



# Benedictine University

Undergraduate Catalog → 2016-2017

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## **ACCREDITATION**

Benedictine University is accredited by The Higher Learning Commission, the Commission of Collegiate Nursing Education, The Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, the Council on Education for Public Health, Illinois State Board of Education, and the Organizational Development Institute.

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

## **MISSION**

Benedictine University is an inclusive academic community dedicated to teaching and learning, scholarship and service, truth and justice, as inspired by the Catholic intellectual tradition, the social teaching of the Church, and the principles of wisdom in "The Rule of St. Benedict."

## **VISION**

Benedictine University aspires to be a thought leader in Catholic higher education. We seek to provide a transformative and integrative educational experience grounded in Benedictine values, helping students shape lives of meaning and purpose as engaged citizens who care for the earth, welcome people of diverse faiths and cultures, and promote the common good.

## **COMMITMENT**

Benedictine University's mission and vision reflect its Catholic and Benedictine identity, providing continuity with the past and a direction for the future.

In 1887 the monks of St. Procopius Abbey founded Benedictine University. They have been active sponsors of the institution throughout its history, first as St. Procopius College, later as Illinois Benedictine College, and today as Benedictine University. The monks base their lives on "The Rule of St. Benedict," written in the sixth century. They share the Benedictine charism with all who embrace the University's Catholic and Benedictine mission.

Education at Benedictine University is rooted in values lived by Benedictine monks and sisters. These values are conveyed by the "Ten Benedictine Hallmarks" as formulated by the Association of Benedictine Colleges and Universities:

- love of Christ and neighbor;
- prayer: a life marked by liturgy, *lectio* and mindfulness;
- stability: commitment to the daily life of this place, its heritage and tradition;
- *conversatio*: the way of formation and transformation;
- obedience: a commitment to listening and consequent action;

- discipline: a way toward learning and freedom;
- humility: knowledge of self in relation to God, others and creation;
- stewardship: responsible use of creation, culture and the arts;
- hospitality: openness to the other; and
- community: call to serve the common good.

Inspired by these hallmarks, and convinced of the harmony of faith and reason, Benedictine University cultivates virtues of intellect and character, encouraging people to study, listen, and engage the ideas of a variety of persons, cultures, and disciplines, while imparting “the love of learning and the desire for God” to guide a lifelong pursuit of knowledge and wisdom.

As a Catholic University, we are guided by the academic ideals presented in the Apostolic Constitution on Catholic Universities *Ex corde Ecclesiae*, including:

- a Christian inspiration not only of individuals but of the university community as such;
- a continuing reflection in light of the Catholic faith upon the growing treasury of human knowledge, to which we seek to contribute by our own research;
- fidelity to the Christian message as it comes to us through the Church; and
- an institutional commitment to the service of the people of God and of the human family in their pilgrimage to the transcendent goal which gives meaning to life.

The University’s curriculum, policies and activities draw on the wisdom of the Church regarding ways to build a just society and live lives of holiness in the modern world. To that end, the University engages key themes of modern Catholic Social Teaching identified by the United States Conference of Catholic Bishops:

- life and dignity of the human person;
- call to family, community, and participation;
- rights and responsibilities;
- option for the poor and vulnerable;
- the dignity of work and the rights of workers;
- solidarity; and
- care for God’s creation.

As a member of the Association of Benedictine Colleges and Universities, Benedictine University is committed to academic and professional excellence. We strive to promote the common good and to assist individuals to lead lives of balance, generosity, and integrity. We reflect upon Gospel values as interpreted by “The Rule of St. Benedict” and therefore take seriously:

- the primacy of God and the things of God;
- reverent listening for the varied ways in which God is revealed;
- the formation of community built on respect for individual persons who are each regarded as Christ himself;
- the development of a profound awareness of the meaning of one’s existence; and
- the exercise of good stewardship.

## **MOTTO**

*Ut in omnibus glorificetur Deus* – That in all things God may be glorified.

## **NON-DISCRIMINATION POLICY**

In administering its affairs, Benedictine University does not discriminate against any person on the basis of race, creed, color, national or ethnic origin, sex, age, disability, military or veteran status, marital status, citizenship, or any other characteristic protected by applicable law. The laws applicable to Benedictine University include constitutional and statutory protections of the University's rights as a religiously sponsored institution.

## **ACADEMIC REQUIREMENTS AND POLICIES**

### **Rationale**

The purpose of the following academic requirements, regulations and policies of Benedictine University is twofold:

1. To establish and secure an academic standard for all students that determines the value and quality of the associate and bachelor's degrees for all graduates.
2. To protect both the student's and the University's interests by ensuring maximum accuracy in all academic records.

Advisors are provided to assist in planning students' academic programs. They are not authorized to change established policy of the University. The final responsibility for satisfying University and major requirements rests with the student.

### **Inquiry General Education Curriculum**

At Benedictine University, our Inquiry General Education Curriculum is at the heart of all undergraduate degree programs. Required courses include two Interdisciplinary Seminars: IDS 201, 202, 203 or 204 Catholic and Benedictine Intellectual Traditions; and IDS 301, 302, 303 or 304 Human Dignity/The Common Good. Topics for these seminars will vary depending on faculty areas of expertise, but all sections of the seminars involve exploration of the relationships between areas of knowledge and of real-world ethical and intellectual challenges. IDS 201, 202, 203 and 204 are informed by the resources of the Catholic and Benedictine intellectual traditions and their hallmarks, which include valuing community, extending hospitality to all persons and promoting the exchange of ideas. IDS 301, 302, 303 and 304 are informed by the ideals related to these and other humanistic traditions that emphasize mutual responsibility, cooperation and respect. The seminars are designed and staffed by Benedictine University faculty across disciplines and curricula, ensuring that all undergraduates have the opportunity to learn and practice integrative skills that promote professional success and career flexibility.

The Inquiry Curriculum also requires all undergraduates to complete a Liberal Arts-based system of curricular and co-curricular electives in areas representing multiple disciplinary approaches and

modes of problem-solving. These Modes of Inquiry (MI) courses are designated by programs and departments as representing critical skill and knowledge areas for active and responsible citizenship and stewardship of the earth, lifelong learning, global awareness, integrative knowledge and effective interpersonal communication. The Mode of Inquiry component of the curriculum includes coursework in the arts and humanities, sciences and social sciences. To enhance effective and broad-based learning, the Inquiry curriculum also requires students to complete designated global and sustainability courses or activities, as well as Learning Community and Engaged Learning co-curricular experiences.

### **Goals of the Inquiry Curriculum**

1. Critical-Thinking and Problem-Solving
  - a. Demonstrate critical-thinking and analysis.
  - b. Identify, study and solve problems.
  - c. Achieve computational skills and an ability to understand and interpret numerical data.
  - d. Work cooperatively as a member of a team.
2. Communication
  - a. Express concepts and ideas clearly, creatively and effectively in oral and written forms.
  - b. Understand and interpret written, oral, visual and aural forms of communication.
  - c. Demonstrate interpersonal communication skills consistent with effective academic discourse.
3. Information Fluency
  - a. Navigate different information formats and media technologies to find pertinent information.
  - b. Evaluate sources of information critically to conduct responsible research.
  - c. Become an active, informed and creative user of established and emerging technologies.
4. Global Perspective
  - a. Recognize the interdependence of peoples and nations, and understand the forces that connect and divide them.
  - b. Understand the benefits of diversity of perspectives, abilities and cultures.
  - c. Understand the relationship between language and culture, and communicate effectively and respectfully across cultural boundaries.
  - d. Relate the person to community and the local to the global.
5. Social Responsibility
  - a. Engage ethical problems thoughtfully and actively, and contribute to the work of peace and social justice.
  - b. Understand conflict resolution processes.
  - c. Practice stewardship of self and the environment, and understand the principles of wellness and sustainability.
  - d. Develop the traits of good citizenship, and gain knowledge and skills necessary for civic engagement.
6. Personal Growth
  - a. Develop intellectual curiosity and a desire for lifelong learning.
  - b. Strive for a life lived in balance.

- c. Cultivate leadership skills.
  - d. Nurture the capacity for creative and artistic expression.
7. Breadth of Knowledge and Integrative Learning
- a. Use knowledge, theories and methods from the arts, humanities, natural sciences, and social sciences to raise and address questions germane to those areas of study.
  - b. Recognize relationships among different disciplinary approaches to the study of human cultures and the natural world.
  - c. Integrate learning from different disciplines to illuminate intersecting topics of investigation.
  - d. Explore connections between classroom knowledge and real-world experiences.
8. Catholic and Benedictine Traditions
- a. Understand the Catholic intellectual tradition: its philosophy, theology, practice, history and engagement with questions of our time.
  - b. Understand "The Rule of St. Benedict" and the contributions of Benedictine monasticism to history, culture, spirituality and education.
  - c. Show knowledge of how different religions and philosophies view the human person, spirituality and the divine.

