruction, observation and classroom practice. The problem-based learning model is used as the major mode of instruction during the eight week session. An intensive assessment system is built into the program culminating in a professional portfolio presentation. 18 semester credit hours.

**EDUC 670 Student Teaching - Elementary and Middle School.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles expected of beginning teachers. 6 semester credit hours. *Department Consent Required.*

**EDUC 671 Student Teaching - Elementary Special Education, Learning Behavior Specialist I.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours.

**EDUC 672 Student Teaching - Secondary Special Education, Learning Behavior Specialist I.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours.

**EDUC 673 Student Teaching - Middle/Junior and High School.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 6 semester credit hours.

**EDUC 675 Alternative Program/Internship.** A paid field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 6.*

**EDUC 680 Seminar/Research in Education.** Study of current issues, trends and patterns of organizations affecting the field of education. Includes a research project or thesis as per instructor. 3 semester credit hours.

**EDUC 690 Practicum I.** In this course candidates will examine and design corrective techniques, strategies and programs for intervention with students experiencing difficulties in

literacy. Candidates learn to apply the process of tiered curriculum, assessment and instruction in literacy to develop materials and techniques based on the developmental need, and cultural and linguistic background of the P-12 students by building a repertoire of programs, techniques and strategies in literacy. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 691 Practicum II.** Practicum II is the final capstone course designed so reading specialist candidates can demonstrate their ability to synthesize, integrate and implement the knowledge and skills they gained throughout their reading specialist master's program. During these culminating projects and assignments, candidates will demonstrate proficiency in addressing the professional standards for reading specialists. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDUC 699 Master's Thesis/Project.** Development of a formal study of a given problem/situation which requires investigative procedures that embody the process of scientific inquiry. 2 semester credit hours.

## Educational Leadership

**EDLD 500 Essentials of Effective School Leadership.** This course will examine the nature and complexities of leadership in P-12 schools relative to the behavior of leaders, their influence on followers, the structure of the organization and other factors that influence student academic achievement. School leaders play a crucial role in improving instruction and raising student achievement. An effective school leader must be an instructional leader, data analyst, change agent, facilitator of collaboration, and effective communicator to members of the school and community. In addition, the school leader must manage school finances; keep buildings running along with make hiring decisions. Today's school leaders must understand the complex organizational life of schools, build bridges through relationships, and utilize best practices to improve and enhance teaching and learning. Finally, the principal must be able to create a vision that is communicated to all stakeholders, while building trust among colleagues and providing the resources and support to develop teacher capacity to work collaboratively in purposeful ways. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDLD 505 Instructional Leadership for Continuous Improvement.** Examines the role of instructional leaders in the continuous improvement of instruction and instructional programs based on research and the effective practices that support increased student learning. Candidates will focus on both the theoretical and practical approaches to improving classroom instruction and programs through a review of current literature and research and an application of effective whole school and individual classroom methods and teaching practices. Specific focus will be given to successful leadership in implementing the ISLLC and IPTS standards, and of the evaluation and the improvement of curricular programs, especially in the areas of literacy and numeracy across the content areas, and the effective use of digital assets. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDLD 510 Supervision of Instruction.** This course examines an integrated model of instructional leadership, incorporating supervision and evaluation of instruction and professional development. Students will identify and apply effective instructional strategies for

diverse environments and use a variety of supervisory strategies intended to guide a teacher's professional development. Students will learn evaluative processes as aligned with PERA proficiency for teaching and data collection methods and will conduct a clinical observation cycle. Students will also understand the latest trends and best practices in teacher evaluation and supervision, recognize impact instructional leaders play on school improvement and student learning, and understand employee recruitment and selection processes. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDLD 515 Using Data for Focused School Improvement.** Effective school leaders use data that are available to them to support continuous school improvement.  This course will focus on the role educators play in utilizing data to inform decisions targeting student achievement.  Meeting the needs of all students is a fundamental task of all school leaders and educators, and upon completion of this course, candidates will understand why the use of data is an essential component within the context of education.  Topics covered will include establishment of desired outcomes for which stakeholders accept responsibility, definition of questions, collection and organization of data, interpretation of data, action and evaluation, and assessment of actions. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDLD 520 Differentiated Instruction for Leaders and P-12 Learners.** This course addresses differentiated instruction and its impact on student learning, assessment, pedagogies, and curriculum. Differentiated teaching and learning strategies that support rigorous curricula across all content-areas are explored along with a specific focus on literacy and integrated technology skills. A school environment that is collaborative and focused on learning is needed to support differentiation strategies and processes. Building on the environment, the school leader and faculty work with parents and others to ensure instruction supports the diverse learning needs of all students across the P-12 spectrum, including the gifted, ELL, special education, and those at risk. Strategies and structures for effective leadership to promote, monitor, and support continuous improvement through differentiation are reviewed and practiced. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDLD 525 Education Law and Policy.** This course examines the legal foundations of public education. Students examine the major categories of education law at the federal, state, and local levels. These categories include tort law; special education, discrimination, school safety, and employment law; and No Child Left Behind. Case studies will be used to illustrate and connect legal content to administrative practice. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDLD 530 School Operations for the Aspiring Principal.** This course will explore the operational demands of the school principal. The importance of addressing climate, facilities, scheduling, building level finance, human resources, and state reporting will be addressed. Emphasis will be placed on how these issues impact student learning. Ideas to increase understanding and strategies that relate the operations of the school building will be analyzed. Operations leadership in the school will be explored in an effort to improve student achievement and to make informed decisions to understand the complexity. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDLD 535 School, Family and Community Leadership.** This course will explore the relationship between the school leader and school, family, community stakeholders. Ways to develop, communicate, implement, monitor and evaluate a shared vision will be reviewed. The importance of addressing community needs, valuing diversity among invested parties, and improving the quality of school and community relationships will be addressed. Emphasis will be placed on conveying sensitive and ethical information through open communication with school, family and community stakeholders. Ideas to increase involvement and strategies to promote positive public relations with key constituents will be analyzed. Sharing leadership among all groups vested in the school will be explored in an effort to improve student achievement and to make informed decisions to meet the needs of the school and community. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EDLD 600 Principal Internship I.** The consecutive 3-semester Principal Internship requires placement at a school approved by the university. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the candidate will complete state-required assessments along with leadership responsibilities, projects, and assignments designed to strengthen performance as a future school principal who focuses on student learning and collaboration. At the conclusion of the Internship experience, a standards-based digital portfolio will be submitted for evaluation. Additional information about this series of courses can be found in the Internship Handbook. Prerequisite: Approval of Application for Admission into the Internship a minimum of one semester prior to the beginning of the Internship experience. 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

**EDLD 602 Principal Internship III.** The consecutive 3-semester Principal Internship requires placement at a school approved by the university. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the candidate will complete state-required assessments along with leadership responsibilities, projects, and assignments designed to strengthen performance as a future school principal who focuses on student learning and collaboration. At the conclusion of the Internship experience, a standards-based digital portfolio will be submitted for evaluation. Additional information about this series of courses can be found in the Internship Handbook. Prerequisite: Passage of EDLD 601 and by recommendation of the university supervisor. 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

**EDLD 603 Principal Internship III.** The consecutive 3-semester Principal Internship requires placement at a school approved by the university. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the candidate will complete state-required assessments along with leadership responsibilities, projects, and assignments designed to strengthen performance as a future school principal who focuses on student learning and collaboration. At the conclusion of the Internship experience, a standards-based digital portfolio will be submitted for evaluation. Additional information about this series of courses can be found in the Internship Handbook. Prerequisite: Passage of EDLD 602 and by recommendation of the university supervisor. 3 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Exercise Physiology

**EXPH 500 Exercise Physiology.** Provides an in-depth overview of how the body's physiological, hormonal, and biochemical systems acutely and chronically respond to various forms of physical activity and environmental conditions in untrained and trained individuals. Pre-requisite: BIOL 258 or a human physiology course and CHEM 123. Cross-listed as BIOL 358/EXPH 500. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**EXPH 521 Fitness Testing.** Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Cross-listed as EXPH 521/HLSC 321/NTR 521. 1 semester credit hour. Typically offered: Fall.

**EXPH 522 EKG Lab.** Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Prerequisite: HLSC 321/EXPH 521. Cross-listed as EXPH 522/HLSC 322/NTR 522. 1 semester credit hour. Typically offered: Spring.

**EXPH 560 Advanced Human Physiology.** In depth study of the normal functioning of the cardiovascular and respiratory systems. Emphasis is placed on the acute effects of exercise as well as the adaptations that occur as a result of exercise. Prerequisite: a human physiology course. Cross-listed as EXPH 560/HLSC 360. 3 semester credit hours. Typically offered: Fall.

**EXPH 561 Pathophysiology and Prevention.** Study of the disease and progression of cardiovascular, respiratory, and metabolic system diseases. Programs for primary and secondary prevention will be discussed. Prerequisite: "B" or better in HLSC 360/EXPH 560. Cross-listed as HLSC 361/EXPH 561. 3 semester credit hours. Typically offered: Spring.

**EXPH 568 Biomechanics.** Principles from the fields of physics, engineering, anatomy and physiology are used to analyze motion of the human body and to describe the forces acting upon the various body segments during normal daily activities. Prerequisite: "C" or better in BIOL 197, BIOL 198, BIOL 203, CHEM 123, and MATH 111. Cross-listed as BIOL 368/EXPH 568. 3 semester credit hours. Typically offered: Spring.

**EXPH 581 Professional Experiences in Clinical Exercise Physiology.** An introductory program class placing special emphasis on understanding the areas and options that define exercise physiology, with particular reference to clinical applications. Students will gain exposure to the field through observation visits where clinical exercise physiologists are employed. Students will also develop an understanding of clinical exercise physiology research design, statistical analysis, and epidemiology, providing the basis for literature discussion in other courses. Cross listed with HLSC 381 & EXPH 581. 1 semester credit hour. Typically offered: Fall.

**EXPH 582 Advanced Exercise Physiology I.** A study of exercise physiology focusing on bioenergetics, exercise metabolism, hormonal responses to exercise, and immune system response. Prerequisite: BIOL 358/EXPH 500. Cross listed with EXPH 582 & HLSC 382. 1 semester credit hour. Typically offered: Fall.

**EXPH 591 Exercise Biochemistry and Metabolism.** Principles of biochemistry and metabolism of biomolecules as they pertain to rest and exercise. Interconversion of nutrients and their usage, integration of hormones and their metabolic effects on each organ system will be emphasized. Prerequisite: BIOL 358/EXPH 500, a biochemistry course, and "B" or better in EXPH 582/HLSC382. Cross-listed with HLSC 392. 3 semester credit hours. Typically offered: Spring.

**EXPH 623 Graded Exercise Testing.** Consideration of the implication of exercise for persons in rehabilitative programs.  Discussion of performing diagnostic stress testing and understanding the contraindications involved in these actions. Prerequisite: HLSC 322/EXPH 522. Coregistration in EXPH 685 is required.  Cross-listed as EXPH 623/NTR 623.  2 semester credit hours. Typically offered: Summer.

**EXPH 625 Comprehensive Clinical Exercise Physiology Exit Exam and Skills Examination.** Comprehensive written and skills based program exam. This exam will be designed so that students can demonstrate prior to graduation, all of the KSA's (knowledge, skills, and abilities) to pass the ACSM Registered Clinical Exercise Physiologist exam. All program class course work must be completed. Pass/fail. 2 semester credit hours. Typically offered: Summer.

**EXPH 662 Advanced Exercise Physiology II.** This course builds on EXPH 582 Advance Exercise Physiology I. The course takes an integrated approach to exercise physiology. Major topics include: 1) neural basis of movement; 2) skeletal muscle; 3) the cardiovascular system; 4) the pulmonary system; 5) physiology of training; and 6) clinical exercise physiology. Each section covers acute responses and chronic adaptations in health and disease states. Combined lecture and lab. Prerequisite "B" or better in EXPH 582/HLSC 382. 3 semester credit hours. Typically offered: Fall.

**EXPH 663 Exercise Pharmacology.** Examination of transmitters, mimetics and blockers. Emphasis on current use of therapeutic drugs and their effects on the various systems and risk factors involved in the exercise state. Prerequisite: EXPH 561. 3 semester credit hours. Typically offered: Fall.

**EXPH 664 Special Populations.** Basic assessment and treatment of special populations such as adolescents, geriatric patients, those with neuromuscular disorders, diabetes, pulmonary, renal or orthopedic problems. 3 semester credit hours. Typically offered: Spring.

**EXPH 681 Behavior Modification and Preventive Complimentary Health Care.** Application of current approaches to modifying health impaired habits, lifestyles and beliefs including stress theories of disease, health behavior change and techniques of stress management. Physiological principles of neuromuscular relaxation and other alternative methods of health care also will be investigated. 3 semester credit hours. Typically offered: Summer.

**EXPH 685 Laboratory Ethics and Laboratory Procedures.** A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting.  In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc. Coregistration in EXPH 623 is required. Cross-listed as EXPH 685/NTR 619. 2 semester credit hours. Typically offered: Summer.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**EXPH 686 Program Development and Administration.** Policies and procedures for the development of all phases of exercise programs with special emphasis on budgets and management. 2 semester credit hours. Typically offered: Summer.

**EXPH 690 Internship.** Practical experience in exercise physiology in various settings such as hospitals, rehabilitation centers, YMCAs, colleges and corporations under the supervision of an experienced on site professional. Internships available in wellness/fitness, rehabilitation, diagnostics or research. 1-2 semester credit hours. Typically offered: Fall, Spring, and Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**EXPH 691 Selected Topics.** Special courses on various topics with which the student has not become acquainted in formal course work. May be an extension of or a supplement to material previously encountered, lectures from a completely new area, or independent study. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

## Finance

**MSF 605 Tax Influences on Decision Making.** This course presents the impact of federal income taxation on various business decisions. Emphasis is placed on areas such as choice of business organization, capital gains, timing of income, depreciation, investments, and employee benefits. Elective. Prerequisite: MBA 601. Cross listed with MBA/MSF 605. 4 quarter credit hours. Typically offered: Winter, Spring, & Summer.

## Graduate Education-Connecting Link

**EDCL 503 Collaborative Web Technologies: Transforming Teaching and Learning.** This course will provide K-16 educators the opportunity to understand and use global collaborative Web technologies to impact learning and teaching. Social online collaboration; creating and publishing text, images, audio and video to the Web; management of multiple streams of information; social bookmarking; and the practical use of other Web 2.0 tools will be critiqued, analyzed, and evaluated for classroom uses. This course will also allow for examination of the ethics, safety and security involved with the use of these technologies. 3 semester credit hours.

**EDCL 504 Creating a Collaborative and Engaged Classroom.** Participants in this course will examine collaborative and engaged learning—a significant shift away from the typical teacher-centered classroom. Research suggests that effective communication and collaboration are essential to becoming a successful learner in the 21st century. These threads of collaboration and communication consistently run through the Common Core Standards adopted by most states. Foundational work in this course will include the research base and operational definitions for collaborative learning, engaged learning, and cooperative learning. Participants will synthesize these paradigms and create applications for implementation into their own classrooms. 3 semester credit hours.

**EDCL 505 Creating Educational Websites: Increasing Student Achievement with Professional Web Integration.** The purpose of an educator's website is to teach, inform, and

communicate. This course provides K-16 teachers with the knowledge and skills to expand classroom technology use by designing and publishing a professional educational website. The culminating site can also be used to integrate classroom lessons and projects. Content will focus on the features of an effective educational website, and the use of Web development software tools to design, develop, enhance, and publish the site. 3 semester credit hours.

**EDCL 506 Destination Differentiation: How to Meet the Needs of 21st Century Learners.** This course is designed to explore the critical need to differentiate instruction for 21st century learners. The philosophy of differentiation will be examined in relationship to cultural needs, learning styles, intelligence theories, and thinking skills. The use of technology and the role of effective feedback will also be addressed. Participants will be provided multiple opportunities to engage in discussions and activities that refine their current differentiation strategies and practices in an effort to meet the needs of all K-16 learners. 3 semester credit hours.

**EDCL 507 Disciplinary Literacy: Meeting the Common Core Literacy Standards in History,.** This course is designed to provide K-12 educators an understanding and breakdown of, as well as strategies for teaching, the English Language Arts (ELA) Common Core Standards in the disciplines: History/Social Science, Science, and Technical (HST). Participants of this course will learn what the ELA HST standards are, what it means to be "literate" in each of the disciplines, and how to create such literacies.  Most significantly, participants will learn teaching strategies to embrace the new HST ELA standards, with a particular focus on strengthening classroom practice in the biggest shift areas from old to new literacy standards. 3 semester credit hours.

**EDCL 550 Educational Leadership: Organizational Behavior.** This course is designed for aspiring and reflective school leaders who want to develop the knowledge and skills required to hold leadership positions in viable, complex organizations. The course focuses on analysis and application of transformational leadership skills and management attributes. NOTE:  This course does not meet licensure requirements to become a principal in Illinois. 3 semester credit hours.

## International Student Orientation

**IPO 400 International Student Orientation.** This class will introduce international students to practical cultural differences that exist between the United States and many countries. Topics to be discussed include health care, university facilities and resources, income taxes and employment.  Prerequisites: Enrollment as an international student. Cross-listed with IPO 100. Typically offered: Fall, Winter, Spring, and Summer. *Course Repeatable. Maximum number of units allowed 0.*

## International Student Orientation Graduate

**ISOG 400 International Student Orientation Graduate.** ISO provides an introduction to student life, resources, and immigration rules and regulations to all incoming international students/scholars with F-1 and J-1 visas. This course is designed to help new international students/scholars learn about the Student and Exchange Visitor Program (SEVIS), to understand how to maintain status and the required government reporting process, and help

new students to adjust at BenU. Visa regulation orientation is required for visa holders. Typically offered: Fall, Winter, Spring, and Summer. *Course Repeatable. Maximum number of units allowed 0.*

## Leadership

**MSL 501 Developing a Philosophy of Leadership.** Developing a Philosophy of Leadership, offers an in-depth examination into the theory and application of leadership from a philosophical perspective. By exploring real world leadership, the integration of ideas and practices will be utilized to develop the conceptual framework that is necessary for acquiring the skills, competencies and insights that are needed to become an effective leader. 4 quarter credit hours.

**MSL 510 Critical Thinking for Leaders.** This course explores the development and application of critical thinking and the tasks and challenges leaders will face in their professional experiences.  Students will explore the concepts of critical thinking, decision-making and problem solving from the women's perspective. Students will also identify their decision-making preference and how it can be adapted as roles and responsibilities change. 4 quarter credit hours.

**MSL 522 Community Service and Social Responsibility.** This course is designed to demonstrate the fundamental importance of moral and civic education. It challenges students to see themselves as members of a community and as individuals with a responsibility to contribute to the common good of society and their communities. The course also examines various ways in which ordinary people can accomplish extraordinary things through service learning, volunteering, and community outreach. 4 quarter credit hours.

**MSL 536 Ethical Leadership and Globalization.** Ethical Leadership and Globalization will introduce students to leadership from both theoretical and practical perspectives. By developing an application for the betterment of the common good, students will enhance their conceptual framework for leadership. Students will examine prominent theories and practices of leadership in a communitarian, social and global context and will evaluate competencies traditionally associated with civic engagement. 4 quarter credit hours.

**MSL 540 Mentoring and Networking for Leaders.** Mentoring and networking are two popular techniques cited in literature to broaden your thinking about your career and your life. Mentoring and Networking for Leaders is designed to provide a base for the skills necessary to coach, mentor, counsel, network, and measure performance to assist others in becoming more committed to performance objectives and increased productivity. 4 quarter credit hours.

**MSL 542 Self-Efficacy - The Genesis for Leadership.** The course is designed to help develop self-awareness, express personal authenticity and integrate practical leadership skills into the application of providing effective organizational management. These skills include communications, coaching, motivational, and inspirational public speaking and group facilitation, and self-awareness. 4 quarter credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MSL 550 The Endowment of Religions for Female Leadership.** This course uses an innovative approach for studying religions and scriptures. The Endowment of Religions will provide an examination of major world religions and their sacred writings while focusing on the leadership role of women as outlined in the sacred writings and practices of the various world religions. 4 quarter credit hours.

**MSL 581 The Gender Awareness Phenomenon: Exploring Interpersonal and Organizational Dynamics.** The Gender Awareness Phenomenon will provide students with a framework for understanding, assessing and managing gender differences in their interactions at work and in their personal lives. The course will also address how these interactions affect the organizational culture in general and the day-to-day organizational operations in particular. The methodology involves a plurality of perspectives on the gender variances evident inside and outside the workplace. 4 quarter credit hours.

**MSL 586 Power, Politics and Conflict Resolution.** The class will incorporate formal and informal methods of conflict resolution, including negotiation and mediation strategies and techniques. Methods include sharing of anecdotes, hypothetical situations that learning teams will work to resolve through negotiation, mediation, and journaling of real life conflicts and applications of methods of resolution, both in and out of the office. 4 quarter credit hours.

**MSL 589 Change Agent-A New Leader for Change.** The purpose of the course is to identify and incorporate the eight-stage process as a method for successful change agents. This course is designed to provide an introduction and thorough understanding of the eight stages and the steps necessary for successful large-scale transformation led by change agents. The course will provide an examination of real life business scenarios where the need for change has been imminent; identifying strategic business implications for lack of change; breaking through challenges at each of the eight stages; consequences of errors in sequence; lack of leadership or sufficient communication; and successful removal of organizational structural barriers leading to lasting change. 4 quarter credit hours. Typically offered: Annually.

**MSL 620 Strategic Planning for Effective Leaders.** Strategic Planning will introduce students to the theory and review of practical measures for successfully designing and implementing a business strategy, which is inclusive of all aspects of the organization. Students will develop a strategy that allows measurement of financial responsibility and accountability as well as customer satisfaction, divisional and/or departmental interaction, with the intent of identifying best practices and overall organizational effectiveness. 4 quarter credit hours.

**MSL 635 Diversity, Inclusion and Cultural Management for Women Leaders.** This course is designed to collaborate with female management and develop an understanding of the complex issue of diversity, and how to address these issues in an effective and highly competitive environment. Students will develop skills that will enhance their organization capabilities with the creation of a truly inclusive culture. They will also learn how to demonstrate inclusive behaviors involving a conscious awareness of inclusion of diverse representation in meetings, training classes, promotions, recognition, and rewards. 4 quarter credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MSL 650 Financial Management and Business Intelligence.** Financial Management and Business Intelligence will provide a foundation that promotes financial literacy and non-financial performance indicators. This foundation will help management/future leaders understand and make informed decisions that maximize corporate performance, which will enhance a student's understanding of the skills that are required to diagnose an organization's financial health. 4 quarter credit hours.

**MSL 663 Servant Leadership.** Servant Leadership is a management model that is embraced by Fortune 500 companies. This concept in leadership is designed to provide a basic understanding of the theoretical and practical principles of being a servant and elevating others.  Students will critically review and analyze current strategic ideas about servant leadership theory and practice which will focus on servant in leadership perspectives, values, skills and knowledge necessary for successful leaders in the 21st century. 4 quarter credit hours.

**MSL 672 Entrepreneurial Management and Leadership.** This course is designed to provide the critical information for developing an entrepreneurial mindset that will lead to a better understanding and appreciation for entrepreneurship as an effective tool for organizational development. Students will learn the importance of the type of leadership necessary to drive the success of an entrepreneurial organization. 4 quarter credit hours.

**MSL 681 Leadership Capstone.** The capstone course in the Leadership program is designed to bring together what students have learned throughout the program. The Leadership Capstone will help students put their own leadership philosophies into action. 4 quarter credit hours. Typically offered: Annually.

## Linguistics

**LING 501 Introduction to Linguistics.** Addresses research in linguistics as it relates to educational theory and practice, specific to teaching and learning of English as a second language. Topics include phonology, morphology, syntax, semantics, and discourse analysis, as well as an introduction to the history of linguistics, and psycholinguistic and sociolinguistic approaches. 3 semester credit hours. Typically offered: Fall. *Department Consent Required.*

**LING 502 Second Language Acquisition.** Provides an introduction to second language learning and acquisition theories that can be applied in various language learning contexts, including ESL, EFL and bilingualism. Explores the relationship between language development and the social, emotional, cognitive and physical development of children, and issues in second language learning in adults. 3 semester credit hours. *Department Consent Required.*

**LING 505 Sociocultural Studies in ESL.** Considers the impact of social, cultural, and political factors on second language learning and teaching in linguistically diverse communities. Examines ways in which the political and social context support language differences and affect literacy practices. Examines how factors such as ethnicity, gender, and social class affect language and literacy learning. 3 semester credit hours. *Department Consent Required.*

**LING 507 Modern English.** A systematic and rigorous survey of the structure and functions of contemporary English language. Examines how English grammar (including vocabulary) is used in different registers of contemporary speech and writing including conversation, fiction, news reporting and academic writing. Introduces some contemporary linguistic theories on the nature of language and different approaches to teaching grammar; topics include first and second language acquisition, differences between spoken and written English, the effects of language change on English grammar and usage, the concept of Standard English and how cultural attitudes affect our ideas of "correctness." Prerequisite: LITR 100. 3 semester credit hours. *Department Consent Required.*

**LING 511 Intro to Linguistics lab.** Addresses research in linguistics as it relates to educational theory and practice, specific to teaching and learning of English as a second language. Topics include phonology, morphology, syntax, semantics, and discourse analysis, as well as an introduction to the history of linguistics, and psycholinguistic and sociolinguistic approaches. 1 semester credit hour. Typically offered: Fall. *Department Consent Required.*

**LING 512 Second Language Acquisition Lab.** Provides an introduction to second language learning and acquisition theories that can be applied in various language learning contexts, including ESL, EFL and bilingualism. Explores the relationship between language development and the social, emotional, cognitive and physical development of children, and issues in second language learning in adults. 1 semester credit hour. Typically offered: Fall.

**LING 513 Methods and Materials Lab.** Provides an overview of the historical development of language learning materials and methodology. Explores a range of current methods and materials which can facilitate second language learning for general or specific purposes, at beginning, intermediate and advanced levels, and in different contexts. 1 semester credit hour. Typically offered: Fall. *Department Consent Required.*

**LING 515 Sociocultural studies in ESL Lab..** Considers the impact of social, cultural, and political factors on second language learning and teaching in linguistically diverse communities. Examines ways in which the political and social context support language differences and affect literacy practices. Examines how factors such as ethnicity, gender, and social class affect language and literacy learning. 1 semester credit hour. *Department Consent Required.*

**LING 516 World Englishes Lab.** Provides a systematic and rigorous survey of the structure and functions of contemporary English language. The course examines how English grammar (including vocabulary) is used in different registers of contemporary speech and writing including conversation, fiction, news reporting and academic writing. The course covers systematic principles and rules whereby words and sentences are organized into coherent, meaningful language, and common usage "errors" that arise when those principles or rules are violated. 1 semester credit hour. Typically offered: Fall. *Department Consent Required.*

**LING 517 Modern English Lab.** Provides a systematic and rigorous survey of the structure and functions of contemporary English language. The course examines how English grammar (including vocabulary) is used in different registers of contemporary speech and writing including conversation, fiction, news reporting and academic writing. The course covers

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

systematic principles and rules whereby words and sentences are organized into coherent, meaningful language, and common usage "errors" that arise when those principles or rules are violated.  1 semester credit hour. Typically offered: Fall. *Department Consent Required.*

**LING 535 Global Literary Theory.** Examines the impact of globalization on literary and critical theory. LING 536 lab is required to be taken concurrently with this course. 3 semester credit hours. Typically offered: Spring.

**LING 536 Critical Theory/Global Literary Theory Lab.** This lab to be taken concurrently with LING 535 deepens and applies the student's understanding of critical or global literary theory. The lab may involve independent or group research, project work, formal or informal presentation, and practical application of theory. 1 semester credit hour. Typically offered: Fall and Spring.

## Management and Organizational Behavior

**MGMT 500 Accounting for Managers.** Surveys a broad range of financial techniques applied to business and organizational problems. Emphasizes understanding rather than mathematical rigor. Stresses interpretation and analysis of problems. Credit will not be given if MBA 500 is also taken. 4 quarter credit hours.

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

**MGMT 521 Career & Human Resource Planning.** Covers current theory and research in career and manpower planning, including techniques of career planning and individual organization, problems such as women in the career cycle, affirmative action and career planning, career choice and change, age-30 crisis, mid-career crisis, dual career couples, and retirement. 2 quarter credit hours.

**MGMT 522 Ethics and Social Responsibility in Management.** Examines important ethical theories and considers the need for social responsibility in business and other organizations. Studies the ethical dilemmas faced by managers in such areas as marketing, product safety, the environment, job discrimination, and dealing with people in an organization. Credit will not be given if MBA 520 is also taken. 2 quarter credit hours.

**MGMT 527 Funding and Grantsmanship.** Teaches the intricacies of generating government support for the development of programs important to the operation and expansion of social agencies. Includes program planning, proposal development, grant management and program evaluation. 2 quarter credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MGMT 530 Organizational Behavior.** A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, and conflict management. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Required. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MGMT 532 Organization Development.** Considers the theory and practice of organizational change and organization development (O.D.). Discusses analysis, planning, implementation and evaluation of change programs. Covers the learning process, O.D. interventions, consultant skills, employee participation, monitoring success, reinforcement and ethical issues. Elective. Prerequisite: MBA 530, or MGMT 530. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MGMT 540 Data Processing and Management.** Surveys the uses of information systems for effective operations, decision-making and strategic advantage. A major emphasis is to analyze how information systems are used to support a business strategy. Design concepts are discussed to insure that any developed system will support organizational needs. Includes the study of technology and its application, with the use of several common software tools such as spreadsheets, word processors and databases. 4 quarter credit hours.

**MGMT 546A Statistics for Organizational Analysis.** This class introduces students to basic statistics and their application within organizational research. The students will learn the core concepts with descriptive and inferential statistics – measures of central tendency, measures of dispersion, correlations, t-tests, ANOVA and select multivariate techniques (regression). These techniques will be explored with a computer statistical package, SPSS. Also covered are basic techniques of data tabulation. 4 quarter credit hours. Typically offered: Summer.

**MGMT 552 Leadership.** Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 2 quarter credit hours.

**MGMT 553 Organization Design.** Focuses on the design of organizations to perform optimally for various environments and purposes. Reviews ways to move organizations toward a desired structure. 2 quarter credit hours.

**MGMT 555 Power Strategies.** Surveys contemporary perspectives and measures of power, influence, and control as they relate to motivation, interpersonal relations and organizational climate. 2 quarter credit hours.

**MGMT 556 Strategy and Implementation.** Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to for-profit and not-for-profit organizations. 2 quarter credit hours.

**MGMT 557 Organizational Culture.** Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 2 quarter credit hours.

**MGMT 558 Service Management.** Focuses on the management and delivery of effective service. Covers service strategy, development of service systems, human resource strategy, and implementation of the service management concept. Prerequisite: MCP Degree seeking student. 2 quarter credit hours.

**MGMT 559 Entrepreneurship.** Deals with new venture management, examining entrepreneurial personalities, managing creativity and establishing a successful enterprise. The major project is a new business plan. Elective. Prerequisite MGMT/MBA 500. 4 quarter credit hours. Typically offered: Summer.

**MGMT 561 Marketing Concepts and Planning.** Discusses and analyzes the major components of a well-integrated marketing plan. Emphasizes products and services in both the for-profit and not-for-profit sectors. Students will be expected to write a marketing plan for a specific product or service. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MGMT 570 Human Resource Management Overview.** Introduces students to strategic human resource management. Covers the relationship of business and human resource planning, and the changing character of the workforce. Provides systemic overview of recruiting, training, compensation, affirmative action, and employee relations. For those students presently in Human Resource Management positions, contact your program advisor; MGMT 633 (4 credits) may be a better option. 2 quarter credit hours.

**MGMT 571 Labor Relations.** Covers the basic concepts relevant to laws governing labor relations. Focuses on contracts, including recognition of the union, negotiation and administration, patterns of contracts currently in existence and their negotiation process, and issues that arise during contract administration. 2 quarter credit hours.

**MGMT 572 Compensation and Benefits.** Examines the importance of benefits and compensation to the U.S. employer. Focuses on the elements of total compensation, including welfare and qualified retirement benefits, salary administration, performance management, executive compensation and incentive pay plans. 2 quarter credit hours.

**MGMT 573 Performance Management Systems.** Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance appraisal, conduct performance review interviews, and develop an appraisal system. 2 quarter credit hours.

**MGMT 574 Affirmative Action.** Examines the historical background and current issues of affirmative action. Focuses on legal issues and cases, organizational concerns, and implementation strategies. 2 quarter credit hours.

**MGMT 578 Recruitment and Selection.** Examines the steps in the recruitment and selection process from the perspectives of the human resource manager, line manager and job applicant. Focuses on skill building and understanding of issues, including cost/benefit analysis and integration of the process with strategic human resource planning and career management. 2 quarter credit hours.

**MGMT 579 Training and  Development Overview.** Covers the steps in the training/ management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 2 quarter credit hours.

**MGMT 580 Group Dynamics.** Deals with dynamics of group and interpersonal relationships. Uses unstructured group experience to help students become more aware of how their actions affect and are affected by others, more capable of giving and receiving personal feedback, and more cognizant of the dynamic process by which groups are created, maintained and transformed. Studies major concepts in group and interpersonal relations, including communication patterns influence in power dynamics, conflict management, interpersonal perception, trust formation, leadership and task group dynamics. 4 quarter credit hours.

**MGMT 581 Team Building.** Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 2 quarter credit hours.

**MGMT 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. 2 quarter credit hours.

**MGMT 583 Organizational Assessment.** Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 2 quarter credit hours.

**MGMT 584 Strategies for Change.** Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 2 quarter credit hours.

**MGMT 585 High Performance Work Systems/Large Group Interventions.** Covers the development of appropriate levels of employee participation, increasing the psychological rewards of the employee and the quality and productivity of the organization. Emphasizes the design of high-performance work systems utilizing large group interventions. 2 quarter credit hours.