## **Degree Status**

Degree status is the recognition accorded a student who is formally admitted through the admissions process described in the section, "Admission to Benedictine University." Any student who does not have degree status is designated a student-at-large. A student may receive only one bachelor's degree from Benedictine University, but other majors for which requirements have been completed may be listed on the transcript.

## **Student-at-Large**

A student-at-large (SAL) is either a full- or part-time student who does not have degree status and is ineligible for any financial assistance. The SAL is taking courses for his or her own enrichment and is not working toward a degree. Interested persons may contact the New Student Advising Center. All academic policies and institutional regulations apply to the SAL, except that the student is not identified with any class year. The SAL may later request admission to degree status through the formal admissions process. Admission and acceptance of credits completed is subject to the discretionary approval of the University.

Courses taken as a SAL do not count toward the residency requirement if the SAL is later admitted to degree status. SAL 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 SAL period. SAL 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.

### **Future Scholars Program**

As "Future Scholars," superior high school students may take regular University courses, prior to their graduation from high school, and receive a special scholarship. Courses are available during the regular school year and the summer session. Credits earned will be posted on a Benedictine University transcript and will apply toward a degree at Benedictine or may be transferred to another college. Students will normally be limited to one course per semester and must maintain a "C" average to have the scholarship renewed.

### **Second Baccalaureate Degree Program**

This program is designed for persons who already have a bachelor's degree in one area and would like to gain expertise in another. Students who have earned a Benedictine University degree will not be eligible for this program.

Students interested in this program must apply for admission to the University and submit official transcripts from all colleges and universities in which they were previously enrolled. Students must complete all coursework on the second degree within seven years of admission to the program. Students must be enrolled in at least one course per term. Life experience credit, transfer and College Level Examination Program (CLEP) exam credit may be counted toward the program requirements, if appropriate, as determined by each department. However, at least 12 semester credit hours of 200-/300-level classroom courses must be completed at Benedictine University. Applicability of courses taken as a student-at-large prior to admission to the Second Baccalaureate Degree Program will be determined upon initial evaluation.

### **Dual Credit Policy**

Benedictine University will articulate, with limitations, coursework completed in a dual credit or dual enrollment program while enrolled in high school if the course is transcribed as college level on a college transcript and meets the criteria set by the Transfer Credit Policy. Coursework with a potential to count toward basic skills or major requirements is subject to review by the appropriate department chair/program director and might not be considered transferable. Coursework completed in this manner and deemed transferable will be posted on the transcript indicating completion prior to high school graduation.

### **Summer Sessions**

These sessions are offered to current Benedictine students and visiting students. The University offers a broad range of courses during the summer sessions. Interested students should contact the appropriate Dean's Office.

### **Council of West Suburban Colleges Consortium (CWSC)**

#### **Cross-Registration Program**

Courses taken at other schools in this consortium (North Central College and Aurora University) may be applied to Benedictine University programs without violating the Benedictine University residency requirement. Cross-registration is permitted with permission of the other school and in accordance with terms of an agreement among all member schools. Prior approval from the student's advisor and the Office of the Registrar is required on the cross-registration form before registering at one of the other institutions. Cross-registration is available during the regular academic year (fall and spring terms). Tuition is paid to the home school and grades are recorded at the home school without the





necessity of applying for a transcript. Students must be registered concurrently for at least one course at the home institution and this agreement only applies to students who are matriculants for a bachelor's degree.

Through this program, degree-seeking students at each of the member schools have access to a broad selection of academic offerings and scheduling options. Contact the Office of the Registrar for eligibility information and special registration forms. The purpose of the program allows student to take courses for degree completion in sequence if the course is not offered at the home institution.

## MAJORS AND DEGREES

Students may earn the following degrees by choosing a major program (see below).

The University offers educator licensure programs approved by the Illinois State Board of Education in the following areas: Business/Marketing/Computer Education, Elementary Education, English Language Arts, Mathematics, Music, Physical Education, Science-Biology, Science-Chemistry, Science-Physics, Social Science-History, Spanish, and Special Education (Learning Behavior Specialist 1).

In addition, pre-professional education is available in Chiropractic, Dentistry, Engineering, Law, Medicine, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Podiatry and Veterinary Medicine.

### Associate of Arts:

Business Administration^

### Bachelor of Arts:

Bilingual Journalism  
 Biology  
 Clinical Life Science  
 (Perfusion Technology or  
 Respiratory Care Concentrations)  
 Communication Arts+  
 Criminal Justice\*+  
 Economics  
 Elementary Education+  
 Engineering Science  
 English Language and Literature  
 Exercise and Sports Studies  
 Global Studies  
 Graphic Arts and Design  
 History+  
 International Business and  
 Economics  
 International Studies  
 Management^+  
 Medical Humanities  
 Music  
 Music Education  
 Organizational Leadership^  
 Philosophy  
 Physical Education  
 Political Science  
 Psychology\*+  
 Social Science  
 Sociology+  
 Spanish  
 Special Education  
 Studio Art  
 Theology+  
 Writing and Publishing

### Bachelor of Business Administration:

Accounting\*+  
 Business Analytics\*  
 Business and Economics+  
 Business with Science Applications  
 Entrepreneurship  
 Finance\*+  
 Human Resource Management  
 Management and Organizational  
 Behavior\*+  
 Marketing+

### Bachelor of Fine Arts:

Fine Arts

### Bachelor of Science:

Biochemistry/Molecular Biology  
Biology+  
Chemistry  
Clinical Laboratory Science  
Computer Information Systems  
Computer Science  
Diagnostic Medical Sonography  
Environmental Science  
Health Science+  
Mathematics  
Nuclear Medicine Technology  
Nutrition  
Physics  
Radiation Therapy

### Bachelor of Science in Nursing:

Nursing (RNs only)^+

\* Offered in traditional undergraduate and adult accelerated undergraduate formats

^ Offered only in the adult accelerated format

+Also offered on the Springfield branch campus

## GRADUATION REQUIREMENTS

### Associate of Arts Degree

#### 1. Liberal arts core requirements:

##### a. Skills requirements:

Unless a student can demonstrate proficiency, he/she must complete 12 semester credit hours in Basic Skills. A student must receive a "C" or better in each of these courses to meet this requirement. The Basic Skills courses and the ordinary methods of demonstrating proficiency are as follows:

- i. Person in Community: Writing Colloquium: WRIT 101; Research Writing: WRIT 102; or by passing HNRS 190 and HNRS 191. If WRIT 101 is satisfied by Advanced Placement credit, credit in WRIT 104 is required.
- ii. Speech Communication: SPCH 110  
Proficiency: by passing HNRS 191 or proficiency by examination.
- iii. Quantitative Skills: MATH 104  
Proficiency: by earning CLEP credit in College Algebra; by passing MATH 105, 108, 110, 111, 115, 170, or any 200- or 300-level math course.

##### b. Cultural Heritage Series: 3 semester credit hours.

HUMN 220: The Mediterranean World. Studies the ancient cultures located around the Mediterranean Sea and the contributions they made to the development of western civilizations to about 500 A.D. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the theme of "person in community" as reflected in religion, art, philosophy, and social, political, and economic institutions.

c. Core Electives:

Arts and Humanities: 9 semester credit hours.

At least three arts and humanities courses (from at least two different areas designated as Arts and Humanities Core electives in this catalog) including PHIL 245.

Natural Sciences: 6 semester credit hours.

At least 3 semester credit hours must be taken in the Physical Sciences Core (as designated in this catalog) and at least 3 semester credit hours in the Life Sciences Core (as designated in this catalog).

Social Sciences: 9 semester credit hours.

At least three social sciences courses (from at least two different disciplines designated as Social Science Core electives in this catalog), including ECON 101 (with a grade of "C" or better) and PSYC 100.

2. A student must earn 63 semester credit hours to qualify for graduation and must maintain a "C" average (2.000) in all Benedictine University coursework.
  - Courses with a number below 100 do not count toward the 63 semester credit hours required for graduation.
  - University-level courses completed to fulfill a condition of admission count toward the 63 semester credit hour graduation requirement, but do not satisfy University Core requirements.
3. At least 45 of the 63 semester credit hours for graduation must be completed at Benedictine University. The following courses must be completed at Benedictine University: MATH 104 (unless proficiency is demonstrated by 1.a.iii. above), HUMN 220, MGT 110 and MGT 220. Once a student matriculates into the program, no additional transfer credit will be accepted. Courses completed at Benedictine prior to formal admission to degree status may not be used to fulfill this academic residency requirement. Such credit may fulfill other graduation requirements with the approval of the department chair/program director/associate dean and dean.
4. A maximum of 15 semester credit hours earned through any one or combination of external credit programs may be applied with the approval of the University toward the 63 semester credit hours required for the associate degree. These credits will not normally satisfy the academic residency requirement. Applications may be obtained in the New Student Advising Center or the Office of the Registrar.
  - a. The Advanced Placement Program – Educational Testing Service (ETS) tests are offered to high school sophomores, juniors or seniors once a year and the scores are sent to Benedictine. Students who score three, four or five are given credit in the appropriate course area.
  - b. CLEP Tests – The College Level Examination Program (CLEP) gives students the opportunity to show that they have the knowledge necessary to gain course credit without actually taking the course. CLEP credits are not acceptable as transfer credits from other institutions, but evidence of CLEP scores will be evaluated for credit toward the Benedictine University degree. The applicant must submit an official copy

of the grade report sent by ETS. CLEP tests should be taken in the freshman or sophomore year. Students may not receive CLEP credit in a subject area in which they have completed course work. CLEP credit in major courses must be approved in advance by the department chair.