**MGMT 586 International Organization Development.** Examines and analyzes OD values and their relationship with national and cultural values in countries around the world. Consists of an overview and case studies involving application and adaptation of management and OD practices to local situations differing by organizational and national culture. 2 quarter credit hours.

**MGMT 591 Contemporary Trends in Change Management.** A one-day workshop with nationally known professionals and practitioners in the field of organization development. 1 quarter credit hour. *Course Repeatable. Maximum number of units allowed 12.*

**MGMT 592 Managing Diversity.** Focuses on the cultural shift required in organizations to move from Equal Employment Opportunities, Affirmative Action and understanding diversity to truly managing diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 2 quarter credit hours.

**MGMT 593 Process Consultation.** Covers the concepts, methods and philosophy of process consultation and its role in organization development. Emphasizes the application of this key activity in consulting to organizations, groups and individuals. Presented in a context useful to consultants and managers alike. 2 quarter credit hours.

**MGMT 596 Special Topics in Management and Organizational Behavior.** This course varies in subject matter and may be repeated if topics are different. Depending on the topic, this course may count toward various concentrations. 2-4 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*

**MGMT 600 Independent Study.** Provides students with a variable option for exploring a topic in depth under faculty supervision. Generally, faculty request a two to three page proposal which outlines the project objectives, expected learning outcomes and assessment criteria. 2-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

**MGMT 612 Methods of Organizational Research.** Covers alternative methods of research design for organizational studies.  Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes ethics, qualitative and quantitative research design, data collection, analysis and report writing. 4 quarter credit hours.

**MGMT 633 Legal Issues in the Workplace.** This course provides an overview of laws and regulations that must be considered in human resource decision making. Topics include the Fair Labor Standards Act, Equal Employment Opportunity and Affirmative Action, sexual harassment, family leave, the Americans with Disabilities Act, Illinois Freedom of Information Act, Equal Pay Act and various aspects of employer/employee relations. Required Option. 4 quarter credit hours. Typically offered: Winter.

**MGMT 634 Strategy, Structure, and Decision Making.** The focus is on the role of management in the development of organization strategy, and the development of appropriate organization structures. Case analysis is used to aid in understanding and applying behavioral concepts to the resolution of managerial and organizational problems. Elective. Prerequisite:  MBA 530 or MGMT 530. 4 quarter credit hours. Typically offered: Fall and Spring.

**MGMT 635 Business Process Redesign.** Covers the principles and methodology of organization transformation through reengineering/business process redesign. Simulation, service and manufacturing cases as well as topic presentation will be used. 2 quarter credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MGMT 636 Advanced Methods of Organization Development.** Explores advanced theory, interventions and methodologies in organization development. Emphasizes generative interventions as opposed to discrepancy-based change processes. 4 quarter credit hours.

**MGMT 671 Strategic Management.** This course requires management students to use the disciplines and techniques learned during their degree programs. Strategy formulation and implementation concepts are discussed using cases and readings. This course is to be taken as the last core class or with permission from the program director. 4 quarter credit hours.

**MGMT 690 Management Internship.** Consists of experience in a field setting in collaboration with a trained professional. 4-8 quarter credit hours. *Course Repeatable. Maximum number of units allowed 16.*

**MGMT 691 Advanced Topics in Organization Development.** Designed to provide Organization Development students and practitioners with access to leading edge interventions, research and professionals. This workshop will introduce theory and practice of innovative work in Organization Development. 1-2 quarter credit hours. *Course Repeatable. Maximum number of units allowed 12.*

## Management Information Systems

**MIS 545 Computer Organization & Architecture.** The objectives of this course are to provide basic concepts of computer systems, to introduce computer architecture, and to introduce assembly language. Discussion includes internal organization of the computer, techniques for representation of data, assembly language for a particular processor, procedure call and return mechanisms including parameter passing and stack utilization, input/output processing including interrupt handling, and the relationship between high-level languages and machine languages. Several assignments and course participation are required, as are several exams. Required. 4 quarter credit hours. Typically offered: Spring.

**MIS 546 Systems Analysis and Design.** Tools and techniques associated with the analysis and design of application systems are studied and evaluated. Traditional and state-of-the-art system development life-cycle methodologies are examined. Specific topics include construction and evaluation of user interviews, data flow diagrams, data dictionaries, decision tables and trees, and use of prototyping techniques and computer-aided software engineering tools. The course project requires a team analysis and design of a new application system. Required. 4 quarter credit hours. Typically offered: Fall.

**MIS 600 Independent Study.** This course allows an opportunity for a student to concentrate on a specific topic related to an existing course or to explore a timely topic not covered in an existing course. A proposal is required, outlining the nature of the problem and scope of the investigation. A research paper or project is required, as appropriate to the problem under investigation. Elective. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MIS 609 Computer Fraud.** This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer

fraud that can occur in organizations and how computer fraud can be prevented. Elective. Cross-listed as MIS/MBA 609. 4 quarter credit hours. Typically offered: Annually.

**MIS 616 Information System Auditing.** Since the introduction of the Sarbanes-Oxley Act of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Elective. Cross-listed as MIS/MBA 616. Prerequisite: MBA 513. 4 quarter credit hours. Typically offered: Annually.

**MIS 642 Financial Information Systems.** The rise of business process analysis within many organizations and the trend toward decentralization has forced many functions to operate autonomously. Students will learn to analyze the role of accounting information systems within a company's operating systems; appreciate the wider view of accounting's role in an organization as an integrated and comprehensive database; and learn the connections between transaction cycles, internal controls, and computer security. Students will be expected to apply quantitative and qualitative techniques learned in previous financial management and information systems courses to analyze cases selected from a wide variety of financial and information technology problem areas. Elective. Cross-listed as MIS/MBA 642. Prerequisite: MBA 601. 2 quarter credit hours. Typically offered: Fall.

**MIS 648 Information Management in Health Care.** The objective of this course is to examine information technology applications in health care. Case studies are used to analyze systems currently in place and to explore systems on the horizon within health care organizations. Discussion includes the roles of providers and payers; it also includes issues of patient records and quality assurance and quality management as well as administrative and patient-related systems. Students are expected to propose a solution and implementation plan to an information management problem in a health care organization. Prerequisite: MPH 602 and either MIS 546 or MBA 641. 2 quarter credit hours. Typically offered: Spring.

**MIS 649 Advanced Topics in Health Information Systems Management.** The objective of this course is to examine emerging technologies and new information technology applications in health care. Topics include information systems for an integrated local delivery system, issues in building clinical data warehouses, health care information system standards, telemedicine, as well as the implications of strategic information-based alliances among the managed care and hospital communities. Techniques include case analysis and review of current literature. A course project to select a technology direction and to evaluate its fit with the strategy of a health care organization is expected. Prerequisite: MIS 648. 2 quarter credit hours. Typically offered: Spring.

**MIS 650 Issues in Health Information Systems.** Changes in information technology in the health care field are occurring at an increasing rate. Accelerated growth is expected as the focus of information technology uses shifts from operational or tactical uses to more strategic uses. A related challenge is to provide open, flexible technology solutions that effectively support the current organization demands and provide the foundation for growth around unknown, future business requirements. A course project examining strategic issues in

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

information technology in the student's organization is expected. Prerequisite: MIS 649. Elective. 2 quarter credit hours.

**MIS 654 Enterprise wide Information Systems.** Application systems supporting business areas such as finance, sales and marketing, manufacturing, distribution, and human resources are studied. Special features and information sharing issues within and across functional areas are analyzed and developed.  Topics include appropriateness of an information system as a business solution, the unique aspects of each business functional area, special design and implementation considerations, and integration issues with the enterprise model. Assignments include interviews with a user manager and a corresponding systems manager as well as a multiple application systems integration plan and design. Prerequisite: MIS 674. Elective. 4 quarter credit hours. Typically offered: Winter.

**MIS 655 Computer and Network Systems Security.** Topics discussed include network infrastructure security issues, including perimeter security defense, firewalls, virtual private networks, intrusion detection systems, wireless security, network security auditing tools, honeypots, incident response, forensics, as well as ethical considerations. Also discussed is the development of an enterprise security policy. Prerequisite: MIS 546.  Elective. 4 quarter credit hours. Typically offered: Summer.

**MIS 656 Information Systems Security.** Information is a vital corporate resource. The integrity, accuracy, timeliness, confidentiality, and physical security of this resource is essential to maintain its value to the organization. Topics discussed include security considerations as they apply to information systems analysis and design, vulnerability assessment, security audits, and access controls. Also discussed are disaster recovery, business continuity, as well as legal and social issues. Prerequisite: MIS 546. Required. 4 quarter credit hours. Typically offered: Winter.

**MIS 657 E-Commerce.** This course presents the state-of-the-art in electronic commerce. Its focus is on the current and future impact of e-commerce. Students will learn how to create new business opportunities; identify new customers and additional value in existing customers; realign the organization for this new environment; address contemporary uncertainties such as government regulation, taxation, security, privacy, and intellectual rights; create a market presence; measure success, return on investment and profitability; and sustaining the pace of change through appropriate staffing, hiring, outsourcing and partnering. Students examine recent successes and failures in e-commerce through case studies and other readings and will develop an e-commerce business plan for an organization. Elective. Prerequisite: Cross-listed as MIS/MBA 657. MIS 546 or MBA 641. 4 quarter credit hours. Typically offered: Winter.

**MIS 658 Management of IT Facilities.** The support side of information systems is studied, focusing on physical needs and ongoing production support. Facilities issues, including requirements for physical space, voice and data, servers, networks, emergency equipment, special environmental needs, and green issues of energy efficiency, recyclability, and sustainability are examined. Disaster recovery and business continuity issues are also considered. Elective. 2 quarter credit hours. Typically offered: Summer.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MIS 659 Business Analytics.** Business analytics (BA) refers to the skills, technologies, applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. It makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management to drive decision-making. Analytics may be used as input for human decisions or may drive fully automated decisions. Deliverables include article reviews, case analyses, course project, and presentations. Prerequisites: MBA 541. Cross-listed as MSBA/MIS 659. 4 quarter credit hours. Typically offered: Winter.

**MIS 663 Machine Learning.** This course introduces the topics of data and text  mining and business intelligence. Data and text mining is the process of discovering new patterns from large data sets involving methods at the intersection of artificial intelligence, machine learning, statistics and database systems. The overall goal of the data mining process is to extract knowledge from a data set in a human understanding structure. Business Intelligence systems combine data gathering, and data storage with analytical tools to present complex corporate and competitive information to planners and decision makers. The objective is to improve the timeliness and quality of the input to the decision process. Deliverables include article, case analyses, course project, and presentations.  Prerequisite Requisite: MIS 674. Cross-listed as MSBA/MIS 663. 4 quarter credit hours. Typically offered: Fall.

**MIS 671 Strategic Management.** This course requires students to use the disciplines and techniques learned in previous required courses. Strategy formulation and implementation concepts are discussed using cases and readings. This course is to be taken within two courses of completion of the required courses. Required. Cross-listed as MBA/MIS 671. 4 quarter credit hours. Typically offered: Fall, Winter, Spring and Summer.

**MIS 674 Database Management Systems.** Database technology has evolved from simply being a better way to organize and access data to being an information systems keystone, required to effectively support the enterprise. This course introduces database technology, emphasizing effective database design. Specific topics include components, roles, and functions in a database environment; importance of data security; integrity and recovery; strengths and weaknesses of data models, focusing on the relational model. A course project requires the design of a personal computer-based database application. A research paper is also expected. Prerequisite: MIS 546. Required. 4 quarter credit hours. Typically offered: Spring.

**MIS 677 Decision Support and Knowledge-based Systems.** This course introduces the use of knowledge-based systems, including decision support systems, group decision support systems, expert systems and executive information systems within the functional structure of the firm. Decision support and expert systems will be discussed in depth. Topics include analysis of decision criteria and modeling techniques, the system development process, business applications, and evaluation of existing software. Deliverables include a course project and presentation. Elective. 4 quarter credit hours. Typically offered: Fall.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MIS 681 Network Planning.** In this course, students are asked to describe and evaluate networks as part of an organization's strategic and tactical plans. Business needs are evaluated and students offer feasible network solutions meeting these needs. Students analyze network opportunities, considering competitive forces, strategic advantages, strengths, and opportunities. Students evaluate network requirements and alternative solutions, selecting the most appropriate, given the current and projected business environment. Network management and security issues are reviewed and appropriate policies and procedures recommended. Students also investigate the future of enterprise-wide networks. Prerequisite: MIS 545, MIS 546. Required. 2 quarter credit hours. Typically offered: Winter.

**MIS 682 Network Design.** In this course, students evaluate network topologies, protocols, network components, current technology standards, and interoperability issues. Students design a physical network solution that includes current physical environment, growth requirements, network solution requirements, and business constraints. Students design a logical network solution, which includes how the application will work across the physical network and how the data travels within and across networks. Distributed network models are also examined, looking at presentation, processing and data placement within the network structure. Tools for network management are reviewed, documentation standards are defined, and network solutions provide production criteria for managing an implemented network solution. Prerequisite: MIS 681. Required. 2 quarter credit hours. Typically offered: Winter.

**MIS 683 Project Management.** The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects, within budget and on schedule. Advanced topics may include critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This course is appropriate for technology and non-technology managers alike. Required. Cross-listed as MIS/MBA 683. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**MIS 689 Strategic Information Technology Management.** This course requires students to use all disciplines and techniques learned. Strategy formulation and implementation concepts focusing on information technology are discussed using cases and readings. This course should be taken within two courses of completion or with permission of the program director. Required. 4 quarter credit hours. Typically offered: Spring.

**MIS 690 Management Information Systems Internship.** An internship offers practical work experience within which the student has the opportunity to apply and test theoretical learning while developing executive skills. The internship experience may be an apprenticeship, in which a less experienced student learns about the organization, the business unit, and a variety of information systems projects in which the supervisor is involved, or a project, in which the student has major responsibility for a specific assignment and exposure to other areas of responsibility or interest. The MIS internship may be repeated in different settings. Elective. 1-6 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MIS 691 Management of Information Technology Lecture Series.** Timely information technology topics are presented in the form of one- or two-credit hour courses. Keeping pace

with information technology requires constant learning. These courses provide an opportunity to examine and assess current information technology issues. There are no designated prerequisites, but graduate students are encouraged to have completed the 500-level course sequence. Topics are announced in advance. Elective. 1-4 quarter credit hours. Typically offered: Fall, Winter, Spring and Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

## Taxation

**MST 504 Corporate Accounting Theory and Practice I.** Focus on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and the statement of cash flows. Provides an understanding of the significance and limitations of financial statements. Useful those pursuing careers in professional accounting and a necessary course for those planning to sit for the CPA exam. Also a useful course for those managers requiring a sophisticated knowledge of financial statements as it relates to bottom-line responsibility, particularly those managers required to provide attestation of the accuracy of the financial statements and internal controls. Required Prerequisite: MBA 500. 4 quarter credit hours. Typically offered: Fall and Spring.

**MST 506 Corporate Accounting Theory and Practice II.** A continuation of MBA 504 providing an in-depth study of the conceptual framework of corporate accounting and generally accepted accounting practices with particular reference to the problem areas of financial reporting, such as accounting for pensions, accounting for income taxes, segment reporting, and earnings per share. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Required Prerequisite: MBA MSA 504. 4 quarter credit hours. Typically offered: Winter and Summer.

**MST 512 Federal Income Tax.** A study of federal regulations covering taxation of individuals and businesses. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Cross listed with MSA 512. 4 quarter credit hours. Typically offered: Fall and Spring.

**MST 604 Theory and Practice of Financial Reporting.** Focuses on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and statement of cash flows. The objective of the course is to provide an understanding of the significance and limitations of financial statements.  The impact of decisions made by corporate executives with regard to the financial statements and their presentation will be discussed. Useful for those pursuing careers in professional accounting and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Winter and Summer.

**MST 605 Tax Influences on Decision Making.** This course presents the impact of federal income taxation on various business decisions. Emphasis is placed on areas such as choice of business organization, capital gains, timing of income, depreciation, investments, and employee benefits. Required Prerequisite: MBA 601. 4 quarter credit hours. Typically offered: Winter and Summer.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MST 623 Taxation of Corporations and Shareholders.** This course focuses on U.S. federal income taxation of Subchapter c corporations and their shareholders. Emphasis is places on understanding the nuances of corporate tax laws and tax planning scenarios. Prerequisites: MSA 605 & MSA 624. Cross listed with MSA 623.  4 quarter credit hours. Typically offered: Fall.

**MST 624 Federal Tax Research.** This course focuses on the complexity of the United States Tax System and the impact of global competition on income and transfer tax preparation and reporting. Students will be exposed to the Internal Revenue Code, Circular 230, Treasury Regulations, and IRS organizational structure and enforcement functions. Prerequisites: MSA 504, MSA 506, MSA 512, and MST 515 and MST 605. Cross listed with MSA 624. 4 quarter credit hours. Typically offered: Winter.