- c. Work/Life Experience Credit – Work/Life experience credit represents attainment through work or other non-academic experiences of the same degree of competence in a subject (of at least a “C” level) that University undergraduates obtain in the classroom. Application for life experience credit must be for a course specifically described in the University Catalog.
  - d. Other External Credit – Benedictine University allows students to apply, toward the 63 semester credit hours required for the associate degree, acceptable hours which have been earned through military experience and/or courses.
5. A major field of study requires at least 27 semester credit hours, with at least 6 semester credit hours at the 200 level or above. Only courses in which a student has received a “C” or better may be applied to the major requirement.
  6. Waivers of University or program requirements may be made for sound cause acceptable to the University when extenuating circumstances arise. Three graduation requirements which are never waived are the 63 semester credit hour minimum, the minimum GPA of 2.000, and the minimum 45 semester credit hour residency. The student begins a request for a waiver by seeking the approval of his/her academic advisor. The number of additional approvals depends on the nature of the waiver.
  7. A student must earn the recommendation from the faculty member of his or her major program for graduation. Normally this recommendation is based upon fulfilling the program requirements, including a comprehensive examination or other integrating experience.
  8. One must be in good standing and have settled all financial accounts with the University to qualify for graduation.

## **Bachelor’s Degrees**

1. Inquiry General Education baccalaureate requirements:
  - a. Skills requirements:

Unless a student can demonstrate proficiency, he/she must complete 12 semester credit hours in Basic Skills. A student must receive a “C” or better in each of these courses to meet this requirement. The Basic Skills courses and the ordinary methods of demonstrating proficiency are as follows:

    - i. WRIT 101, Writing Colloquium: Academic Writing; WRIT 102, Research Writing or by passing HNRS 190 and HNRS 191. If WRIT 101 is satisfied by Advanced Placement credit, credit in WRIT 104 is required.
    - ii. SPCH 110, Speech Communication: Proficiency by passing HNRS 191 or proficiency by examination.
    - iii. Quantitative Skills, MATH 105, 108 or 110: Proficiency by earning CLEP credit in College Algebra; by demonstrating proficiency in MATH 105, 108 or 110 on the Math Proficiency Test; by passing MATH 111, 115, 170, or any 200- or 300-level math course.

b. Interdisciplinary Seminars: 6 semester credit hours.

The interdisciplinary seminars sequence consists of two courses which are required of all undergraduates. Students must complete **one from each** of the following:

- IDS 201 WI, Catholic and Benedictine Intellectual Traditions; or
- IDS 202 WI, Catholic and Benedictine Intellectual Traditions: S designation; or
- IDS 203 WI, Catholic and Benedictine Intellectual Traditions: G designation; or
- IDS 204 WI, Catholic and Benedictine Intellectual Traditions: S and G designation.

AND

- IDS 301, Human Dignity/Common Good; or
- IDS 302, Human Dignity/Common Good: S designation; or
- IDS 303, Human Dignity/Common Good : G designation; or
- IDS 304, Human Dignity/Common Good: S and G designation.

The Interdisciplinary Seminars provide an integrated, coherent experience to prepare students for a life of flexible learning and responsible inquiry. These courses require students to bridge disciplines, widen perspectives, discover connections and integrate knowledge. As part of the Inquiry General Education Curriculum, the Interdisciplinary Seminars address important general questions and unstructured problems that engage the themes of the Catholic and Benedictine Intellectual Traditions and of Human Dignity or the Common Good; sections designated S and/or G place these questions in the context of sustainability and/or global society. The seminars provide students with an integrative liberal arts learning experience, advance the University's essential learning goals, and engage students in a better understanding of the Benedictine and Catholic hallmarks that inform our mission and identity.

c. Mode of Inquiry electives (as designated in this catalog):

*Note: Transfer, Degree Completion and Adult Program students see below for exceptions to these requirements.*

Arts and Humanities: 15 semester credit hours as follows:

3 semester credit hours designated Theological/Religious Mode of Inquiry (QRT).

The following courses are designated Theological/Religious Mode of Inquiry:

MGT 252	Business Ethics in the Context of Catholic Social Teaching
RELS 120	Eastern Traditions
RELS 130	Abrahamic Traditions
RELS 150	Introduction to the Bible
RELS 160	Jesus Christ
RELS 165	The Church
RELS 180	The Divine Economy
RELS 191	Topics: American Sorrow Songs
RELS 191	Topics: Biblical Poetry
RELS 220	History of Christianity I



RELS 230	Judaism
RELS 265	Eastern Christianity
RELS 285	Religion in America
THEO 101	Theology of Love
THEO 102	Theology of Justice
THEO 103	Theology of Freedom
THEO 104	Faith and Science
THEO 150	Introduction to the Bible
THEO 165	The Church
THEO 203	Sacramental Theology
THEO 204	The Foundations of Christian Spirituality: The Biblical Tradition
THEO 220	History of Christian Thought I
THEO 225	Pilgrimage
THEO 235	Interreligious Dialogue
THEO/MGT 252	Business Ethics in the Context of Catholic Social Teaching
THEO 270	Benedictine Wisdom Tradition
THEO 281	Great Women Theologians

3 semester credit hours designated Philosophical Mode of Inquiry (QPL). The following courses are designated Philosophical Mode of Inquiry:

PHIL 120	Ancient Greek Philosophy
PHIL 200	Introduction to Logic
PHIL 205	Philosophy of Human Nature
PHIL 210	Philosophy of Being
PHIL 215/315	Theory of Knowledge
PHIL 235/335	Modern Philosophy
PHIL 245	General Ethics
PHIL 248	General Ethics for the Ecologically Minded
PHIL 260	Social and Political Philosophy
PHIL 270/370	Medieval Philosophy
PHIL 290/390	History and Philosophy of Science
PHIL 291	What is Truth?
PHIL 346	Biomedical Ethics

3 semester credit hours designated Historical Mode of Inquiry (QHT). The following courses are designated Historical Mode of Inquiry:

HIST 111	U.S. History Survey to 1865
HIST 112	U.S. History Survey since 1865
HIST 180	History of East Asia to 1600

HIST 213/313	Contemporary Latin America, 1899-2000
HIST 215/315	The African Diaspora in Latin America
HIST 220	The Mediterranean World
HIST 260	Women in American Society
HIST 265	African American History
HIST 271	Modern Middle East
HIST 272	Middle East History 500-1258
HNRS 393	Global Interdependence
SPAN 230	Spanish Civilization and Culture
SPAN 231	Latin American Civilization and Culture

3 semester credit hours designated Literary and Rhetorical Mode of Inquiry (QLR).  
The following courses are designated Literary and Rhetorical Mode of Inquiry:

COMM 201	Advertising Persuasion and Consumer Society
COMM 256	International Cinemas
LITR 150	Themes in Literature
LITR 210	Literature and Film
LITR 241	Environmental Literature
LITR 250	Medieval Literature
LITR 255	American Literature I
LITR 256	American Literature II
LITR 257	British Literature I
LITR 258	British Literature II
LITR 259	World Literature
LITR 263	Literature of the Early Modern Period
LITR 264	Global/Postcolonial Theory
LITR 265	Shakespeare
LITR 266	Studies in the Novel
LITR 267	Studies in Poetry
LITR 268	Studies in Drama
LITR 279	U.S. Multiethnic Literature
LITR 280	African-American Literature
LITR 281	Gender in Literature
SPAN 220	Introduction to Spanish Literature
SPAN 221	Introduction to Contemporary Latin American Literature
SPAN 307	Advanced Contemporary Spanish Literature
SPAN 310	Advanced Latin American Literature

3 semester credit hours designated as Artistic and Creative Mode of Inquiry (QCA). The following courses are designated Artistic and Creative Mode of Inquiry:

COMM 250	Masters of the American Cinema
COMM 251	History of Film
COMM 259	Italian Cinema from 1945-1975
FNAR 100	Art Appreciation
FNAR 101	Fundamentals of Design
FNAR 105	Fundamentals of Design: Computer Graphics
FNAR 111	Drawing I
FNAR 120	Lettering and Layout Foundational
FNAR 121	Lettering and Layout Italic
FNAR 203	Ancient to Medieval Art History
FNAR 204	Renaissance to Modern Art History
FNAR 205	Non-Western Art History
FNAR 206	Modern and Contemporary Art History
FNAR 209	History of Latin American Art
FNAR 240	Printmaking: Intaglio
FNAR 241	Printmaking: Relief
FNAR 242	Printmaking: Silkscreen
FNAR 243	Printmaking Lithography
FNAR 250	Oil Painting
FNAR 291	Topics
FNAR 292	Black and White Photography
FNAR 293	Digital Photography
FNAR 294	Computer Art
HNRS 294	Creativity, Art, and Culture
LITR 269	Introduction to Creative Writing
MUSI 100	Introduction to Music Theory
MUSI 103	Jazz Appreciation
MUSI 104	Music Appreciation
MUSI 105	Music Appreciation
MUSI 106	Music Appreciation
MUSI 107	Music Appreciation for Educators
MUSI 121	Concert Band
MUSI 122	Concert Choir
MUSI 128	Jazz Eagles
MUSI 129	Chamber Orchestra

Natural Sciences: 9 semester credit hours as follows:

3 credit hours designated Life-Scientific Mode of Inquiry (QLS). The following courses are designated Life-Scientific Mode of Inquiry:

BIOL 116	Introduction to Human Biology with Lab
BIOL 120	Genetics of Everyday Life
BIOL 124	Human Health and Disease
BIOL 134	Biology of Non-Human Primates
BIOL135	Forensics
BIOL 140	Origins of Humanity
BIOL 144	Science in the Movies
BIOL 150	Biology of Women
BIOL 155	Anatomy and Physiology
BIOL 160	Plagues and People
BIOL 165	Wine Lab
BIOL 180	Ecology of a Changing Planet
BIOL 193	Introduction to Cellular Biology with Lab
BIOL 197	Principles of Organismal Biology
BIOL 198	Principles of Biology
BIOL 207	Introductory Microbiology with Lab
BIOL 216	Human Anatomy and Physiology 1 with Lab
BIOL 299	Quantitative Biology Lab for Transfer
BCHM 261	Principles of Biochemistry
NTSC 111	Contemporary Biology
NUTR 100	Impact of Nutrition
NUTR 200	Nutritional Science
NUTR 201	Nutritional Health and Exercise

3 semester credit hours designated Physical-Scientific Mode of Inquiry (QPS). The following courses are designated Physical-Scientific Mode of Inquiry:

ASTR 203	Stars and Galaxies with a Lab
ASTR 204	Our Solar System
CHEM 101	Introduction to Chemistry
CHEM 102	Introduction to Chemistry Lab
CHEM 103	Intro Organic Chem and Biochem
CHEM 104	Intro Organic Chem and Biochem Lab
CHEM 105	Introductory Chemistry with Lab
CHEM 108	Preparatory General Chemistry
CHEM 111	General Chemistry I with Lab
CHEM 113	General Chemistry I

CHEM 114	General Chemistry I Lab
CHEM 115	General Chemistry I Lab
CHEM 123	General Chemistry II
CHEM 124	General Chemistry II Lab
CHEM 125	General Chemistry II Lab
ENVS 105	Physical Geography
GEOG 105	Physical Geography
GEOG 107	Earth and Space Science
NTSC 105	Introduction to Consumer Science with Lab
NTSC 112	Contemporary Physical Science
NTSC 151	Natural Science Interdisciplinary Lab I
NTSC 152	Natural Science Interdisciplinary Lab II
PHYS 101	Physical Science
PHYS 105	Physical Geography
PHYS 106	Astronomy
PHYS 107	Earth and Space Science
PHYS 113	College Physics I
PHYS 114	College Physics I Lab
PHYS 118	College Physics II
PHYS 119	College Physics II Lab
PHYS 205	University Physics I Lab
PHYS 206	University Physics II Lab
PHYS 211	University Physics I
PHYS 212	University Physics II

3 semester credit hours designated Computational, Mathematical and Analytical Mode of Inquiry (QCM). The following courses are designated Computational, Mathematical and Analytical Mode of Inquiry:

BIOL 229	Biostatistics
CJUS 250	Basic and Applied Statistics
CMSC-CIS 180	Introduction to Computing
CMSC-CIS 181	Visual Programming Lab
CMSC-CIS 182	Science Applications Lab
CMSC-CIS 184	Microsoft Excel Lab
CMSC-CIS 185	Python Programming Lab
CMSC-CIS 186	Web Programming Lab
CMSC-CIS 200	Computer Programming
MGT 150	Statistics I
MATH 115	Business Calculus
MATH 131	The Mathematical Universe

MATH 150	Introduction to Statistics
MATH 200	Applications for Calculus I
MATH 210	Calculus for Physical Sciences I
MATH 220	Calculus for Life Sciences I
PSYC250	Basic and Applied Statistics
SOCL 250	Basic and Applied Statistics

Social Sciences: 6 semester credit hours as follows:

3 credit hours designated Social-Scientific I: Individuals, Organizations and Societies Mode of Inquiry (QIO). The following courses are designated Social-Scientific I Mode of Inquiry:

FINA 120	Financial Literacy
FINA 220	Personal Financial Planning
MKTG 300	Marketing
MKTG 310	Consumer Behavior
PLSC 236/336	Women and the Law
PSYC 100	Survey of Psychology
PSYC 210	Social Psychology
SOCL 100	Principles of Sociology
SOCL 210	Social Psychology
SOCL 230	Medical Sociology

3 semester credit hours designated Social-Scientific II: Political, Global and Economic Systems Mode of Inquiry (QPE). The following courses are designated Social-Scientific II Mode of Inquiry:

ECON 100	Introduction to Economics
ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
GLBS 101	Introduction to Global Studies
GLBS 102	Research Methods in Global Studies
GLBS 202	Theories in Global Studies
INTB 101	The Global Economy
INTB 300	Introduction to International Business
INTB 302	International Management
INTB 375	Global Interdependence
PLSC 101	Global Affairs
PLSC 102	American Government
PLSC 105	Law and Politics
PLSC 211	Contemporary World Issues
PLSC 215	Model United Nations



Mode of Inquiry electives must be chosen from the courses so designated in this catalog by Q codes as above. Departmental and disciplinary subjects (i.e. BIOL, ECON) do not necessarily correspond to Modes of Inquiry.

Courses required to meet state or national accreditation requirements may supersede institutional policies as approved by the department chair and college dean.

**Mode of Inquiry Requirements for Transfer and Adult Students:**

- Arts and Humanities: Transfer students with more than 20 transferable semester credit hours must complete 15 semester credit hours in at least four of the required Modes of Inquiry in this area, one of which must be Theological/Religious (QRT). Adult students must complete 15 semester credit hours in at least four of the required Modes of Inquiry in this area.
- Natural Sciences: Transfer students with more than 20 transferable semester credit hours and adult students must complete 9 semester credit hours in at least two of the required Modes of Inquiry in this area, including at least one Life-Scientific (QLS) course and one Physical-Scientific (QPS) course.
- Social Sciences: Transfer and adult students must complete 6 semester credit hours as follows: 3 semester credit hours designated Social-Scientific I: Individuals, Organizations and Societies Mode of Inquiry (QIO); and 3 semester credit hours designated Social-Scientific II: Political, Global and Economic Systems Mode of Inquiry (QPE).

d. Writing Intensive (WI) Courses:

WI courses are designed to emphasize the writing process and writing development through a sequence of designated classes taken at different points in a student's career at Benedictine University. All undergraduates are required to take three designated WI courses as follows:

- i. IDS 201-204 WI, Catholic and Benedictine Intellectual Traditions.
- ii. WI designated course in the major.
- iii. One additional WI designated course.

Transfer students who have completed all Inquiry requirements (with the exception of the IDS seminars and the LC/EL co-curricular requirements) will be exempt from the third WI course requirement but must complete IDS 201/202/203 or 204 WI and the required WI in the major.

Transfer students who have credit for the equivalent of the required WI course in the major will not be required to retake that WI course in the major but must complete IDS 201/202/203 or 204 WI and a second additional WI course of their choice.

**Writing Intensive Courses:**

BIOL 208 General Microbiology  
BIOL 341 Cell Molecular Bio Lab  
BIOL 342 BMB Cell Biology Laboratory  
BIOL 364 Ecology Lab  
BIOL 393 Great Ideas in Biology and Medicine  
BIOL 394 Nature Writing  
CHEM 314 Physical Chemistry Lab I  
CHEM 316 Physical Chemistry Lab II  
CHEM 321 Inorganic Synthesis Lab  
CIS 220 Intro to Computer Systems  
CIS 376 Systems Analysis and Design  
CJUS 321 Crime and Delinquency  
CJUS 351 Research Methods in the Social Sciences  
CJUS 356 Clinical Practicum Lab  
CMSC 301 Technical Communications  
CMSC/CIS 220 Introduction to Computer Systems  
COMM 150 Introduction to Communication Arts  
COMM 201 Advertising Persuasion and Consumer Society  
COMM 209 Newswriting and Reporting  
COMM 337 Advanced Journalism Writing  
COMM 353 Advanced Writing, Editing, and Page Design for Publications  
COMM 390 Images of Men and Women  
ECON 331 Labor and Industrial Relations  
EDUC 234 Preclinical Experience Level 2 with Seminar  
EDUC 320 Literacy and Assessment  
FNAR 360 Senior Seminar: Professional Portfolio  
FNAR 398 Senior Seminar: Art Criticism  
HIST 203/303 Historiography  
HIST 399 Senior Thesis  
HUMN 250 Contemporary World  
IDS 201-204 Catholic and Benedictine Intellectual Traditions  
INTB 380 Global Strategic Management  
LITR 266 Studies in the Novel  
LITR 267 Studies in Poetry  
LITR 268 Studies in Drama  
LITR 399 Senior Seminar  
MATH 260 Differential Equations  
MATH 310 Modern Geometry  
MATH 373 Probability and Statistics II  
MGT 237 Business Communications  
MGT 247 Business Communications  
MGT 300 Marketing  
MGT 331 Labor and Industrial Relations  
MGT 380 Strategic Management  
MGT 387 Management Capstone