**MST 625 Federal Taxation of Partnerships.** This course focuses on taxation of partnerships and the nuances of the benefits and risks attached to this form of business enterprise. Key concepts involve aggregate and entity theories, partnership distributions and liquidations, disposition of partnership interests and other related topics. The course will expose students to The Internal Revenue Code, Treasury Regulations, Case Law and ITS Rulings. Prerequisites: MST 605, MST 623 and MST 624. 4 quarter credit hours. Typically offered: Spring.

**MST 688 Estate and Gift Taxation.** This course consists of a detailed review of the federal estate and gift tax laws. In the area of estate taxation, assets included and deductions allowed are reviewed in detail by reference to law, regulations and cases. Recognition of gifts and gift tax deductions and exclusions are also covered throughout course material.  Prerequisites: MSTA 504, MSTA 506, MSTA 512 & MSTA 515. 4 quarter credit hours. Typically offered: Winter.

**MST 689 Seminar in Current Problems in Taxation.** This course focuses on the recent significant developments in the future of legislation, regulations, administrative rulings and case law on federal income, estate and gift taxation. Emphasis is placed on specific tax planning in light of these current developments. Topics are discussed against background of leading Supreme Court cases. Prerequisites: MSTA 504, MSTA 506, MSTA 512 & MSTA 515. 4 quarter credit hours. Typically offered:  Summer.

**MST 692 Tax Accounting - Periods and Methods.** This course deals with federal income tax rules concerning the choice of utilization of tax accounting periods and methods. The course material will focus on the determination of inventory values, introduction to time value of money and OID, and certain other special tax accounting concepts available to taxpayers including: Accounting Periods, Changes in Accounting Methods, Inventories-General and UNICAP, Inventories-LIFO, and Installment Sales. Prerequisites: MST 605 and MST 624. 4 quarter credit hours. Typically offered: Winter.

**MST 693 Federal Income Tax Procedures.** "MST 693 Federal Income Tax Procedures. This course deals with federal income tax rules, communicating with the Internal Revenue Service, ethical responsibilities of a tax practitioner, statute of limitations, and the appeals process for tax returns. The course material will focus on the core aspects of the United States Tax code and its enforcement by the I.R.S. It will provide a unique perspective of the methods, procedures, and techniques employed by the I.R.S in reaching fair tax treatment for all tax payers. Prerequisite: MST 605 & MST 624. 4 quarter credit hours. Typically offered: Summer.

**MST 694 Overview of State Income Taxation.** MST 694 Overview of State Income Taxation. This course identifies and examines the various types of income and capital stock taxes imposed on corporations and "pass through" entities by state and local governments. The main topics will focus on "nexus" and the key impacts of P.L. 86-272, sales and use tax, conformity to the Internal revenue Code, business and non-business income, varying methods of reporting, allocation and apportionment, and basic tax credit and incentive concepts. Prerequisites: MST 623, MST 624, MST 625 & MST 692. 4 quarter credit hours. Typically offered: Winter.

**MST 695 Taxation of Closely held Corporations.** This course identifies and examines the core federal income tax issues that arise in connection with the ownership and operation of a closely held corporation. The course material will focus on primarily subchapter "S" corporations. Topics include: nuances of distributions for owners and the effects of liquidating a company and its subsequent tax ramifications. Prerequisites: MST 623. MST 624, MST 625 and MST 692. 4 quarter credit hours. Typically offered: Fall.

**MST 696 Corporate Reorganizations.** This course will examine and discuss the nuances of the Federal Income Tax implications for transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations. This course is mainly concerned with the tax consequences to corporate parties to reorganizations and their shareholders. Emphasis is given to determining the taxability of transactions. See outline for detail of topics covered. Prerequisites: MST 623, MST 624, MST 692 and MST 693. 4 quarter credit hours. Typically offered:  Spring.

**MST 697 Consolidated Returns.** This course deals with the principles and mechanics of the consolidated return regulations which include eligibility, intercompany transactions, inventory adjustments, basis of property and subsidiaries, net operating losses and limitations on their utilization, earning and profits, and loss disallowance provisions. Prerequisites: MSTA 504, MSTA 506, MSTA 512 & MSTA 515. 4 quarter credit hours. Typically offered: Summer.

**MST 698 Taxes and Property Transactions.** This course is concerned mainly with the federal income tax implications of income and losses derived from sales and other dispositions of property. Emphasis will be given to the determination and recognition of gain or loss, nature of gain or loss (capital or ordinary), basis and holding period. Prerequisites: MSTA 504, MSTA 506, MSTA 512 & MSTA 515. 4 quarter credit hours. Typically offered: Spring.

**MST 699 US Taxation and Its International Aspects.** This course covers federal income taxation of United States persons investing or doing business outside the United States and nonresident aliens and foreign corporations having nexus with the United States. Topics covered include, among others, the foreign tax credit, Subpart F income, controlled foreign corporations, sourcing rules and expatriate taxation. Prerequisites: MSTA 504, MSTA 506, MSTA 512 and MSTA 515. 4 quarter credit hours. Typically offered: Fall.

## Business Analytics

**MSBA 600 Independent Study.** This course allows an opportunity for a student to concentrate on a specific topic related to an existing course or to explore a timely topic not covered in an existing course. A proposal is required, outlining the nature of the problem and scope of the investigation. A research paper or project is required, as appropriate to the problem under investigation. Elective. 1-4 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MSBA 623 Web Analytics.** This course introduces the topics of web analytics for making better business and marketing decisions. Web analytics is the measurement, monitoring, and analysis of Internet traffic data for the purpose of optimizing websites.  The increasing complexity of today's e-business environment has resulted in the implementation of many web analytics tools. These tools turn raw Internet data into valuable business insight through the use of advanced analytics. Web analytics combines data collection, marketing research, mathematical model building, statistical software, and key performance indicators (KPIs) monitoring tools. Deliverables include literature reviews, case analyses, and course projects. Prerequisite: MBA 541. 4 quarter credit hours. Typically offered: Annually.

**MSBA 641 Optimization Techniques for Management Decisions.** This course introduces the topics of optimization techniques for management decisions. Optimization is the process of discovering the best business solution from many feasible solutions using mathematical and statistical methods. The increasing complexity of today's business decision-making has resulted in the development of many optimization techniques. These techniques have provided a wealth of solutions to facilitate business planning and execution. Optimization combines data transformation, mathematical model building, and optimization software with analytical tools to present the recommended solutions to planners and decision makers. Deliverables include literature reviews, case analyses, and course projects. Prerequisite: MBA 541 and MBA 630.  4 quarter credit hours. Typically offered: Annually.

**MSBA 659 Business Analytics.** Business analytics (BA) refers to the skills, technologies, applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. It makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management to drive decision making. Analytics may be used as input for human decisions or may drive fully automated decisions. Deliverables include article reviews, case analyses, course project and presentations. Cross listed with MIS 659. 4 quarter credit hours. Typically offered: Winter.

**MSBA 663 Machine Learning.** This course introduces the topics of data mining and business intelligence. Data mining is the process of discovering new patterns from large data sets involving methods at the intersection of artificial intelligence, machine learning, statistics and database systems. The overall goal of the data mining process is to extract knowledge from a data set in a human-understandable structure. Business Intelligence systems combine data gathering, and data storage with analytical tools to present complex corporate and

competitive information to planners and decision makers. The objective is to improve the timeliness and quality of the input to the decision process. Deliverables include article reviews, case analyses, course project, and presentations. Prerequisite: MIS 674.  Cross-listed with MIS 663. 4 quarter credit hours. Typically offered: Fall.

**MSBA 685 Data Visualization.** This course introduces data visualization that is communicating information clearly and effectively through graphical means. Visualization tools go beyond the typical tables, histograms, pie charts and bar graphs by displaying data in more sophisticated ways such as dials and gauges, geographic maps, time-series charts, tree maps, heat maps and detailed bar, pie and fever charts. The goal is to expose patterns that might not have been noticed otherwise. Visualized data is often displayed in business Intelligence dashboards which provide users with high-level views of corporate information and key performance indicators. Deliverables include article reviews, several software-based exercises, projects and presentations. Prerequisite: MIS/MSBA 663. 4 quarter credit hours. Typically offered: Winter.

**MSBA 686 Analytics for Big Data.** This course introduces the concept of big data, that is, data sets so large that traditional relational database management systems, statistics, and visualization tools are insufficient. Organizations today are inundated with data, gathered from both inside and outside the organization. Analytics for data-at-rest and data-in-motion will be explored. The problem of solving problems which involve complex and structured data will be explored using the Hadoop platform. Deliverables include article reviews, several software-based exercises, several projects and presentations. 4 quarter credit hours. Typically offered: Fall.

**MSBA 687 Data Warehousing.** This course introduces data warehousing, which combines data from varied sources into one comprehensive and easily manipulated database. Access methods include queries, reporting and analysis. The goal is to analyze trends over time, thereby contributing to business forecasting, strategic planning and making smarter decisions faster. Deliverables may include article reviews, several software-based exercises, projects and presentations. Prerequisite: MIS 674. 4 quarter credit hours. Typically offered: Spring.

**MSBA 689 Business Analytics Capstone.** This course requires students to use and integrate the disciplines and techniques learned in business analytics program coursework to address a real-world problem, strategy formulation and implementation concepts are discussed using cases and readings. Deliverables include article reviews, several software-based exercises, a course-length project and presentations. Prerequisite: Take within two quarters of program completion or program director consent. 4 quarter credit hours. Typically offered: Spring.

**MSBA 690 Business Analytics Internship.** An internship offers practical work experience within which the student has the opportunity to apply and test theoretical learning while developing executive skills. The internship experience may be an apprenticeship in which a less experienced student learns about the organization, the business unit, and a variety of information systems projects in which the supervisor is involved, or a project in which the student has major responsibility for a specific assignment and exposure to other areas of responsibility or interest. The Business Analytics Internship may be repeated in different settings. Elective. 1-6 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# Nursing and Health

**NRHL 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. Cross listed with MPH/MBA 500. 3 semester credit hours.

**NRHL 501 Health Promotion and Interprofessional Collaboration.** This course provides an in-depth review of approaches to health promotion as well as effective collaboration among members of the health care community. Students explore the problems and issues in using behavioral and social science theories, concepts and data to inform health promotion and health education research and interventions. The course emphasizes developing appreciation for the diversity of expertise in interprofessional collaborative teams as well as establishing basic concepts of effective teamwork. This is a foundational course requiring a minimum letter grade of "B". Cross listed with NRHL 381. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 502 Ethical and Culturally Competent Health Care Professional.** This course draws upon philosophy, ethics and the social sciences to examine key concepts of professional practice that form the foundations for leadership, including professional obligations, duties, rights and cultural competence. Coursework leads to an increased understanding of interplay among socio-cultural contexts, ethics and cultural beliefs about health and illness. Basic principles of epidemiology, community-based assessment and evaluation, issues of equity and the risks to vulnerable populations are explored. Students also study the role of the educator, administrator and social change agent to explore what it means to be a culturally competent, ethical health care professional and leader in health systems or education. This is a foundational course requiring a minimum letter grade of "B". Cross listed with NRHL 382.  3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 503 Evidence-Based Nursing Practice: Research and Process Improvement.** This course provides students with skills required to systematically research and evaluate current nursing knowledge to promote evidence-based nursing practice. Coursework emphasizes critical analysis of the current literature and proposed research methods, including quantitative and/or qualitative approaches to research, sampling procedures, data collection methods and data analysis planning. Research topics such as ethical and cultural issues, methodological procedures associated with scientific investigation, and potential barriers to evidence-based practice are also course themes. Students are encouraged to critically analyze differing research paradigms as well as current issues surrounding evidence-based research. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 383. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 504 Health Care Informatics & Emergent Technologies.** This course teaches nurses to consider technical, user and environmental factors in the selection and use of clinical

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

information systems that support nursing care and decision-making processes in various settings. Students gain an understanding of technology, data, human processing and standards related to clinical information systems, and how these elements are used to make evidence-based decisions in health care systems and services. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 384. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 505 Health Care Policy & Advocacy.** This course provides an overview of health care policy, organization and financing with emphasis on current industry trends. Students assess the atmosphere in which policy is created and how compromise and bargaining shape policy decisions. Current policy initiatives involving health care delivery as well as nursing are analyzed. Coursework emphasizes the role of the nurse as a health care leader and advocate in the health care policy formation process. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 385. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 506 Quality Improvement and Safety in Health Care Systems.** This course analyzes problems caused by the varying levels of health care quality and strategies for improving them using models of evaluation and process improvement. Students learn to apply principles of quality and regulatory management with an emphasis on defining, measuring and evaluating outcomes within organizations and systems to become effective leaders and change agents. Students are expected to participate in the development of actual quality measures and explain how such measures could be used in a defined health or educational system. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 386. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 507 Advanced Health Assessment.** This course builds upon the student's previous health assessment experience to provide the foundation for advanced roles in nursing. The course emphasizes physical, psychosocial, spiritual, and functional assessment among diverse populations. Advanced assessment topics include focused health histories, advanced physical assessment techniques, differentiation of assessment findings, and health assessment documentation standards. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 508 Advanced Pathophysiology.** The course focuses on the application of advanced knowledge of the complex physiological functions and pathophysiological processes to the care of individuals with health care problems. Course content examines alterations in function as well as adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels. The course is designed to enable the graduate nursing student to recognize and analyze these physiological changes, and to apply this knowledge in a wide variety of clinical settings. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 509 Advanced Pharmacology.** This course provides the graduate nursing student with the necessary knowledge to develop a greater understanding of pharmacology and application. The course content builds upon the student's current understanding of pharmacology. Students will explore the principles of pharmacology as they apply to various

disease processes with consideration of medication selection factors, client adherence, and ethical implications. Clinical application of pharmacological management, adverse reactions, and patient education implications are presented through case studies and scenarios. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. Prerequisite/Corequisite: NRHL 508. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 510 Transforming Nursing Roles: The Educator, Administrator and Socially Sculptured Professional Nurse.** This course focuses on forward-thinking approaches of the profession of nursing in the 21st century.  New definitions of advanced professional nursing will be discussed and challenged.  This course, building upon the foundations of professional nursing in the undergraduate program, addresses such areas as informed practice, the culture of nursing, current and future roles of nurses, the dynamics of professional development and professional practice strategies.  It also continues with emphasis on holistic nursing, and community involvement.  The interrelationship among nursing roles as educator, administrator and socially responsible citizens is presented.  Students will sculpture their own transformation with their vision for the future of mankind.  Pre-requisite: Admission to the MSN program or consent of instructor. 3 semester credit hours.

**NRHL 521 Leadership and Ethics in the Global Environment.** Reviews paradigms of leadership in global environment. Introduces and applies principles for ethical decision-making in business situations. Assesses student's leadership capacities and responsibilities in challenging situations. Required. Cross listed with MBA 520. 3 semester credit hours.

**NRHL 601 Behavioral and Social Aspects of Public Health.** Addresses behavioral and social factors and theories related to individual and population health. Cross-listed with MPH 601 and NUTR 381. 3 semester credit hours. Typically offered: Fall and Summer.

**NRHL 602 Public Health Systems.** Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. Cross-listed with MPH 602 and NUTR 382. Department Consent Required. 3 semester credit hours. Typically offered: Fall and Spring.

**NRHL 603 Ethical and Political Issues in Public Health.** Applies basic principles of ethical analysis (e.g. Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. Cross-listed with NUTR 383 and MPH 603. 3 semester credit hours. Typically offered: Spring.

**NRHL 604 Epidemiology.** Studies the patterns of disease and injury in human populations and applies findings to the control of health problems using Excel and PASW (formerly SPSS) statistical software. Cross-listed with MPH 604. Department Consent Required. 3 semester credit hours. Typically offered: Fall and Spring.

**NRHL 605 Environmental Health.** Studies environmental factors including biological, physical, and chemical factors that affect the health of the community. Cross-listed with MPH 605. 3 semester credit hours. Typically offered: Spring.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**NRHL 609 Cultural Context of Health Care in the U.S.** Addresses cultural factors related to individual and population health and health disparities over the life course. Cross listed with MPH 609. 3 semester credit hours. Typically offered: Fall and Spring.

**NRHL 610 Health Policy.** Addresses the development and advocacy processes for public health policies; provides tools for policy analysis; and application to important public health issues. Cross-listed with MPH 610. 3 semester credit hours. Typically offered: Fall and Summer.