MUSI 360 Senior Seminar: Professional Portfolio  
NRHL 301 Family Health Nursing  
NUTR 271 Health Education  
NUTR 392 Nutrition Research and Professional Writing  
PHED 310 Research Methods in Exercise and Sports Studies  
PHIL 330 Contemporary Anglo-American Philosophy  
PHYS 213 Modern Physics  
PHYS 314 Physical Chemistry I Laboratory  
PHYS 316 Physical Chemistry II Laboratory  
PHYS 323 Biophysics  
PLSC 215 Model United Nations  
PLSC 299 Research Methods  
PLSC 399 Thesis Research and Writing  
PSYC 300 Abnormal Psychology  
PSYC 351 Research Methods in the Social Sciences  
PSYC 389 Organizational Leadership Capstone  
SOCL 231 Medical Sociology  
SOCL 321 Crime and Delinquency  
SOCL 351 Research Methods in the Social Sciences  
SPAN 211 Intermediate Grammar and Composition  
SPAN 221 Introduction to Contemporary Latin American Literature  
SPAN 311 Advanced Written Communications  
THEO 206/306 Christian Ethics  
THEO 399 Senior Seminar

Transfer students who have completed all Inquiry requirements (with the exception of the IDS seminars and the LC/EL co-curricular requirements) AND taken the equivalent of the WI in the major must still take IDS 201/202/203 or 204 WI and one additional WI course of their choice.

- e. Co-curricular requirements:
  - i. Global and Sustainability designated courses (one of each required);
  - ii. Learning Community and Engaged Learning designated courses or experiences (see below for details)

**Global and Sustainability Courses:**

Global and Sustainability courses and co-curricular experiences are designed to prepare students for active and responsible participation in global citizenship and stewardship of the earth and its resources.

Global designated courses promote “an openness to being transformed by the other – be it an idea, a person or an experience.” People from disparate regions are recognized as having agency in a globalized world. The characteristically Benedictine openness to “the other” does not only mean openness to persons of different cultures, but to the cultures themselves. Sustainability designated courses seek to foster awareness that we are part of a larger ecology and that the environment is a precious gift to be respected for the sake of all life forms.

All undergraduates are required to complete one course or graded co-curricular experience that carries a Global designation and one that carries a Sustainability designation. These courses may also fulfill other requirements as designated by the catalog. Some courses may be designated Sustainability or Global by class section rather than at the catalog level, so students should consult advisors and term schedules as well. Of the IDS Seminars, IDS 202 and 302 fulfill the Sustainability requirement, 203 and 303 fulfill the Global requirement, and 204 and 304 fulfill both the Sustainability and the Global requirements.

Some transfer courses are approved as meeting the Sustainability and Global designation criteria. Transfer students should consult with their academic advisor for details. Transfer Sustainability and Global courses must be approved as such by Benedictine University according to Transfer Articulation rules and guidelines.

### **Sustainability Courses**

ANTH 291 Topics in Anthropology: Cuba, Tourism and Environmental Sustainability;  
ANTH 291 Topics in Anthropology: Ecotourism, Environment and Community  
Development (Costa Rica), these topics only.  
BCHM 100 Impact of Science and Technology on Society\*  
BIOL 180 Ecology of a Changing Planet  
BIOL 191 Humanity and the Environment this topic only  
BIOL 197 Principles of Organismal Biology  
BIOL 205 Introduction to Environmental Science  
BIOL 279 Freshwater Ecology  
BIOL 291 Selected Topics: Global Warming this topic only  
BIOL 291 Selected Topics: Field Studies in Pollination Biology this topic only  
BIOL 363 Ecology  
BIOL 364 Ecology Laboratory  
BIOL 391 Advanced Topics: Disease and the Environment this topic only  
BIOL 394 Nature Writing  
ENVS 205 Environmental Science  
ENVS 210 OSHA Hazardous Waste Operation and Emergency Response Training  
ENVS 211 OSHA Hazardous Waste Operation and Emergency Response Refresher  
ENVS 398 Capstone Project  
HIST 215/315 African Diaspora in Latin America  
LITR 241 Environmental Literature  
MGT 120 "Going Green" in the Business World  
MGT 125 Business Sustainability Topics  
PHIL 248 General Ethics for the Ecologically Minded  
RELS 180 The Divine Economy

### **Global Courses**

CHIN 291 Topics: Contemporary China this topic only  
COMM 256 International Cinemas  
GLBS 101 Introduction to Global Studies  
GLBS 102 Research Methods in Global Studies  
GLBS 202 Theories in Global Studies

HIST 213/313 Contemporary Latin America  
HIST 215/315 African Diaspora in Latin America  
HNRS 393 Global Interdependence  
INTB 101 The Global Economy  
INTB 300 Introduction to International Business  
INTB 302 International Management  
INTB 375 Global Interdependence  
LITR 264/364 Global/Postcolonial Theory  
PLSC 101 Global Affairs  
PLSC 211 Contemporary World Issues  
PLSC 215 Model UN

Language coursework for Global requirement (Benedictine University courses only; no proficiency. Transfer courses must be approved for Global designation by General Education Curriculum Committee in cooperation with Languages program.)

SPAN 220 Introduction to Spanish Literature  
SPAN 221 Introduction to Contemporary Latin American Literature  
SPAN 230 Spanish Civilization and Culture  
SPAN 231 Latin American Civilization and Culture  
SPAN 307 Advanced Contemporary Spanish Literature  
SPAN 310 Advanced Contemporary Latin American Literature  
SPAN 350 Competence in Latino Culture for Health Care Professionals and Emergency Responders

ARBC 201 Intermediate Arabic I, or higher with lab (must earn a grade of C or better)  
CHIN 201 Intermediate Chinese I, or higher with lab (must earn a grade of C or better)

Successfully completed study abroad experience (must be approved by Languages and Literature faculty if transfer or external).

International students who have successfully completed coursework at Benedictine University and students successfully completing Benedictine University courses taught in English at international sites, have met the Global requirement.

**Learning Community and Engaged Learning Requirements:**

All traditional undergraduates are required to complete one approved Learning Community and one approved Engaged Learning experience. Adult undergraduates are not required to complete the Learning Community requirement but must complete an Engaged Learning course or experience. Some approved transfer courses or experiences may fulfill these requirements.

Learning Communities are intentionally designed structures that encourage students to integrate what they are learning in their various studies, disciplines, or experiences, and to connect to each other through ongoing social and project-based interaction. At Benedictine University, Learning Communities can be classroom, residential or experiential. Some Learning Communities are based in a single traditional class while

others may require students, faculty and staff to study and travel off campus to work together in a linked group of classes, or to collaborate on projects outside the traditional academic environment. The common element in all of these options is the formation of working groups that practice effective shared learning, social organization and task completion.

Learning Community offerings typically vary by semester; see the Course Schedule for a given semester for details.

Engaged Learning experiences at Benedictine University can take a number of forms. An approved Engaged Learning might involve work in the larger campus community, a juried public performance or show of visual art or music, significant volunteer service, or an internship or professional project. The common element in all of these experiences is that the student must apply previously learned information, values and skills to a specific setting, and explore the connections between classroom knowledge and real-world experiences. Engaged Learning experiences help prepare students for full participation in the world as accomplished community members and ethical professionals.

Some Engaged Learning experiences may be carried out as a component of a traditional course (for example, as part of a Capstone in the major), but these Engaged Learning experiences must be at least 30 percent fieldwork, one-on-one research, real-world simulation, or presentation of the student's work to an audience broader than the Benedictine instructor evaluating the course outcome (e.g. formal performance, conference presentation, publication, etc.). Although Engaged Learning experiences may have things in common with some types of Learning Communities, and certain offerings may be approved as fulfilling both requirements, Engaged Learning experiences need not involve group activity. Non-course Engaged Learning offerings may vary by semester.