**NRHL 620 Building Effective Communication & Relationships.** This course covers knowledge and skills related to effective communication and relationship-building across various health care settings. Students study communication strategies to address nursing and organizational issues and conflicts, as well as advanced communication skills related to diversity in the workplace, generational benefits, recruitment and retention, collaborative decision-making and shared governance. Building trust and credible organizational relationships with key stakeholders is also emphasized. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 621 Instructional Strategies in Nursing Practice.** This course focuses on teaching and learning strategies in nursing education. Students examine frameworks for analyzing pedagogical philosophies, adult learning theories, ethical issues and professional values related to nursing education, as well as the integration of new technology in instructional design and delivery. The course emphasizes best teaching practices for nurse educators. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 & NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 622 Professionalism and Executive Career Development.** Students focus on the knowledge, skills and tools to effectively coach and further the professional development of others within the healthcare organization. Coursework emphasizes the concepts of professionalism, personal and professional accountability, transparency, advocacy and ethical standards. Students complete a comprehensive executive leadership career assessment, conduct a gap analysis and develop an executive career plan for the future. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 624 Advanced Knowledge of Health Care Systems.** This course explores the skills and knowledge nurse executives need to effectively lead in a variety of health care systems. Students study the unique needs of health care settings such as hospitals, ambulatory facilities, community-based services, long-term care and private practice as well as financial, operational, regulatory and clinical aspects of management specific to a range of healthcare systems. Factors such as reimbursement, technology, staffing, leadership, organizational design and complexity and for-profit and not-for-profit aspects of the system will also be addressed in the context of nursing leadership strategies. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 625 Learning and Curriculum Development in Nursing Practice.** This course focuses on curriculum development and the role of the nurse educator through the examination of a

variety of conceptual frameworks relating to curriculum and instructional design. Students investigate the process of curriculum development, program evaluation, regulatory and accreditation standards and curriculum trends. The components of course development, including course objectives, learning activities, teaching strategies and course evaluation are examined. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 507, NRHL 508 & NRHL 509.  Prerequisite/Corequisite: NRHL 621. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 626 Nursing Leadership and Systems Thinking.** This course focuses on theoretical foundations and conceptual principles of nursing leadership and the skills required for nurse executives to function effectively in complex health care environments. Students develop leadership self-awareness and investigate leadership traits necessary to effectively lead organizational change, build strong cultures, develop effective teams and resolve conflicts. The course examines change processes in contemporary health care organizations, as well as the evolving roles of management and transformational leadership. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 620 and NRHL 622. Prerequisite/Corequisite: NRHL 624. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 628 Financial Management and Resource Allocation in Health Care Systems.** Students will learn how to contribute to the ethical financial decisions of health care organizations. Topics include strategic financial planning, financial statement analysis, budgeting and financial decision-making strategies. Students also explore issues with  funding sources and constraints, reimbursement, cost containment and marketing. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 620, NRHL 622, NRHL 624 and NRHL 626. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 630 Evaluation Strategies and Methods in Nursing Practice.** Students focus on the theories and strategies of measurement and evaluation as they apply to nursing education. Content includes strategies to assess and evaluate learning in the cognitive, psychomotor and affective domains. Topics such as test construction, evaluation of personal teaching effectiveness, program evaluation and accreditation processes are addressed, as well as ethical and legal issues related to student evaluation. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505, NRHL 506, NRHL 507, NRHL 508, NRHL 509, NRHL 621 and NRHL 625. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 632 Public Health Education Methods.** Presents evidence-based methods of health education and promotion addressing major risk factors for death, injury and disability. Cross-listed with MPH 632. 3 semester credit hours. Typically offered: Spring.

**NRHL 635 Evidence-Based Nursing Practice Capstone Project.** In this capstone course, students have the opportunity to apply the knowledge and skills learned through the program into practice. They further develop the role components of the nurse educator or nurse executive with the guidance of a preceptor within a selected practicum setting. With the

assistance of the faculty and preceptor, each student develops a project that demonstrates their cumulative learning, teaching abilities and professional growth. The project should demonstrate the student's ability to synthesize and apply the knowledge and skills acquired to real-world issues and problems. This final project validates a student's ability to think critically and creatively, to solve practical problems, and demonstrate mastery of the application of leadership or education skills. The capstone course requires 60 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRLH 504, NRHL 505, NRHL 506 and Nurse Educator Concentration - NRHL 507, NRHL 508, NRHL 509, NRHL 621, NRHL 625 and NRHL 630 or Nurse Executive Leader Concentration - NRHL 620, NRHL 622, NRHL 624, NRHL 626 and NRHL 628. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 651 Emergency Preparedness and Planning.** Introduces the core principles and practices of emergency preparedness and planning for all types of hazards, threats and disasters. Cross-listed with MPH 650. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 654 Psychology and Sociology of Disasters.** Examines the immediate and long-term effects that natural and man-made disasters have on survivors, their communities and first responders; and methods to assist survivors in their recovery. Cross-listed with MPH 654. 3 semester credit hours. Typically offered: Summer.

**NRHL 656 Emergency Response and Recovery.** Focuses on the principles and practices to guide communities and other entities in managing immediate response and long-term recovery from all types of hazards, threats and disasters. This course builds upon the concepts learned in NRHL 651. Cross-listed with MPH 656. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 662 Management of Health Services Organizations.** Explores basic management principles and practical tools for health management professionals in a variety of public health and health care organizations. Cross-listed with MPH 662. 3 semester credit hours. Typically offered: Spring Term.

**NRHL 664 Marketing of Public Health.** Explores concepts of marketing theory, planning, strategy, research and implementation of marketing plans. Cross-listed with MPH 664. term. 3 semester credit hours. Typically offered: Spring.

**NRHL 680 Synthesis and Transformation of Knowledge Capstone (Practicum).** This course includes advisement and supervision of the student's investigation into the scholarship of teaching, leadership, and social change in an ever changing world. The student will consider their educational interest, career goals and supporting electives when determining the personal fit for professional and personal growth. Guidelines for development, evaluation, and responsibilities associated with the practicum experience are provided in the course. Practicum options: Teacher Scholar Practicum-offers the opportunity to develop, implement, and evaluate a teaching/course plan based on the principles of teaching and learning and curriculum development. Requirements include development of a contract with the student's

mentor-teacher, measurable learning outcomes, a lesson plan, use of a variety of teaching methods and audio-visual aids, and both peer and student evaluation of effectiveness. Nursing Leadership Practicum-offers the opportunity to apply leadership content and refine leadership abilities in a setting and practice area mutually agreed by the student and course faculty. The practicum experiences will occur at the organizational or system level. Requirements include a written contract with specified outcomes developed by the student, and agreed to by the preceptor/agency, and course faculty. One outcome of the practicum will be the completion of and formal report on an agency or system - specific project demonstrating nursing leadership. Interrelationship Practicum Community and Public Health - offers the opportunity to apply the context of knowledge gained throughout the program including the interrelationship among nursing roles as educator, administrator and socially responsible citizens. The practicum experience should be guided by principles of interdisciplinary perspectives on health and illness, epidemiology, issues of equity, and levels of prevention. The student will focus on health disparities and vulnerable populations when developing their project. Prerequisites: NRHL 510, NRHL 520, NRHL 530, NRHL 540, NRHL 650, NRHL 660, NRHL 670 and 12 semester credit hours of electives. 3 semester credit hours. Typically offered: Fall, Spring, and Summer.

**NRHL 688 Media, Technology and Public Health.** Explores the role of mass media, social networking and other emerging technology based tools in public health practices. Cross-listed with MPH 688. 3 semester credit hours. Typically offered: Summer.

## Nutrition

**NUTR 542 Applied Nutritional Physiology.** This class is designed to provide a detailed survey of the literature related to the nutrition and physical activity aspects of Metabolic Syndrome Related Diseases. Students will be expected to have a comprehensive understanding of the epidemiology and scientific basis of Metabolic Syndrome. Detailed discussions will include CVD, diabetes, hypertension, obesity, hyperlipidemia, and systemic inflammation as they relate to nutrition and physical activity. Prerequisite: NUTR 200 or 201 or 241; BCHM 251 or 261 and BIOL 258 (basic nutrition, biochemistry and physiology courses). Cross-listed as NUTR 342/NUTR 542. 3 semester credit hours. Typically offered: Spring.

**NTR 521 Fitness Testing.** Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Cross-listed as HLSC 321/EXPH 521/NTR 521. 2 quarter credit hours. Typically offered: Fall.

**NTR 522 EKG Lab.** NTR 522 EKG Lab. Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Spring. NTR 522 EKG Lab. Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Prerequisite: NTR 521. Cross-listed as HLSC 322/EXPH 522/NTR 522. 2 quarter credit hours. Typically offered: Spring.

**NTR 530 Science of Sports Nutrition.** The course examines the metabolic and physiologic basis for macronutrient and micronutrient recommendations during training, competition/performance, and recovery. Includes disease applications and case studies. Prerequisites: physiology, biochemistry, and nutrition courses. 4 quarter credit hours. Typically offered: Spring and Summer.

**NTR 542 Applied Nutritional Physiology.** This class is designed to provide a detailed survey of the literature related to the nutrition and physical activity aspects of Metabolic Syndrome Related Diseases. Students will be expected to have a comprehensive understanding of the epidemiology and scientific basis of Metabolic Syndrome. Detailed discussions will include CVD, diabetes, hypertension, obesity, hyperlipidemia, and systemic inflammation as they relate to nutrition and physical activity. Prerequisite: NUTR 200 or 201 or 241; BCHM 251 or 261 and BIOL 258 (basic nutrition, biochemistry and physiology courses). Cross-listed as NUTR 342/NUTR 542. 3 semester credit hours. Typically offered: Spring.

**NTR 600 Independent Study.** Arranged on a specific topic by teaching/learning contract with instructor. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 30.*

**NTR 615 Medical Nutrition Therapy Advanced Concepts and Outcome Measurement.** Application of clinical assessment techniques, data gathering methods, care planning, and documentation for patients with complex disease states. Use of waivered point of care techniques will be taught and require student demonstration of competence. Critical analysis and application of current issues in the clinical nutrition case arena. Student skill in gathering and applying information from a variety of sources is enhanced. Requirements related to patient confidentiality and professional conduct are emphasized. Transportation is required, as off-campus site is utilized. Prerequisite: Completion or concurrent registration in NTR 670. 4 quarter credit hours. Typically offered: Fall.

**NTR 619 Laboratory Ethics & Laboratory Procedures.** A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting. In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc. Coregistration in NTR 623 is required. Cross listed as EXPH 685/NTR 619. 3 quarter credit hours. Typically offered: Summer.

**NTR 621 Obesity: Theory & Practice Applications.** Discussion of the etiology, physiological, pathophysiological, and psychological impacts, and multidisciplinary assessment and treatment modalities of obesity for persons throughout the life cycle. Prerequisites: NTR 530, OR credit or co-registration in NTR 670, OR RD. 4 quarter credit hours. Typically offered: Fall.

**NTR 622 Case Studies in Dietetics Seminar.** Advanced level application utilizing case study approach for exploration of the Nutrition Care Process and medical nutrition therapy. Prerequisite: NTR 670 or Instructor Consent. 2 quarter credit hours. Typically offered: Winter.

**NTR 623 Graded Exercise Testing.** NTR 623 Graded Exercise Testing. Consideration of the implication of exercise for persons in rehabilitative programs. Experience in writing and implementing individualized exercise prescriptions, performing stress testing, and understanding the contraindications involved in these actions. Co-registration in NTR 619 is required. Prerequisite: NTR 522. Cross-listed at EXPH 623/NTR 623. 3 quarter credit hours. Typically offered: Summer.

**NTR 624 Career Portfolio.** This course focuses on professional development, self-evaluation, and goal-setting. Legislative and public policy issues are addressed as they impact dietetics. Students are introduced to the ADA Professional Development system. Test taking strategies and sample test questions related to the ADA Registration Exam are introduced to the students. As an outcome of the course, students will develop a professional portfolio, including a plan for lifelong learning. Prerequisite: NTR 670 or Instructor Consent. 2 quarter credit hours. Typically offered: Fall.

**NTR 625 Complementary Nutrition Therapies.** Scientific examination and discussion of the efficacy of foods, herbs, nutrients, and phytochemicals in various disease conditions, including mechanisms of action, safety issues, bioavailability, and recommendations. Prerequisite: NTR 530 or 621. 4 quarter credit hours. Typically offered: Spring.

**NTR 629 Health and Wellness Research Planning.** Principles and application of the research process with a focus on community-based research and evaluating outcomes of health educational programs. 4 quarter credit hours. Typically offered: Fall.

**NTR 631 Nutrition for Elite Athletes.** A case study approach to assess unique needs and nutritional concerns, and design nutrition strategies for training and performance in elite athletes. Includes erogenic aids. Prerequisite: NTR 530. 2 quarter credit hours. Typically offered: Summer, Even Years.

**NTR 632 Counseling for Disordered Eating in Sports.** Use of case studies to focus on the identification of eating disorders, assessment of impact on performance, and nutrition counseling strategies. Prerequisite: NTR 595 or MPH 601 or MPH 632. 2 quarter credit hours. Typically offered: Summer.

**NTR 633 Advanced Nutrition Topics in Micronutrients.** Scientific examination and discussion of the efficacy of select micronutrients, as they relate to specific health concerns, including the nature, bioavailability, mechanisms of action, safety issues, assessment of status and recommendations in prevention and therapeutic use. Prerequisite: NTR 614. 2 quarter credit hours. 2 quarter credit hours. Typically offered: Fall and Spring.

**NTR 644 Advanced Metabolism: Lipids and Carbohydrates.** Scientific examination and applications of the nature, role, digestion, absorption and metabolism of lipids and carbohydrates in human health and disease. Pre-requisite: NTR 530 or 621. 4 quarter credit hours. Typically offered: Spring.

**NTR 647 Advanced Metabolism: Proteins.** Scientific examination and applications of the nature, role, digestion, absorption and metabolism of proteins in human health and disease. Prerequisite: NTR 530 or 621. 2 quarter credit hours. Typically offered: Periodically.

**NTR 657 Nutrition Communications through Technologies.** This course applies new and emerging technologies for collaboration, communication, and dissemination of nutrition services and innovations. Prerequisites: NTR 621 or RD (by consent). Online. 4 quarter credit hours. Typically offered: Fall and Spring.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**NTR 658 Venture Planning in Nutrition.** This course examines the process of planning a successful launch for a new venture. Students in this class will examine actual business ventures they intend to launch or that they are already operating. Prerequisites: MBA 559; and NTR 621 or RD (by consent). Online. 4 quarter credit hours. Typically offered: Annually.

**NTR 662 Advanced Exercise Physiology.** An integrated approach to the study of various physiological systems functioning in the human during exercise. 4 quarter credit hours.

**NTR 664 Special Populations.** Basic assessment and treatment of special populations - such as adolescents, geriatric patients and those with neuromuscular disorders - and diabetes, pulmonary, renal or orthopedic problems. Prerequisite: NTR/EXPH 662. 4 quarter credit hours.

**NTR 668 DI Clinical Review.** In this course, students will complete literature review research and assignments to prepare them for their Clinical Dietetic Internship rotations. Concepts reviewed include medical terminology, laboratory measures, medications, medical tests, physiology, and nutrition intervention approaches. Applications are made to patient care for a wide variety of disease states and medical nutrition therapy interventions. 1 quarter credit hour. Typically offered: Summer.

**NTR 670 DI Orientation.** Introduction to the practice of dietetics and protocols. Transportation may be required. Prerequisites: completion of DPD and separate acceptance into Dietetic Internship program. 1 quarter credit hour. Typically offered: Fall.

**NTR 671 DI Foodservice.** The goal of this course is that the dietetic intern will develop competencies, which will enable him/her to perform the duties and responsibilities necessary to successfully manage a clinical and/or foodservice and a retail foodservice operation. Transportation is required. Prerequisites: NTR 670. 2 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**NTR 672 DI Maternal and Child Nutrition.** The goal of the Maternal and Child nutrition course is that the dietetic intern will develop his/her competencies and knowledge regarding nutrition education programs for pregnant and postpartum women, pregnant and postpartum teens, infants, children and parents of infant children. Students will conduct supervised practice activities at WIC and HeadStart facilities as part of this course. Transportation is required. Prerequisite: NTR 670. 1 quarter credit hour. Typically offered: Fall, Winter, Spring, and Summer.

**NTR 673 DI ENP.** The goal of the Villa St. Benedict/Elderly Nutrition Program course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition care to participants of these programs, in accordance with established procedures. Further, the intern will gain experience educating program participants, in a group presentation format, and counseling participants, at designated program facilities. Transportation is required. Prerequisite: NTR 670. 1 quarter credit hour. Typically offered: Fall, Winter, Spring, and Summer.

**NTR 674 DI Community.** The goal of the Community Projects course is that intern will gain experience in developing, planning, and implementing nutrition programs in the community

settings, including schools. Transportation is required. Prerequisite: NTR 670. 1 quarter credit hour. Typically offered: Fall, Winter, Spring, and Summer.

**NTR 675 DI Clinical.** The goal of this first Clinical Nutrition Therapy course is that the dietetic intern will develop his/her core clinical nutrition skills in an acute care healthcare facility.  The intern will gain experience in the assessment, evaluation, and education as it relates to the nutritional needs of patients. The intern will develop skills in all aspects of the Nutrition Care Process.  Transportation is required. Prerequisite: NTR 670.  3 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**NTR 676 DI Clinical (LTC/Sub Acute).** The LTC/Sub Acute course allows interns to further develop skills they acquired in the DI Clinical course.  The goal of this course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition care to residents of intermediate care and retirement living facilities, in accordance with facility, state, and federal guidelines.  Further, the dietetic intern will gain experience educating other professionals, and managing clinical activities at a LTC/sub-acute facility. Transportation is required. Prerequisite: NTR 670. 2 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**NTR 677 Nutrition Clinic Management.** The goal of the Community Education course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition education and counseling of clients via management of The Healthy Table nutrition education center at Benedictine University. The intern will gain experience in the field of community nutrition and group education through experiences at several offsite locations. Further, the dietetic intern will gain experience in project management, and training/supervising a peer while managing all activities at the Healthy Table. Transportation is required.  Prerequisite: NTR 670. 2 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer.

**NTR 678 DI Skill and Practice Competence.** This course focuses on guiding students through the process of demonstrating competence in all CADE required Competencies and Learning Outcomes, as well as the competencies for the Public Health and Community Nutrition concentration area for the program. An outcome of the course is a completed competency portfolio that is a graduation requirement for the DI concentration. In addition, test taking strategies and sample test questions related to the CDR Registration Exam are introduced to the students. Prerequisite: Concurrent registration or completion of NTR 675 or Instructor Consent. Typically offered: Fall.

**NTR 686 Health Education Internship.** Applied advanced experience in health education. Designed to meet the competencies of the National Commission for Health Education Credentialing, Inc., which serve as the basis of the Certified Health Education Specialists (CHES) Exam. Transportation required; meets at off-campus site.  May be repeated for up to 8 hours of credit. Prerequisites: MPH 632, NTR 621, and NTR 694. 4 quarter credit hours. Typically offered: Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

**NTR 688 Research Internship.** Practical research applications in planning, data collection, entry, and/or analyses. Transportation may be required. May be repeated for up to 8 hours of credit. Prerequisite: NTR 629. 2-4 quarter credit hours. Typically offered: Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

**NTR 693 Data Analysis & Interpretation.** Students complete a review of current literature and actively participate in research processes, including examination of surveys, planning and implementing a survey to collect, tabulate, analyze, and interpret data. Students are required to purchase a specific SPSS program. Prerequisites: NTR 629 and MPH 511. For students in the online program only. 4 quarter credit hours. Typically offered: Spring.

**NTR 694 Applied Data Analyses.** Overview of quantitative and qualitative analyses and reporting. Prerequisites: NTR 629 and MPH 511. 2 quarter credit hours. Typically offered: Spring and Summer.

**NTR 695 Applied Research.** Students conduct research, with a focus on data entry, development and testing of research hypotheses through data analyses, interpretation of statistical data and outputs, and compare findings to the literature. In addition students develop appropriate graphics and develop a research manuscript. Students must take the NTR 695 and 696 sequentially (i.e., two terms in a row) with the same Research Supervisor (Course Instructor) and same cohort of students to meet M.S. in Nutrition and Wellness program research competency requirements for graduation. Fee: $160. Prerequisites: NTR 629, NTR 693, and MPH 511. For students in the online program only. 4 quarter credit hours. Typically offered: Summer.

**NTR 696 Research Communications.** Students refine the manuscript for publication and develop a professional continuing education seminar to report methods and outcomes. Students must take the NTR 695 and 696 sequentially (i.e., two terms in a row) with the same Research Supervisor (Course Instructor) and same cohort of students. Fee: $160. Prerequisites: NTR 629, NTR 693, NTR 695, and MPH 511. For students in the online program only. 2 quarter credit hours. Typically offered: Fall.

**NTR 697 Research I.** Students complete a review of current literature and actively participate in research processes, including planning, project implementation, data collection, data entry, and initial data analyses. Students must take NTR 697 and 698 in the same calendar year with the same Research Supervisor (Course Instructor) to meet MS in Nutrition and Wellness program research competency requirements for graduation. Transportation may be required. Prerequisites: Concurrent registration or completion of NTR 694. 4 quarter credit hours. Typically offered: Winter and Spring.

**NTR 698 Research II.** Students will continue the research process through analyses and interpretation of statistical data and outputs, development of appropriate graphics, and oral and written dissemination of the research results and conclusions. Prerequisite: NTR 697. 4 quarter credit hours. Typically offered: Fall.

# Public Health

**MPH 511 Biostatistics.** Applies statistical reasoning and methods in addressing, analyzing, and solving problems in public health, healthcare, and biomedical, clinical, and population-based research. Prerequisite: Algebra or equivalent. 4 quarter credit hours. Typically offered: Fall and Spring.

**MPH 600 Independent Study.** Arranged on a specific topic by teaching/learning contract with instructor. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

**MPH 601 Behavioral and Social Aspects of Public Health.** Addresses behavioral and social factors and theories related to individual and population health. Cross listed with NRHL 601 and NUTR 381. 4 quarter credit hours. Typically offered: Fall and Summer.

**MPH 602 Public Health System.** Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. Cross listed with NRHL 602 and NRHL 320. 4 quarter credit hours. Typically offered: Fall, Winter, and Spring. *Department Consent Required.*

**MPH 603 Ethical and Political Issues.** Applies basic principles of ethical analysis (e.g. Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. Cross listed with NUTR 383 and NRHL 603. 4 quarter credit hours. Typically offered: Winter and Spring.

**MPH 604 Epidemiology.** Studies the patterns of disease and injury in human populations and applies findings to the control of health problems using Excel and PASW (formerly SPSS) statistical software. Cross listed with NRHL 604. 4 quarter credit hours. Typically offered: Fall, Winter, and Spring.

**MPH 605 Environmental Health.** Studies environmental factors including biological, physical, and chemical factors that affect the health of the community. Cross listed with NRHL 605. 4 quarter credit hours. Typically offered: Winter and Spring.

**MPH 606 Methods of Research in Public Health.** Explores research design, collection and reporting of data, interpretation of findings, inferential procedures and current public health research. Prerequisites: MPH 511 and MPH 604. 4 quarter credit hours. Typically offered: Fall. *Department Consent Required.*

**MPH 607 Community Health Analysis.** Demonstrates the collection of data on and setting priorities for improving the health of a defined population.  It involves field work and utilization of research skills. This culminating experience requires the synthesis and integration of knowledge from previous coursework. Prerequisites: MPH 511, MPH 604 and MPH 606. 4 quarter credit hours. *Department Consent Required.*

**MPH 609 Cultural Context of Health.** Addresses cultural factors related to individual and population health and health disparities over the life course. Cross listed with NRHL 609.  4 quarter credit hours. Typically offered: Fall and Winter.

**MPH 610 Health Policy.** Addresses the development and advocacy processes for public health policies; provides tools for policy analysis; and application to important public health issues. Cross listed with NRHL 610. 4 quarter credit hours. Typically offered: Fall and Summer.

**MPH 611 Biological Aspects of Public Health.** Explores the biological and molecular context of public health and its incorporation into public health practice and articulates how biological, chemical and physical agents affect human health. 4 quarter credit hours. Typically offered: Fall and Spring.

**MPH 616 Stress Management.** This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change, and techniques of stress management. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

**MPH 621 Obesity: Theory & Practice Applications.** Discussion of the etiology, physiological, pathophysiological, and psychological impacts, and multidisciplinary assessment and treatment modalities of obesity for persons throughout the life cycle. Prerequisites: NTR 530, OR credit or co-registration in NTR 670, OR RD. 4 quarter credit hours. Typically offered: Fall.

**MPH 632 Public Health Education Methods.** Presents evidence-based methods of health education and promotion addressing major risk factors for death, injury and disability. Cross listed with NRHL 632. 4 quarter credit hours. Typically offered: Spring.

**MPH 634 Public Health Programs and Skills.** Focuses on health education programs and the skills required for the Certified Health Educator Specialist (CHES) examinations. Pre-Requisites: MPH 601 and MPH 632. 4 quarter credit hours. Typically offered: Winter. *Department Consent Required.*

**MPH 650 Emergency Preparedness and Planning.** Introduces the core principles and practices of emergency response and recovery from all types of hazards, threats and disasters. Cross-listed with NRHL 651. Online only. 4 quarter credit hours.

**MPH 654 Psychology and Sociology of Disasters.** Examines the immediate and long-term effects that natural and man-made disasters have on survivors, their communities and first responders; and methods to assist survivors in their recovery. Cross listed with NRHL 654. 4 quarter credit hours. Typically offered: Summer.

**MPH 656 Emergency Response and Recovery.** Focuses on the role of the public health system in responding to all types of hazards, threats, and disasters. This course builds upon the concepts learned in MPH 650 and MPH 654. Cross listed with NRHL 657. Online only. 4 quarter credit hours.

**MPH 662 Management of Health Services Organizations.** Explores basic management principles and practical tools for health management professionals in a variety of public health and health care organizations. Cross listed with NRHL 662. 4 quarter credit hours. Typically offered: Winter and Spring.

**MPH 664 Marketing of Public Health.** Explores concepts of marketing theory, planning,

strategy, research and implementation of marketing plans including social media plans. Cross listed with NRHL 664. 4 quarter credit hours. Typically offered: Winter.

**MPH 680 The Business of Healthcare.** Explores current topics in the business of delivering health services including insurance, privacy of information, accountable care organizations, and financing structures and implications of the U.S. Affordable Care Act of 2010.  Cross-listed with NRHL 681. 4 quarter credit hours. Typically offered: Annually.

**MPH 688 Media, Technology and Public Health.** Explores the role of mass media, social networking and other emerging technology based tools in public health practices. Cross listed with NRHL 688. 4 quarter credit hours. Typically offered: Summer.

**MPH 690 MPH Internship/Capstone.** The internship is a capstone experience that allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. 2-10 quarter credit hours. Typically offered: Fall, Winter, Spring, and Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 10.*

**MPH 692 Health Law.** Introduces the legal bases for public health and health services and the role law plays in effectuating public health policy objectives. 4 quarter credit hours. Typically offered: Summer.

**MPH 693 Global Health.** Explores issues in global health including the burden and distribution of disease, mortality, and social and cultural risk factors. Emphasizes the challenges of population health in developing countries. 4 quarter credit hours. Typically offered: Summer.

**MPH 694 Grantwriting for Public Health.** Provides an overview of the grant writing process and funding sources for research, practice, and administration/planning grants; and requires development of a full grant proposal. 4 quarter credit hours. Typically offered: Annually.

**MPH 696 Applied Epidemiology.** Focuses on the processes involved in epidemiologic investigations with application to sample cases. Prerequisite:  MPH 511, 604, and 606. Online only. 4 quarter credit hours.

## Science Content and Process

**MSSCP 501 Pedagogy of Inquiry in Science Teaching.** This course will introduce inquiry techniques and constructionist learning for the classroom teacher. Instructors will model these methods and students will participate in science classroom activities to develop an understanding of inquiry science as the foundation for implementing the NGSS. Students will develop lessons consistent with the NGSS that they can use in their own classrooms and learn to enhance existing activities for better student understanding. 3 semester credit hours.

**MSSCP 503 Nature of Science.** This course investigates the nature of scientific knowledge. Students will learn about science as a human endeavor, gain a historical perspective of science and learn how to recognize the characteristics of "good" science. 3 semester credit hours.

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**MSSCP 504 Research Internship.** Students will participate in research internships to learn the processes used by researchers in the area of specialization. Working in the laboratory environment of a scientist, interns will learn the overall scope of a research project and have the opportunity to assist in some aspect of the research commensurate with their background knowledge and abilities. Interns will assist in some aspect of planning, executing and/or analyzing data. An intern will be expected to complete a final paper describing the overall research project and the work completed. Interns will present the results of their experience at a mini-symposium during the spring term. 3 semester credit hours. Typically offered: Summer Term.

**MSSCP 510 Zoology.** Basic principles of zoology, the biology of animals, will be explored in the manner in which students learn about animals through their own developmental stages and through the grades. Starting from the beginning concepts of animals as living, moving, reproducing beings that a child can relate to, we will move into further levels such as animal classification by body coverings, by skeletal or dental features, by life styles and by habitats. Comparative structures, evolutionary concepts and genetics will be covered. The animal collection at Brookfield Zoo enables observation of many of the major animal groups. This course is offered at Brookfield Zoo. 3 semester credit hours.

**MSSCP 512 Animal Behavior.** This course is designed to help teachers build skills in the study of animal biology - learning about animals, their behavior, completing behavioral observations and contributing to the pool of research on animal behavior. Emphasis will be placed on the practical applications of behavioral research - including its relationship to conservation, human impact on natural populations, and the methods of behavioral research. The course serves as an entree into the scientific method using inquiry: asking questions, seeking answers by collecting data and formulating answers by interpreting data. 3 semester credit hours.

**MSSCP 515 Field Ecology.** This course is designed to provide a compact, focused overview of the natural history of the northeastern Illinois landscape (exclusive of Lake Michigan and its shoreline communities). Topics include organismal, population, community, and ecosystem ecology; how recent geological events and biological history shaped the land; how the relationships of latitude, mid-continent longitude, and patterns of botanical features define local wild communities so as to make them unique in the world; how the ecological features and characteristic plant and animal species define wetlands, prairies, forests and savannas; and, how people and wildlife interact in the landscape. 3 semester credit hours.

**MSSCP 517 Environmental Science.** This interdisciplinary course provides environmental science content to enhance understanding of current, complex, environmental issues. Methods of teaching environmental science in a balanced and objective manner are explored. Emphasis will be placed on planning effective outdoor field trips and lab opportunities. 3 semester credit hours. Typically offered: Spring.

**MSSCP 518 Prehistoric Life.** This course focuses on what is known about the environment and life of northeastern Illinois throughout Earth's history. Students will become grounded in geological and evolutionary processes and then will review, for each period in the 5-billion-year history of the planet: what forms of life existed on Earth, what the Illinois environment was like, and to the extent known, what living forms existed in Illinois. 3 semester credit hours.

**MSSCP 520 Basic Physics.** Through exploration of experiments they can use in the classroom, teachers will learn the basic concepts of physics covered by the National Science Standards. These concepts will include motion, simple machines, heat & light, and electricity & magnetism. Participants will receive materials that they can use in the classroom. Physicists from Fermilab will be guest facilitators. Participants will:
1- Successfully construct apparati that can be used and copied for classroom use.
2- Learn basic physics concepts, including energy, motion, forces, heat, light, electricity, magnetism, matter, and atoms, as well as relationships among them, in a context appropriate to their classroom use.
3- Include basic physics concepts in their science curriculum, either independently or in conjunction with other topics. Course will be taught at Fermi National Accelerator Laboratory. 3 semester credit hours.

**MSSCP 522 Astronomy.** This course focuses on astronomy concepts which appear in the National Science Standards.  Students will utilize inquiry activities for teaching students physical concepts required of students to comprehend astronomy related natural phenomena such as the appearance of the night time sky, reasons for the seasons, phases of the Moon, motion of the stars, and planets, surface features of the Moon, and nature of eclipses. Group activities, laboratory exercises and open class discussions based on inquiry pedagogy will be used. This participant-centered course provides a variety of investigations and activities relating to the understanding and teaching of astronomy. No previous knowledge of astronomy or math is assumed, but teachers at all grades and knowledge levels will gain a better understanding of the subject and its pedagogy.  This course will be offered at Benedictine University. 3 semester credit hours.

**MSSCP 524 Human Biology and Nutrition.** Course designed for K-8 teachers to introduce the principles regulating the function of the human body and nutrition to prepare teachers to teach these principles in the K-8 curriculum. 3 semester credit hours.

**MSSCP 591 Topics.** Special topics as it relates to the pedagogy and science content. 1-3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 99.*

# COURSE DESCRIPTIONS – DOCTORAL

## Higher Education and Organizational Change

**HEOC 705 Issues in Higher Education.** Students will review major issues and events influencing the history and development of US education. Considerations include its purposes, variety, curriculum, diversity of students and personnel, governance, oversight, funding, and quality. Particular attention will be directed to current and emerging issues, including global and online developments, which students will analyze and address in the contexts of policy and practice. 3 semester credit hours.

**HEOC 715 Research Methods.** Students will learn about quantitative and qualitative methods for conducting meaningful educational enquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. They will review the use of organizational and social science theory to analyze postsecondary education. 3 semester credit hours.

**HEOC 725 Policy, Politics and the Law.** Students will study aspects of education law and legal issues particularly pertinent to leadership. They will explore the design, intent, development, function and effect of policy within educational institutions. They will gain appreciation of the roles of political forces, political and governance organizations and other entities involved in policy development. 3 semester credit hours.

**HEOC 735 Organizational Development, Change and Innovation.** Students will gain an understanding of organizational culture and explore the impact of leadership on the change process. They will explore group evolution, and the transmission and management of cultural change especially in times of increasing diversity. Students will be introduced to frameworks, techniques, and perspectives that expand current beliefs and assumptions about ways to transform practice through a strategically planned process. 3 semester credit hours.

**HEOC 745 Institutional Planning and Accountability.** Students will be introduced to accreditation, assessment, institutional effectiveness and self-study issues and processes. Students will explore some of the challenges related to assessing institutions, academic programs and non-academic programs and support services. They will examine various state, regional, national and international recognition and accreditation systems and discuss their effectiveness relative to overall improvement and accountability. 3 semester credit hours.