2. A student must earn 120 semester credit hours to qualify for graduation and must maintain a "C" average (2.000) in all Benedictine University coursework.
  - Courses with a number below 100 are designated as developmental coursework and hence do not count toward the 120 semester credit hours required for graduation.
  - University-level courses completed to fulfill a condition of admission count toward the 120 semester credit hour graduation requirement, but do not satisfy University Core requirements.
3. Majors and minors:
  - a. A student must select a major field of study before completing 60 semester credit hours, and must complete the requirements set forth in the Catalog under the heading for the selected major. Only courses in which a student has received a "C" or better may be applied to the major requirement.
  - b. A major field of study requires at least 36 semester credit hours, of which a minimum of 24 semester credit hours must be completed at the 200 level or above, of which at least 9 semester credit hours must be at the 300 level or above.
  - c. Students are encouraged to supplement their major and core programs with appropriate minors or emphases. The minor or emphasis can be used to round out a program of study by complementing the required major. For example, a student who



selects a major in a technical or professional area might select a minor in the liberal arts to gain additional analytical and communication skills and vice versa.

- d. A minor consists of at least 21 and no more than 30 semester credit hours of courses completed from the specified list for the minor program. At least 6 semester credit hours of coursework must be completed at Benedictine University. At least 12 semester credit hours at the 200 level or above, including at least 3 semester credit hours at Benedictine at the 300 level, must also be completed. Only courses in which a student has received a grade of "C" or better may be applied to the minor. Any semester credit hours completed for a minor may be used to fulfill core or major requirements. Successfully completed minors are designated on the transcript following graduation.
  - e. An emphasis is a grouping of courses outside a student's major or minor. The grouping consists of at least 12 and no more than 18 semester credit hours of required or recommended courses designed to focus on a particular area of study. At least 6 semester credit hours of coursework must be completed at Benedictine University. Only courses in which a student has received a grade of "C" or better may be applied to an emphasis. Successfully completed emphases are designated on the transcript following graduation.
  - f. A concentration is a grouping of courses within a student's major. This grouping consists of at least 12 semester credit hours of required or recommended courses designed to focus on a particular aspect of a major, and/or to focus on a particular career opportunity for graduates of that major.
4. At least 54 of the 120 semester credit hours for graduation must be completed at a four-year regionally accredited college (of which 45 semester credit hours must be completed at Benedictine University) and at least 30 of the final 45 semester credit hours must be completed at Benedictine University, including at least 12 semester credit hours at the 200 level or above in the major. Courses completed at Benedictine prior to formal admission to degree status may not be used to fulfill this academic residency requirement. Such credit may fulfill other graduation requirements with the approval of the department and division chairpersons.

*Note: Students who qualify for the Degree Completion Program and the Adult Program are exempted from the 45 semester credit hour academic residency requirement. See Degree Completion Program.*

5. A maximum of 30 semester credit hours earned through any one or combination of external credit programs may be applied with the approval of the University toward the 120 semester credit hours required for the bachelor's degree. These credits will not normally satisfy the academic residency requirement. Applications may be obtained in the New Student Advising Center or the Office of the Registrar.
  - a. The Advanced Placement Program – Educational Testing Service (ETS) tests are offered to high school sophomores, juniors or seniors once a year and the scores are sent to Benedictine. Students who score three, four or five are given credit in the appropriate course area.
  - b. International Baccalaureate Programme – Credit earned for courses in the International Baccalaureate (IB) Programme may be applied to certain major/minor

- requirements, general education requirements or to electives (as determined by the faculty). Grades of 5, 6 or 7 on higher-level IB exams will be given credit in the appropriate course area.
- c. CLEP Tests – The College Level Examination Program (CLEP) gives students the opportunity to show that they have the knowledge necessary to gain course credit without actually taking the course. CLEP credits are not acceptable as transfer credits from other institutions, but evidence of CLEP scores will be evaluated for credit toward the Benedictine University degree. The applicant must submit an official copy of the grade report sent by ETS. CLEP tests should be taken in the freshman or sophomore year. Students may not receive CLEP credit in a subject area in which they have completed course work. CLEP credit in major courses must be approved in advance by the department chair.
  - d. Work/Life Experience Credit – Work/Life experience credit represents attainment through work or other non-academic experiences, of the same degree of competence in a subject (of at least a “C” level) that University undergraduates obtain in the classroom. Application for life experience credit must be for a course specifically described in the University Catalog.
  - e. ACT Proficiency Examination Program (PEP) Test – At Benedictine, PEP allows Bachelor of Science in Nursing students to be examined in the three nursing areas of Maternal and Child Nursing, Psychiatric/Mental Health Nursing and Adult Nursing. Successful completion of all tests results in 24 semester credit hours. These 24 semester credit hours are not considered external credit and therefore do not count toward the 30 semester credit hour limit.
  - f. Other External Credit – Benedictine University allows students to apply acceptable hours, which have been earned through military experience and/or courses, toward the 120 semester credit hours required for the bachelor’s degree.
6. A student may apply internship credit towards graduation credit as follows: Humanities, 12 hours; Business Programs, 12 hours; International Business and Economics, 12 hours; Political Science, 12 hours; Health Care, 3 hours; Nutrition, 12 hours; Sociology/Psychology, 6 hours; Computer Information Systems, 12 hours; Computer Science, 12 hours; Mathematics, 12 hours; Biology, 12 hours.
7. Waivers of University or program requirements may be made for sound cause acceptable to the University when extenuating circumstances arise. Three graduation requirements which are never waived are the 120 semester credit hour minimum, the minimum GPA of 2.000 and the minimum semester credit hour residency. The student begins a request for a waiver by seeking the approval of his/her academic advisor.
- The number of additional approvals depends on the nature of the waiver.
8. A student must earn the recommendation from the faculty member of his or her major program for graduation. Normally, this recommendation is based upon fulfilling the program requirements, including a comprehensive examination or other integrating experience.
9. One must be in good standing and have settled all financial accounts with the University to qualify for graduation.

## TRANSFER STUDENTS

### Credits Transferred from Other Institutions

Credits to be transferred from other institutions are evaluated on the basis of their equivalent at Benedictine University. This determination is made by the Transfer Credit Evaluation and Articulation staff and, if needed, the appropriate department chair or program. Transfer grades are not counted in the cumulative GPA earned at Benedictine University.

Quarter credit hours transferring from other institutions are converted to semester credit hours:

5 quarter credit hours = 3.33 semester credit hours

4 quarter credit hours = 2.67 semester credit hours

3 quarter credit hours = 2 semester credit hours

2 quarter credit hours = 1.33 semester credit hours

1 quarter credit hour = 0.67 semester credit hours

### Transfer Credit Policy/Practice

Benedictine University accepts transfer course credit from regionally accredited colleges and universities if the courses are deemed comparable in scope and level of difficulty to courses offered at Benedictine University. Other transfer courses that are commonly regarded as a study in the liberal arts are evaluated on an individual basis. Credit identified as developmental or pre-college in level of study may be used as a basis for placement and advising purposes but will not be accepted in transfer.

To be accepted in the major or minor area, or in Basic Skills, courses must have a grade of "C" or better. A grade of "D" or better is required in all other areas, except where program requirements specify otherwise. Grades earned at other schools are used to determine transferability of credit, but are not included in the Benedictine University cumulative GPA. Students cannot earn duplicate credit for repeated courses.

Acceptance of transfer credit to be applied to the major area or minor area is determined by the appropriate academic department chair or program director. Requirements designated mission-specific or institutionally unique must be taken at Benedictine University. Courses taken prior to specific dates may be unacceptable as transfer credit because of substantial subsequent developments.

Benedictine University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of completed Illinois transferable General Education Core Curriculum courses, and selected major courses, between participating institutions.

Credit for non-traditional experiences, including military education, will be considered based upon American Council on Education recommendations. Military education credit is considered as an external credit program (see page 34.)

Credit from international institutions must be evaluated by Educational Perspectives, Chicago, Ill., or Educational Credential Evaluators, Inc., Milwaukee, Wis., before submitting to Benedictine University for review. Credit is subject to Benedictine University's transfer credit evaluation criteria.

### **Illinois Articulation Initiative (IAI)**

Benedictine University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement among public and selected private institutions that is designed to facilitate transfers between Illinois institutions. Benedictine participates in both the General Education Core Curriculum (GECC) and the Major Phase of the IAI. The University has been a participating member of the IAI since 1998.