**HEOC 755 Qualitative Research Methods.** Students will study qualitative research design appropriate to doctoral research. Topics include theory and applications with practice in selected qualitative methods, benefits, limitations and use of qualitative design, selection of a design appropriate to the study and procedures for applying the methodology. 3 semester credit hours.

**HEOC 765 Organizational Strategy and Student Services.** The student body results from both organizational strategy and social forces. Attracting, admitting, retaining, developing, graduating and tracing its particular students are essential responsibilities of a college. Studies include theories, practices and assessments of student services, especially practices that align services for students with the mission of the college, promote student success and engage them in community. Students will recognize the range and complexity of the organization and delivery of such services, and study best practices that promote institutional mission  3 semester credit hours.

**HEOC 775 Emerging Technologies.** Technology affects every phase of education, from learning and communicating to MIS, automated procedures and green controls. Students will consider the impact of technology relative to enhancing student learning and engagement and will be introduced to major academic and administrative functions. They will explore commercial and creative applications and their potential. Cost, outsourcing and infrastructure issues are included. 3 semester credit hours.

**HEOC 803 Dissertation Seminar: Dissertation Research.** Students will focus on dissertation planning and development. They will develop focus statements for their dissertations, with a draft of possible outcomes, develop plans for the literature review, identify a possible research design, and secure dissertation committee members. 3 semester credit hours.

**HEOC 805 Curriculum Planning and Evaluation.** Students will be introduced to processes for planning, implementing and evaluating curriculum in higher education institutions, including the particular needs of community colleges. They will examine the social, philosophical and historical roots of curriculum planning and development in higher education and explore assessment and evaluation practices that ensure program quality. 3 semester credit hours.

**HEOC 815 Teaching and Learning.** Students will gain a perspective on the impact of the Scholarship of Teaching and Learning in post-secondary education. They will be introduced to current research in higher education in the areas of instructional methodologies and will gain an understanding of teaching and learning as a field of study. Students will become familiar with leading researchers and their work and will explore best practices that reflect the norms, tools and conventions that have remained current within this area of inquiry. 3 semester credit hours.

**HEOC 825 Quantitative Research and Mixed Designs.** Students will develop an understanding of quantitative and mixed research designs for doctoral work. Topics include quantitative and mixed design theory, applications and benefits, selection of a design appropriate to the study, and procedures for applying the methodologies. Students will be introduced to a statistical package. 3 semester credit hours.

**HEOC 835 Financial Management and Budgets.** Students will study the development, structure and management of college budget; the course investigates financial analysis, capital management, investments and risk analysis with the purpose of developing skills necessary for sustaining institutional quality and growth. 3 semester credit hours.

**HEOC 855 Personnel, Performance and Accountability.** Students will study practices in human resource management with a focus on how to attract and retain talent, develop and work through teams, and require optimum performance in both organized and right to work environments. Topics include workforce planning, performance evaluation including tenure reviews, discipline, personnel development, academic careers, and succession planning. Students will review and develop personal career materials, plans and strategies. 3 semester credit hours.

**HEOC 865 Management of Change.** Students will study the loci and management of power and influence in the academy, including strategies for negotiating and managing agendas successfully. They will develop skills in board, labor and administrative relations, and in conflict prevention and resolution. Emphasis is placed on strategies for change management, including communication, and on appreciation of the many resources available for resolution. 3 semester credit hours.

**HEOC 875 Dissertation Seminar II.** Successful completion of this course is required before advancing to degree candidacy. Students will prepare and present their dissertation Proposals to their Committees. They will defend their Proposals before their doctoral Committees. Following

Committee approval, students will apply for and receive IRB approvals, and will then be advanced to degree candidacy status. 3 semester credit hours.

**HEOC 885 Internship.** The internship may be completed at any time after the first year of the program. The internship is competency based, not time bound. The Internship consists of four requirements: 1. A site-based internship. Each candidate will identify, propose and complete a site-based internship in which he/she will apply material and knowledge pertinent to the studies of the Ed.D. and future professional plans. The student will submit an internship plan for approval. The plan will identify the placement, mentor and learning objectives. The student will make arrangements independently, with guidance from the University and with final University approval. Assessment of the internship will include self-assessment, mentor assessment and faculty assessment of the experience, materials developed, and gains in learning. Details are available in the Ed.D. Internship Guidebook. 2. Competency training. Each student will complete a prescribed training course in any one of the following competencies: Incident Management, Quality Management, Ethics. Courses of study are available on line. In some cases additional fees may apply. 3. Attendance at one American Council of Education (ACE) Annual Meeting. ACE is considered the premier professional organization serving higher education. ACE studies and informs its members of current and critical issues and provides a forum for examining them. ACE provides leadership and advocacy for public policy matters affecting higher education in Washington, DC and across the nation. 4. Ed.D. seminars at the University. Participation in at least two seminars scheduled by the Ed.D. at Benedictine University. Each seminar is scheduled over a weekend. 6 semester credit hours.

**HEOC 895 Dissertation.** Students will complete their dissertations under the direction of dissertation committee. Each student is expected to complete a rigorous and robust study of a current trend, issue, organizational or educational intervention, or educational inquiry that results in a professional body of knowledge that can be applied in the field of higher education. The student's research and writing will be reviewed on an ongoing basis by the committee. 6 semester credit hours.

## Organization Development

**PHDOD 731 Environmental Trends - Global.** This course reviews major global environmental trends including economic, demographic, political, legislative as well as other global trends influencing organizational effectiveness. The course focuses on the identification of major global problems and the role of organization development. 4 quarter credit hours.

**PHDOD 732 Environmental Trends - Evolution.** This course reviews the history and evolution of the field of O.D. with particular emphasis on major historical and contemporary approaches as well as a review of potential contributions to the knowledge base of the field. 4 quarter credit hours.

**PHDOD 734 Organization Strategy.** This course integrates O.D. into the concept of organizational strategy. The focus on the role of O.D. in the development and implementation of organization strategy. The course reviews traditional management strategy concepts and approaches along with O.D. approaches including Integrated Strategic Management (ISM), Open Systems, Planning and Transorganizational Development. 4 quarter credit hours.

**PHDOD 735 Philosophy of Science.** This course is devoted to understanding the construction, development, and refinement of knowledge in the social organizational sciences. It seeks to help students strengthen conceptual skills in advancing knowledge in the social sciences, to navigate through the process of structured inquiry, to understand the different goals of scientific inquiry (understanding, explanation, generativity, and prediction). 6 quarter credit hours.

**PHDOD 736 Organization Research and Theory.** This Organization Theory (OT) seminar is a doctoral level introduction to some key perspectives (both traditional and contemporary) in organization theory and research. Organization Theory is closely intertwined with Organization Development in the sense that it provides the theoretical fodder for the practice of change. The aim of the course is to examine a number of perspectives in OT, consider the strengths and weaknesses of each, and to look at the comparative ability of these models to explain a variety of organizational phenomena and examine their implications for practice. 6 quarter credit hours.

**PHDOD 791 Lecture Series (Contemporary Trends in Change Management).** This series brings to campus top national academicians and consultants to address state-of-the-art issues in Organizational Behavior, Organization Development and Human Resources Management. 2 quarter credit hours. *Course Repeatable. Maximum number of credits allowed 99.*

**PHDOD 812 Qualitative Methods.** This course explores the philosophical roots of qualitative research such as phenomenology, hermeneutics, deconstructionism and postmodernism. Emphasizes grounded theory, participant observation and case study. 4 quarter credit hours.

**PHDOD 813 Quantitative Methods.** This course emphasizes the understanding of the connection between research design, measurement, data reduction and analysis.  Focuses on the evolution of a quantitative study from research questions, hypotheses and conceptual understanding top variable operationalization, data collection, data reduction and the resulting data files used in statistical analysis. 4 quarter credit hours.

**PHDOD 880 Group Process.** This course uses group experience to help students become more aware of how their actions affect and are affected by others. Studies major concepts in group and interpersonal relations, including perceptions, leadership, trust, and power dynamics. 4 quarter credit hours.

**PHDOD 881 Organizational Change and Design.** This course focuses on organization change, with a particular emphasis on social constructionism and the emerging area of positive approaches to change. Revisits the social constructionist paradigm and compares/contrasts it with the social cognitivist view. Reviews practical implications for organization change of both the constructionist and cognitive perspectives. 4 quarter credit hours.

**PHDOD 884 Organization Consultation.** This course is an overview of organizational consultation tools and methods. Emphasizes assessment, diagnosis, style, techniques, strategies, approaches, knowledge base and power. 4 quarter credit hours.

**PHDOD 890 Dissertation Progress.** Progress toward dissertation completion beyond 3 years of coursework. 4-48 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Course Repeatable. Maximum number of credits allowed 48.*

**PHDOD 891 Advanced Topics.** Advanced Topics Seminar: These seminars are advanced courses which faculty offer independently or in collaboration with a visiting scholar depending on contemporary research/theory interests. Content topics and convening faculty may change from cohort to cohort. These advanced seminar topics may involve new theoretical frameworks, methodological innovations, and/or intervention activities. Previous seminars have included topics such as International Organization Development and Advanced Socio-Technical Systems Theory. 4-12 quarter credit hours. *Course Repeatable. Maximum number of credits allowed 99.*

**PHDOD 899 Dissertation.** Completion of Research, Chapter Writing, and Dissertation Completion. 10 quarter credit hours. *Course Repeatable. Maximum number of credits allowed 20.*

## Values-Driven Leadership

**DVDL 725 Leading Self I: Your Career Leadership Legacy.** This course has three primary objectives: (1) build strong working relationships among cohort members, (2) reinforce the initial introduction to leadership theory and research, and (3) allow each cohort member to strengthen their leadership vision and capacity by identifying and leveraging their unique strengths as a leader. Students complete a series of assessments and personal development activities to help clarify their leadership point-of-view, strengthen their individual leadership capacity, and engage in activities to create cohesion in the cohort group. 4 quarter credit hours.

**DVDL 735 Leadership Theory, Research & Practice.** This course focuses on understanding the major streams of thought in leadership theory, research and practice. Emphasis is placed on comparing and contrasting historical trends such as trait, behavioral, contingency, and charismatic theories of leadership and also exploring contemporary approaches such as transformational leadership, servant leadership, authentic leadership, positive leadership, and shared leadership. Personal assessment instruments and practical application projects allow students to develop and apply their personal leadership theory. 4 quarter credit hours.

**DVDL 745 Leading Teams.** Although most of us have been on various kinds of teams throughout our lives, we seldom take time to systematically observe and analyze how teams function and consider how they could be shaped and structured to function better. Yet observation and analysis are the first steps in understanding teams, shaping their dynamics, and ultimately improving their performance. In this course, students have the opportunity to analyze their own team processes, while learning from and applying the best of the team process and development literature. 4 quarter credit hours.

**DVDL 750 Organizational Theory and Behavior.** This course focuses on identifying theory and research that frames the current study of organizations from the macro and micro perspectives. The first weekend examines competing schools of organizational theory that facilitate our attempts to understand organizations and key issues/topics. The second weekend focuses on micro issues of organizational behavior, including topics such as human needs and motivation, emotions, conflict,

work stress, trust, and cross-cultural issues; as well as more recent positive deviance topics that capitalize on human strengths and capacities (peak performance; thriving and human flourishing; resilience; positive identity, meaning, emotions, and relationships; creativity; compassion). 4 quarter credit hours.

**DVDL 755 Moral & Ethical Foundations of Leadership.** This course explores social, moral, and ethical philosophy as it relates to leadership in the corporate arena. Specific attention is paid to comparing and contrasting theories on the purpose of business, human nature and relationships, ethical decision making, and the meaning of sustainability and relational accountability on an organizational, societal, and global level. Students relate these theoretical perspectives to their own purpose, values, and commitments as leaders, their approach to leading and enriching the lives of others, and the role they play in shaping the vision, mission, priorities, and strategies of their organizations. 4 quarter credit hours.

**DVDL 765 Leading & Developing Others.** This course provides an in-depth exploration of the theory and practice of leadership development. It focuses on three primary areas: (1) human development theory, particularly from the perspective of the new and emerging field of positive psychology and strength-based leadership, (2) leadership capacity building, and (3) the dynamics of executive coaching. Students put theory into practice via application projects both in class and in their organizations. 4 quarter credit hours.

**DVDL 775 Leadership & Corporate Social Responsibility.** This course provides an overview of the origins, evolution, and leading thinking around the theory and practice of socially responsible business and social entrepreneurship. Students explore current trends, leading literature, theory, and case studies while participating in experiential exercises and interactive projects in order to gain practical insights into how society's increasing expectations are driving innovation and impacting the firm's social license to operate. The goal of this course is for students to better understand how business relates to society and the ways in which corporate social responsibility can be integrated into all facets of organizational life to drive the creation of shared value. 4 quarter credit hours.

**DVDL 785 Leading Corporate Sustainability.** This course focuses specifically on turning sustainable business practices into a competitive advantage. It is designed to cover a range of issues on the topic of sustainability that are central to leaders in today's economy, including how to maximize business and environmental objectives while managing complex stakeholder relationships and how to gain competitive advantage through environmentally sustainable practices such as strategic alignment, product and process innovation, and sustainable supply chain management. It also explores best practices across industries in the area of environmentally sustainable business and the leadership skills to enable action. 4 quarter credit hours.

**DVDL 795 Lecture Series Seminar I.** Through the lecture series, we invite the world's top scholars to Benedictine to present to the broader Chicagoland community and interact personally with our Ph.D./D.B.A. students on leading-edge topics around leadership, sustainability, and strategic change. 2 quarter credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 4.*

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**DVDL 835 Leading Change & Developing Organizations.** This course examines the theories and research regarding organizational culture, design, and change. Attention is devoted to understanding the structural and cultural leverage points that allow leaders to create sustainable value and build highly-ethical, highly-reliable, high-performing organizations. Attention is also paid to the processes and dynamics of leading successful large-scale organizational change from a senior executive position. Case studies, simulations, and application projects are used to translate theory into practice. 4 quarter credit hours.

**DVDL 845 Strategic Leadership.** This course focuses on the role of senior leadership in developing and executing corporate strategy. It examines historical and contemporary approaches and the underlying theories that support them. It addresses governance, market, organizational, and process issues that affect successful strategy formation and implementation. Particular emphasis is placed on the unique challenges and opportunities of developing corporate strategy for sustainable value creation. 4 quarter credit hours.

**DVDL 855 Leading in the Global Economy.** This course explores the application of economic, legal, and political theory to the task of leadership in today's global context. Included are discussions of historical and current economic and political trends and their relationship to corporate sustainability, corporate strategy, and leadership decision-making. Specific emphasis is placed on the future of global business, approaches to successful economic development of organizations, risk assessment and management, issues relating to governmental regulations, and leading in cross-cultural settings. Case studies of successful and unsuccessful global leadership are analyzed. 4 quarter credit hours.

**DVDL 865 Research Methods I: Scholar-Practitioner Strategies.** This is the first of three research methods courses including (1) scholar-practitioner strategies, (2) quantitative research methods, and (3) qualitative research methods. This course is designed to help students develop an initial familiarity with statistics and quantitative, qualitative, and mixed-methods approaches to research. Attention is also given to understanding the unique requirements of applied and scholar-practitioner approaches to research and writing. The remaining research courses are held in year two. 4 quarter credit hours.

**DVDL 875 Research Methods II: Quantitative Methods.** A companion to Scholar-Practitioner Strategies and Qualitative Research Methods, this course is designed to help students develop proficiency in quantitative analysis for interpreting social and organizational data. It includes experimental, quasi-experimental, and several multivariate designs as well as analysis of quantitative studies and an examination of the ethics involved in research. Appropriate statistical techniques are discussed, critiqued and applied. 4 quarter credit hours.

**DVDL 885 Research Methods III: Qualitative Methods.** A companion to Scholar-Practitioner Strategies and Quantitative Research Methods, this course is designed to develop proficiency in collecting, analyzing and reporting qualitative data, using a variety of qualitative tools. It includes phenomenology, ethnography, narrative, case studies, grounded theory and generative theory. Attention is given to their history, traditions, conceptual bases and applications. In addition, students conduct a mini-qualitative research project from start to finish equipping them with the tools they need to use qualitative methods in their dissertation research. 4 quarter credit hours.

**DVDL 895 Lecture Series Seminar II.** Building on year one, the lecture series seminars continue by bringing in the world's top scholars to interact personally with our Ph.D./D.B.A. students on leading-edge topics around leadership, sustainability, and strategic change. 2 quarter credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 4.*

**DVDL 896 Global Exchange/International Trip.** Students are required to participate in a global exchange in which they travel internationally with faculty and fellow students to engage in dynamic learning activities with top scholars and executives from other countries and cultures. This global exchange can be done anytime during the program (year 1, 2, or 3), but credit is given in the third year. 8 quarter credit hours.