1. Students who have completed their Associate of Arts (A.A.) or Associate of Sciences (A.S.) degree at an IAI participating institution will have the following GECC courses applied for transfer credit at Benedictine:
  - Three courses (9 semester credit hours) in Communication; Writing, Research and Information Fluency; and Academic Writing for Basic Skills.
  - One to two courses (3-6 semester credit hours) in Math for Basic Skills.
  - Two courses (7-8 semester credit hours) in Physical and Life Sciences with at least one laboratory included for Natural Sciences Mode of Inquiry (QLS and QPS).
  - Three courses (9 semester credit hours) in Humanities and Fine Arts for Arts and Humanities Mode of Inquiry (QRT, QPL, QHT, QLR and QCA).
  - Three courses (9 semester credit hours) in Social and Behavior Sciences for Social Sciences Mode of Inquiry (QIO and QPE).
2. Students who have completed the IAI GECC will be required to take additional courses at Benedictine. These courses include one from the sequence IDS 201, 202, 203 or 204; and one from the sequence IDS 301, 302, 303 or 304. These have no transfer equivalents and must be taken at Benedictine University.
3. Benedictine has co-curricular requirements as part of the Modes of Inquiry curriculum. Please check with your academic advisor to determine which co-curricular requirements may have been fulfilled by your A.A. or A.S. coursework.
4. Students who have completed some, but not all of the IAI GECC coursework may transfer credits under the IAI agreement for core credit and major consideration in accordance with the University's transfer policies and practices.
5. Benedictine accepts transfer courses with a grade of "C" or better in the major area and for Basic Skills requirements, and a "D" or better in all other areas. Students who have transfer courses with a "D" grade for a major course will be required to repeat the course to satisfy the major's program requirements. Grades earned at other institutions are used to determine transferability of credit but will not be included in the student's cumulative GPA from Benedictine. Students cannot earn duplicate credit for repeated courses.
6. Official verification of IAI GECC coursework and/or A.A or A.S. completion must be sent from the former institution, by request of the student, to Benedictine. Coursework fulfilled for A.A. or A.S. by external credit/testing such as Advanced Placement (AP) or College Level

Examination Program (CLEP) will need to be verified by the request of the student to have official external semester credit hours submitted to Benedictine. The University only allows for 30 semester credit hours earned outside Benedictine to be applied toward degree completion.

For more information about IAI, visit [www.iTransfer.org](http://www.iTransfer.org).

## **DEGREE COMPLETION, ADULT ACCELERATED UNDERGRADUATE, SECOND MAJOR AND CERTIFICATE PROGRAMS**

### **Degree Completion Program**

The University provides an exception to the normal academic residency requirement of 45 semester credit hours for students who are eligible for the Degree Completion Program (DCP).

A minimum of 15 of the 75-plus transferable semester credit hours required for DCP status must be from a four-year regionally accredited college or university earned prior to the start of Benedictine University coursework. The determination of DCP status is made prior to entry. Credit earned later will not be used to reclassify a student to DCP status.

Degree Completion Program students must:

1. Satisfy general entrance requirements;
2. Complete at least the last 30 semester credit hours of their undergraduate degree through coursework at Benedictine University as a degree-seeking student; and
3. Complete at least 12 semester credit hours of coursework at the 200 level or above in their major field at Benedictine University.

Degree Completion Program students may receive credit and/or waiver of course requirements through examination and experiential learning assessment, but these credits will not normally be part of the final 30 semester credit hours.

### **Adult Accelerated Undergraduate Program**

The University provides an exception to the normal academic residency requirement of 45 semester credit hours for students who are enrolled in the Adult Accelerated Undergraduate Program.

Adult Accelerated Undergraduate Program students must:

1. Satisfy general entrance requirements;
2. Complete at least the last 30 semester credit hours of their undergraduate degree through coursework at Benedictine University as a degree-seeking student; and
3. Complete at least 12 semester credit hours of coursework at the 200 level or above in their major field at Benedictine University.

Adult Program students may receive credit and/or waiver of course requirements through examination and experiential learning assessment, but these credits will not normally be part of the final 30 semester credit hours.

### **Adult Accelerated 3+1 Baccalaureate Completion Program**

The University provides an exception to the normal academic residency requirement of 45 semester credit hours for students who are enrolled in Adult Accelerated 3+1 Baccalaureate Completion Programs.

Adult Accelerated 3+1 Baccalaureate Completion Program students must:

1. Satisfy general entrance requirements;
2. Complete 37 semester credit hours of coursework at Benedictine University if enrolled in the RN to BSN program and 39 semester credit hours of coursework at Benedictine University if enrolled in the B.A. in Management program. This is the University's residency requirement for these programs.
3. Complete at least 12 credit hours of coursework at the 200 level or above in their major field at Benedictine University.

Once a student has matriculated into a 3+1 program at Benedictine University, no more than 12 semester credit hours of coursework may be transferred into Benedictine University from a regionally accredited college/university.

Adult Accelerated 3+1 Baccalaureate Completion Program students may receive credit and/or waiver of course requirements through examination and experiential learning assessment, but these credits may not be used toward meeting the University residency requirement.

### **Second Major Program**

This program is designed for people who already have a baccalaureate degree in one area and would like to gain expertise in another. The primary benefit of this program is that the focus is on the requirements of the major, allowing students to concentrate on courses that will be most beneficial. The entrance requirement is a bachelor's degree from an accredited four-year university. Please note that financial aid is not available to students who are completing a second major. A certificate will be awarded upon completion. For those who have earned a degree from Benedictine University, some stipulations may apply.

Second Major Program students must:

1. Submit an application and official transcript indicating completion of a bachelor's degree from an accredited four year college, in a major different from the new one being sought;
2. Select one of the University's major programs and complete all requirements for that major (all major coursework must be completed with a grade of "C" or better) as listed in the catalog which is in effect at the time of admission to the program. (If a student enters the program the first semester after graduation from Benedictine University, then the requirements in effect will be those in the catalog of the original term of entry);
3. Enroll for at least one course in the major each semester, or have a valid Leave of Absence form on file; and
4. Complete all work on the second major within seven years of admission to the program.

Life experience credit, transfer and CLEP exam credit may be counted toward the program requirements, if appropriate, as determined by each department. However, at least 12 semester credit hours of 200/300-level classroom courses must be completed at Benedictine University.

Applicability of courses taken as a student-at-large prior to admission to the Second Major Program will be determined upon initial evaluation.

Courses taken in the Second Major Program are applicable to a second bachelor's degree for graduates of other colleges. Those courses will also be counted toward the second degree's residency requirement. Upon completion of required coursework of the program, a notation on the transcript will be made that all requirements for a second major have been met.

### **Institutional Requirements for Pre-Baccalaureate Certificate**

A certificate consists of at least 12 semester credit hours of designated coursework completed at Benedictine University. Additional requirements may exist at the discretion of the hosting department or program. Only courses in which a student has received a grade of "C" or better may be applied to a certificate. Any credit completed for a certificate may be applied to fulfill core, major or minor requirements. Financial aid may not be awarded for coursework that meets only the requirements for a pre-baccalaureate certificate.

## **GENERAL POLICIES**

### **Semester Credit Hours**

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

*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 or studio work – per week during the semester. A 3-semester-credit-hour lecture course, for example, meets three hours per week over 15 weeks.

*Courses taught in the accelerated delivery, online/blended delivery or other non-standard format:* One semester credit hour consists of not 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.

### **Student Classification**

The classification of students is determined at the beginning of each semester according to the number of credit hours completed, as follows:

Freshmen: Less than 30 semester credit hours

Sophomores: 30 to 59.99 semester credit hours



Juniors: 60 to 89.99 semester credit hours

Seniors: 90 or more semester credit hours

Since students progress toward the completion of degree requirements at different rates, the classification will not necessarily coincide with a student's class year.

## Course Loads

A full-time student is registered for a minimum of 12 semester credit hours. The normal course load is 15 semester credit hours per semester. No student may register for more than 18 hours of credit per semester without the permission of the faculty advisor, as follows:

Part-time academic status: 1-11.99 semester credit hours

Full-time academic status: 12-18 semester credit hours

Full-time academic status + Overload: 18.01 or greater semester credit hours (additional tuition fee is assessed)

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

## Advising

At Benedictine University, academic advising is grounded in Benedictine values and the University mission. It is an interactive process between the advisor and 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 major requirements rests with the student.**

The student actively participates in the educational decision-making process. Students will:

- Become knowledgeable of all the University's academic requirements, policies and procedures.
- Develop and maintain a plan for a course of study.
- Keep an accurate record of academic activities and documents.
- Value the role of the advisor by preparing for and keeping advising appointments.
- Initiate and maintain open and honest communication with the advisor.
- Access additional University resources to facilitate the decision-making process.

The advisor listens to and guides the student through the educational decision-making process.

Advisors will:

- Foster the student's sense of responsibility for his/her academic progress.
- Help the student obtain accurate information about educational and career options, academic requirements, policies and procedures.
- Help the student plan and monitor an educational program consistent with individual interests and abilities.

- Assist the student in maintaining an accurate record of course registrations and completions.
- Be available on a scheduled basis for academic consultation and advice.
- Refer the student to appropriate University resources.

Approval to withdraw from a course or to change registration in any way can be processed through BenUConnect. Not attending class does not constitute a legitimate withdrawal. A student may withdraw from a course before completion of four-fifths of the course by using BenUConnect. For reasons of a compelling personal nature, a student may request a course withdrawal after the completion of four-fifths of the course. A written statement from the student, including supporting documentation, must be submitted to the Office of the Registrar to justify this late course withdrawal and will then be presented to the waiver advisory committee for a determination. Appeals should be submitted within a timely manner (one month) for a request for a late withdrawal.

## **Repetition of Courses**

For courses taken at Benedictine University, undergraduate students, both degree-seeking and students-at-large, may repeat a course in which they received grades of "W," "D" or "F" no more than two times. Students may not repeat any course in which they receive a grade of "C" or better. When a course is repeated for credit, the earlier earned grade remains on the student's permanent record and will appear on all transcripts. Only the last enrollment and earned grade will be used in computing the cumulative GPA and awarding of credit. If a student wishes to repeat a course originally taken at Benedictine University and in which an earned grade was received, the repeat must be a course at Benedictine University. A repeat may not be by independent study or by study at another institution. The Academic Standing Committee may provide exceptions to this policy. An earned grade is a grade of "A," "B," "C," "D" and "F."