**DVDL 898 Dissertation.** Students in the Ph.D. track earn their degree by completing a scholarly dissertation based on original research, while students in the D.B.A. track earn their degree by completing an applied dissertation based on the implementation and analysis of an application project. While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon acceptance into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics consistent with the major research themes within the program. In addition, throughout the program students are expected to contribute to the field and gain feedback on their work by presenting at conferences and publishing in journals. 8 quarter credit hours. *Course Repeatable. Maximum number of units allowed 24.*

**DVDL 900 Dissertation Continuation.** A course designed to enroll students who did not complete their dissertation during year 3 of their program. 4 quarter credit hours. Typically offered: Fall, Winter, Spring and Summer.

# FACULTY DIRECTORIES

## College of Business

**Ron Baiman,** Ph.D., Assistant Professor, Business Administration (2013)
  B.Sc., Hebrew University, Israel
  M.A. New School for Social Research
  Ph.D., New School for Social Research

**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, Professor Emeritus, Undergraduate Business and Finance (1982)
  B.A., 1965, Aurora College
  M.B.A., 1979, University of Illinois at Urbana-Champaign

**John C. Draut**, M.B.A., Instructor, Business Administration
  B.S., 1970, University of Illinois
  M.B.A., 1981, DePaul University

**Charles Gahala**, Ed.D., CCE, Professor Emeritus, Undergraduate Business and Finance (1984)
  B.S. in Management 1972, Northern Illinois University
  M.B.A., 1976, Northern Illinois University
  Ed.D., 1994, Northern Illinois University

**Sandra Gill**, Ph.D., CCS, Associate Professor, Business Administration (2001)
  B.A., 1970, Michigan State University
  M.A., 1974, Michigan State University
  M.A., 1995, Fielding Graduate University
  Ph.D., 1998, Fielding Graduate University

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**Timothy Goines**, Ph.D., Associate Professor, International Business and Economics (1997)
B.B.A., 1986, University of Texas at Austin
M.A., 1991, The 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**, D.B.A., CPA, Assistant Professor, Undergraduate Business and Finance (2007)
B.S., 1979, University of Nebraska
M.B.A., 1985, Illinois Benedictine College
D.B.A., 2012, Argosy University

**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

**Todd Kelsey,** Ph.D., Assistant Professor, Undergraduate Business and Finance (2014)
Ph.D., Illinois Institute of Technology

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**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, Value-Driven Leadership (2013)
    B.A., 1974, Whitworth College
    M.A., 1975, Whitworth College
    Ph.D., 1979, Purdue University

**Barbara T. 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 Jr.**, Ph.D., Professor, Organization Development (1985)
    B.A., 1961, Roosevelt University
    M.A., 1966, Roosevelt University
    Ph.D., 1971, Illinois Institute of Technology

**Ramkrishnan Tenkasi**, Ph.D., Professor, Organization 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# College of Education and Health Services

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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

**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

**Deborah Lynn Jezuit,** Ph.D., M.S., RN, Assistant Professor, Nursing and Health (2014)
    B.S.N., Ball State University
    M.S., Purdue University-Calumet
    Ph.D., Rush University

**Margaret Kipta**, M.S., RN, FNP-BC, CRNA, Instructor, Nursing (2012)
    B.S.N., 1996, Barat College/Finch University of Health Sciences
    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

**Gena Lewis,** Ed.D., Assistant Professor, Education (2014)
    Ed.D., National Louis University

**Kathleen Liace,** Ed.D., Assistant Professor, Education (2014)
    Ed.D., National Louis University

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**Joan Libner**, Ed.D., M.S.N., RN-BC, CNE, Associate Professor, Nursing, (2011)
  B.S.N., 1975, Northern Illinois University
  M.S.N., 1979, Loyola University Chicago
  Ed.D., 2011, Concordia University - Chicago

**Julie Moreschi,** M.S., RD, LDN, Director, Dietetic Internship Program (1994)
  M.S. Rush University

**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

**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 Carter Richey**, Ed.D., M.S.N., RN, Associate Professor, Nursing (2012)
  Diploma in Nursing, 1982, Mercy Hospital School of Nursing
  B.S.N., 1998, Drake University
  M.S.N., 2003, Drake University
  Ed.D., 2012, College of Saint Mary

**Alison Ridge**, D.N.P., M.S.N., RN, CNE, Assistant Professor, Nursing (2012)
  B.S.N., 1986, Rush University
  M.S.N., 1994, Rush University
  D.N.P., 2010, Rush University

**Elizabeth Ritt**, Ed.D., M.S.N., RN, CNE, NEA-BC, Professor, Nursing (2011)
  B.S.N., 1978, North Park University
  M.S.N., 1982, Loyola University Chicago
  Ed.D., 1989, Northern Illinois University

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**Sherry Roper**, Ph.D., M.S.N., RN
    B.S.N., 1996, Pennsylvania State University
    M.S.N., 1998, Pennsylvania State University
    Ph.D., 2011, University of Tennessee

**Jude-Marie Alexis Smalec,** Ph.D., Assistant Professor, Public Health

**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

**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

**John Zigmond**, 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

## College of Liberal Arts

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**Christopher Birks**, M.A., Associate Professor, Communication Arts (2009)
B.S., 1990, Central Michigan University
M.A., 2008, Northern Illinois University

**D. Jane Boumgarden**, M.S.W., A.C.S.W., Associate Professor, Psychology-Sociology (1987)
B.A., 1973, Michigan State University
M.S.W., 1983, Ohio State University

**John E. Byrne**†, Ph.D., Professor Emeritus, English Language and Literature (1969)
B.A., 1949, DePaul University
M.A., 1951; Ph.D., 1964, Northwestern University

**Thomas A. Byrnes**, Ph.D., Professor Emeritus, Religious Studies (1982)
A.B., 1965, Holy Cross College
M.A., 1969, Boston College
M. Div., 1973, Weston College
Ph.D., 1982, The University of Chicago

**Rev. Christian W. Ceplecha, O.S.B.**†, Ph.D., Professor Emeritus, History (1953)
B.A., 1949, Illinois Benedictine College
M.A., 1954; Ph.D., 1958, The Catholic University of America

**David W. Champlin**†, M.A., Professor Emeritus, Languages (1956)
B.A., 1937, St. Louis University
M.A., 1947, Columbia University

**Wilson C. Chen**, Ph.D., Associate Professor, English Language and Literature (2004)
B.A., 1991, University of California, Berkeley
M.A., 1995; Ph.D., 2003, University of California, Irvine

**Sandra L. Chmelir**, Ph.D., Professor, Psychology-Sociology (1978)
B.S., 1968, University of Georgia
M.A., 1973 Ph.D., 1975, Emory University

**Rosemary Coleman**, M.A., Professor Emerita, Literature and Communications (1966)
B.A., 1946, St. Francis College
M.A., 1960, University of Ottawa (Canada)

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**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

**Maria de la Camara**, Ph.D., Professor, Languages and Literature
    B.A., 1963, Lake Erie College
    M.A., 1965, Case Western Reserve University
    Ph.D., 1983, Case Western Reserve University

**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., Associate 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

**Matthew V Glowiak**, Ph.D., Program Faculty, Clinical Psychology (2015)
    B.A., 2005, The University of Illinois at Champaign
    M.S., 2010, Walden University
    Ph.D., 2014, Walden University

**Hai Ri Han**, M.F.A., Assistant Professor, Communication Arts (2011)
    B.A., 1994, Seoul Women's University (Korea)
    B.S., 2003, Yonsei University (Korea)
    M.F.A., 2009, Purdue University

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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 Compultense de Madrid
M.A., 1994; Ph.D., 1999, Florida State University

**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., Associate 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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, Universita 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., 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

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

**Teresa Parker**, M.F.A., Instructor, Fine Arts (2009)
    B.F.A., 1983, Miami University (Ohio)
    M.S., 1985; M.F.A., 1987 Illinois State University

**Brian Patterson**, Ph.D., Assistant Professor, Psychology-Sociology (2008)
    B.A., 1995, Mount Union College
    M.A., 2003; Ph.D., 2007, DePaul University

**Patrick M. Polasek**, Ph.D., Assistant Professor, Criminal Justice (2012)
    B.A., 2005, St. Mary's University of Minnesota
    M.A., 2007; Ph.D., 2012, Loyola University Chicago

**Fannie Rushing**, Ph.D., Professor, History (2002)
    B.A., 1974, Roosevelt University
    M.Ed., 1986, Chicago State University
    Ph.D., 1992, The University of Chicago

**Margaret Salyer**, M.S., Instructor, Clinical Psychology (2000)
    B.A., 1971, Northern Illinois University
    M.S., 1996, Benedictine University

**Tammy Sarver**, Ph.D., J.D., Professor, Political Science (2001)
    B.A., 1990, University of Pittsburgh at Johnstown
    J.D., 1993, Duquesne University School of Law
    Ph.D., 2001, University of South Carolina

**William Scarlato**, M.F.A., Professor, Fine Arts (1990)
    B.F.A., 1975, Northern Arizona University
    M.F.A., 1979, Yale University

**Peter Seely**, M.A., Professor, Communication Arts (1984)
    B.A., 1978; M.A., 1979, University of Illinois at Chicago

**Joel A. Setzen†**, Ph.D., J.D., Professor Emeritus, Political Science (1972)
    B.A., 1963; M.A., 1968, University of California, Los Angeles
    Ph.D., 1973, The University of Chicago
    J.D., 1981, John Marshall Law School

**Patricia A Somers**, Ph.D., Program Faculty, Clinical Psychology (2014)
    B.A., 1972, The University of Illinois at Champaign
    M.A., 1994, Liberty University
    Ph.D., 2009, Walden University

**Edith J. Stark**, M.A., Professor Emerita, Foreign Languages (1977)
    B.A., 1960, College of St. Francis
    M.A., 1967, University of Notre Dame

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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.MSm., 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 Ransdell 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

## College of Science

**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

**Darya Aleinkava**, Ph.D., Assistant Professor, Physics (2014)
Ph.D., 2012, City University of New York

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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

**William Carvell**, Ph.D., Assistant Professor, Biology (2014)
Ph.D., Miami (Ohio) University

**Eileen G. Clark**, M.S., Associate Professor Emerita, Computer Science (1971)
B.S., 1969, State University of New York (Albany)
M.S., 1971, Purdue University

**Timothy Comar**, Ph.D., 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

**Tanya Crum,** Ph.D., Instructor, Biology
Ph.D., University of Illinois Chicago

**Anthony DeLegge**, Ph.D., Assistant Professor, Mathematics (2010)
B.S., 2005, Benedictine University
M.S., 2008; Ph.D., 2010, University of Nebraska

**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

*The information contained on this page is from the 2015-2016 Graduate Catalog*
*and is valid until August 1, 2016.*

**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., 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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

**Grace Mirsky**, Ph.D., Assistant Professor, Computer Science (2014)
    Ph.D., Northwestern University

**Jeremy B. Nadolski**, Ph.D., Associate Professor, Mathematics (2004)
    B.S., 1998, Benedictine University
    M.S., 1999; Ph.D., 2004, University of Kentucky

**Peter H. Nelson**, Ph.D., Associate Professor, Physics (2002)
    B.Sc., 1984; M.Sc., 1990, Victoria University of Wellington (New Zealand)
    Ph.D., 1998, Massachusetts Institute of Technology

**Bart S. Ng**, Ph.D., Professor, Mathematics (2011)
    B.S., 1968, Saint Joseph's College
    M.S., 1970; Ph.D., 1973, The University of Chicago

**Daniel E. Nohl**, Ph.D., Professor, Computer Science (1987)
    B.S., 1973; M.S., 1977, University of Illinois at Urbana-Champaign
    Ph.D., 1990, Illinois Institute of Technology

**Jeanne E. Norris**, Ph.D., Professor Emerita, Exercise Physiology (1986)
    B.Mus., 1951; M.S.Ed., 1955, Boston University
    Ph.D., 1975, Loyola University (Chicago)

**Philip M. Novack-Gottshall**, Ph.D., Associate Professor, Biological Sciences (2009)
    B.S., 1996, Moravian College
    M.S., 1999, University of Cincinnati
    Ph.D., 2004, Duke University

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**Mark Poch,** Ph.D., Assistant Professor, Biological Sciences
    Ph.D., Rush University

**Lawrence Pollack,** M.S., Instructor, Computer Science (2002)
    M.S., DePaul 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

**David Rubush,** Ph.D., Assistant Professor, Chemistry (2014)
    Ph.D., 2012, Colorado State University

**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

**Regina Schurman,** Ed.D., R.C.E.P., C.P.A., Administrative Program Director, Clinical Exercise Physiology (2005)
    Ed.D., 2012, Benedictine University
    M.S., 2007, Benedictine University

**Sarah Shaner,** Ph.D., Assistant Professor, Chemistry (2014)
    Ph.D., 2011, University of 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., Associate 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

**Monica Lee Tischler**, Ph.D., Professor, Biological Sciences (1995)
B.S., 1981; M.S., 1981, Bucknell University
Ph.D. 1987, Cornell University

**Fr. Cyprian G. Tomecko, O.S.B.†,** Ph.D., Professor Emeritus, Chemistry (1926)
B.A., 1917, St. Procopius College
M.S., 1923; Ph.D., 1926, University of Illinois at Urbana-Champaign

**Fr. Paul Tsi**†, Ph.D., Professor Emeritus, Mathematics (1959)
Ph.B., 1949; Ph.L., 1950; Ph.D., 1952, Urban College (Rome)

**Thomas G. Wangler**, Ph.D., Professor, Mathematics, (1990)
B.S., 1985; Ph.D., 1990, Old Dominion University

**Andrew Wig**, Ph.D., Associate Professor, Physics (2005)
B.S., 1991, North Park University
M.S., 1995; Ph.D., 2000, University of Tennessee

**Allison K. Wilson**, Ph.D., Professor, Biological Sciences (1997)
B.S., 1980, Iowa State University
Ph.D., 1990, University of Illinois at Urbana-Champaign

**Edward M. Winkler**, Ph.D., Professor 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

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

## Springfield Branch Campus

**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

**Alonzo C. de Carlo**, Ph.D., Associate Professor, Social and Behavioral Sciences (2014)
    B.A., 1986; M.S.W., 1992, Wayne State University
    M.S., 1996; Ph.D., 2001, University of Toledo

**Valerie M. Ellinger**, M.S.N., RN, Instructor, Nursing (2011)
    B.S.N., 2000, McKendree College
    M.S.N., 2009, Southern Illinois University

**Susan L. Hovey**, M.S.N., RN, Assistant Professor, Nursing (2010)
    B.S.N., 1984, Southern Illinois University
    M.S.N., 2006, Regis University

**Amy L. Lakin**, M.A., Associate Professor, English/Literature (2004)
    B.A., 1994; M.A., 1997, 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

**Joana G. Ramsey**, M.S., Associate Professor, Business (2006)
    B.A., 1998, Illinois College
    M.S., 2001, Western Illinois University

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

**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

† Deceased

*The information contained on this page is from the 2015-2016 Graduate Catalog and is valid until August 1, 2016.*

# ADMINISTRATION

**Michael S. Brophy,** President

**Maria de la Camara**, Provost and Vice President for Academic Affairs

**Charles Gregory**, Executive Vice President

**Susan Mikula**, Acting Dean, College of Liberal Arts

**Bartholomew Ng**, Dean, College of Science

**Sandra Gill**, Dean, College of Business

**Ethel Ragland**, Dean, College of Education and Health Services

**David Sonnenberger**, Associate Provost

**Elizabeth Morrison**, Registrar

**Mary Werries**, Registrar, Benedictine University at Springfield

**Jack Fritts**, Librarian

**Elsie Yuan,** Associate Vice President, International Programs and Services

**Allan Gozum**, Vice President of Finance

**Kari Gibbons**, Vice President of Enrollment Services

**Michelle Koppitz,** Vice President, National Moser Center for Adult Learning

**Marco Masini**, Vice President of Student Life

**Mercy Robb**, Executive Director, Marketing and Communications

**Nancy Stoecker**, Compliance Officer

**Holly Rae Blandford**, Dean of Students, Benedictine University at Springfield

**Susie Doddek**, Campus Administrator, Benedictine University at Springfield

**Pat Ariano**, Executive Director, University Development

**Chad Treisch**, Executive Director, Campus Planning, Design and Construction Management

**Mike Salatino**, Chief, Benedictine University Police

**Rodney Fowlkes**, Chief Information Officer, Instructional Technology

*The information contained on this page is from the 2015-2016 Graduate Catalog
and is valid until August 1, 2016.*

# THE Benedictine PROMISE

affordable and attainable undergraduate and graduate education that creates successful values-based leaders.

**BENEDICTINE UNIVERSITY**
5700 College Rd.
Lisle, IL 60532
Phone: (630) 829-6000
Fax: (630) 960-1126
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**
1832 Center Point Circle, Suite 102
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 No. 1 among the fastest-growing campuses in the country among private nonprofit doctoral institutions between 2002-2012. *Forbes* magazine named Benedictine among "America's Top Colleges" for the fifth consecutive year in 2015.

2015-2016