Students who have graduated may not repeat a course for credit in which they earned a grade of "A," "B," "C" or "D" previously. A student who has graduated may only audit a course in which they previously earned credit.

## **Community College Credit Policy**

Undergraduates with junior or senior standing (60 or more semester credit hours earned) will not be eligible to transfer community college course credit back to Benedictine University. Credit from accredited four-year institutions is not affected, nor is coursework required, by special agreements such as 2+2 or 2+3 programs. Students enrolled in 3+1 undergraduate baccalaureate completion programs are exempt from this policy.

### **Exceptions to the Community College Credit Policy:**

An undergraduate student who is 15 or fewer semester credit hours from degree completion may petition to complete no more than 6-8 of those hours (two courses, including any labs or co-requirements) through eligible community college credit under the following conditions:

1. The student's major advisor and chair of the major department both support the request in writing, with rationale and approval of specific transfer courses to complete the requirement(s),  
**AND**
2. All other degree requirements have been met or are currently in progress, as demonstrated by current transcript and records;

**AND** one of the following:

3a. The requirements represented by the course(s) are not available in any format at or from the student's home campus for a full term (relative to the student's usual academic calendar, i.e. semester, quarter, etc.) following the planned degree completion date, thus delaying degree completion for two full terms;

**OR**

3b. The requirements represented by the course(s) are not available in any format at or from the student's home campus prior to the student's planned graduation date (as applied for and audited), and the student provides documentation establishing that failure to complete the degree by that date will result in loss of secured employment, promotion or professional certification already in progress;

**OR**

3c. The student's permanent place of residence (as established by FAFSA, tax records or other proof of long-term residency) is more than 100 miles from the home campus;

**OR**

3d. The student's place of residence has been relocated as a consequence of active military service.

Any student who wishes to apply for such an exception is to file a Community College Completion Credit Application Form. As part of completing this form, the student must provide clear course equivalencies and indicate which of the above exceptions apply, and append any required documentation. The form must also be signed by the student's academic advisor and approved by the chair or director of the program from which the student is seeking a degree. The completed form must be submitted and approved by the dean before any relevant credit is posted to the student's transcript. If such a request is approved, all other Benedictine University policies relevant to transfer and credit still apply, including but not limited to, those governing eligibility for GPA inclusion, non-repeatability, and articulation with native programs and requirements.

## **Grades and Reports**

The student's final grade is determined by the instructor. The system of grading is as follows (quality points are in parenthesis):

- A — Excellent (4.000)
- B — Good (3.000)
- C — Satisfactory (2.000)
- D — Passing (1.000)
- F — Failure (0.000)
- I — Incomplete\*
- W — Withdrawal\*
- P — Pass\*
- X — Deferred\*
- IP — In Progress\*
- AUD — Audit\*

*\*Note: The grades are not calculated in academic GPA.*

Academic grade reports for all students are available upon completion of each course through [MyBenU](#). A change of grade is permitted only for clerical errors. Grade appeals must be initiated before the end of one semester after the course in question has been completed. The final grade is recorded on the permanent record.

A course is considered to be successfully completed if a grade of "A," "B" or "C" is achieved. The GPA used for all purposes at Benedictine University, including graduation honors, the Dean's List and the Dean's Recognition List is based only upon courses taken at Benedictine University.

**A grade of "I"** may be requested by a student for a course in which he or she is doing satisfactory work, but for illness or other circumstances beyond the student's control as determined by the instructor, the required work cannot be completed by the end of the semester. To qualify for the grade, a student must have satisfactory academic standing, be doing at least "C" work in the class, and submit a written request with a plan for completion approved by the instructor stating the reason for the delay in completing the work. Arrangements for this "I" grade must be made prior to the final examination. One may not receive an "Incomplete" in a semester in which he or she is already on academic probation.

An "I" is a temporary grade. Failure to complete the coursework and obtain a final grade within 180 days from the end of the term in which the "I" was received will result in the "I" automatically becoming an "F" grade.

**A grade of "W"** is recorded to indicate that a student has withdrawn from a course. The student may continue to attend the class (without credit) to the end of the term, except for labs, with the instructor's approval.

**A grade of "IP"** 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 course ends and the permanent grade is earned.

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. An add form with instructor's signature must be presented to the Office of the Registrar for the record to be changed to an audit (AU)

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.

## **Add/Drop Policy**

For traditional program courses, students have until the end of the first week of classes to add or drop a course. After that point, a student can withdraw with a grade of "W" from a class up to the end of the 12th week of classes for a 15-week course (or the end of the seventh week for an eight-week class).

For fully online courses, a student has until Thursday (at 11:59 p.m.) of the first week of the class to add or drop a course. After that point, a student can withdraw with a grade of "W" from a class up to the end of the seventh week of classes for an eight-week course (or the end of the fourth week for a five-week class).

For adult program courses, a student has until the day before the second class meeting to add or drop a course. After that period, a student can withdraw, with a grade of "W," up to the 80 percent point of the course. Please refer to the course syllabus for details.

## **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 and 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 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 appeal is the end of the semester following the term in which the grade was originally received.

## **Academic Accommodation for Religious Observance**

A student whose religious obligation conflicts with a course requirement may request an academic accommodation from the instructor. Students must make such requests in writing by the end of the first week of the class. Upon receiving such a request, the instructor will offer reasonable academic

accommodations, whenever feasible, and communicate this to the student. However, the course requirements listed in the syllabus remain in effect if accommodations cannot be offered.

### **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 visit [ben.edu/ahp](http://ben.edu/ahp).

### **Administrative Drop Policy**

**Drop for Non-Attendance:** Undergraduate students may be dropped from a class for non-attendance by a departmental administrative drop by the end of the first week of the class.

The primary intent of the Administrative Drop Policy is to ensure full enrollment in classes in which demand for seats exceeds supply. The purpose is to free seats held by non-attending students in such classes so that students who wish to take the class may be able to do so.

Classes in the School of Graduate, Adult and Professional Education are not impacted by the Administrative Drop Policy.

### **Quality Point System**

Final grades in each course are converted to quality points according to the following schedule: A grade of "A" in a course is converted to four quality points for each credit hour (thus in a 3-credit-hour course, an "A" is worth 12 quality points); a grade of "B" is worth three quality points per credit hour; a grade of "C" is worth two quality points per credit hour; a grade of "D" is worth one quality point per credit hour; other grades receive no quality points. The quality point or GPA is computed by dividing the total number of quality points earned, at Benedictine University, by the total number of credit hours attempted, at Benedictine University.

### **Dean's List and Dean's Recognition List**

The Dean's List is computed and published once each semester. To qualify, a student must be enrolled full-time and must have at least a 3.500 GPA semester average with a grade of at least "C" in each course and must not have received any "I" or "X" grades.

The Dean's Recognition List is also computed and published once each semester. To qualify, a student must be enrolled for a minimum of 3 semester credit hours and must have at least a 3.500

semester average with a grade of at least "C" in each course and must not have received any "I" or "X" grades.

*Note: The Dean's Recognition List is intended for students who are not enrolled full time.*

## **Student Academic Standing**

Satisfactory academic standing for all students is a 2.000 cumulative GPA as determined at the end of each semester (or other designated grading period). Students who do not achieve satisfactory academic standing will be placed on academic probation or dismissed for poor scholarship.

## **Probation and Dismissal**

Students are required to maintain satisfactory academic standing during their University careers. If a student fails to achieve satisfactory academic standing at the end of a semester (a cumulative GPA of 2.000), that student will either be placed on academic probation during the following semester (if the term GPA was at least 1.000), or will be dismissed for poor scholarship (if the term GPA was below 1.000). If a student fails to achieve satisfactory academic standing at the end of the probationary period, the student is dismissed from enrollment because of poor scholarship.

Any student dismissed for poor scholarship may submit an appeal to the Committee on Academic Standing seeking a one-semester reinstatement. Criteria that the Committee on Academic Standing will consider include:

- Current semester GPA
- Cumulative GPA
- Likelihood that the student is capable of achieving "satisfactory academic standing" before graduation
- Recommendation from the vice president for Student Life
- Student's explanation for prior GPA and plan to remedy the situation

In the event that the Committee on Academic Standing is unable to approve the appeal for extension of the probationary period, the student's enrollment will be terminated for poor scholarship. Such a student may be readmitted at a later time for enrollment, provided evidence is presented which in the judgment of the University indicates that there is improved potential for academic success. The period of dismissal will be for a minimum of two academic semesters. Academic semesters are fall or spring semesters and do not include summer school or interim sessions.

All probation and dismissal policies apply in the same way to part-time and full-time students.

## **Academic Amnesty Policy**

Students who have left the University with a cumulative GPA less than 2.000 may have the option to re-enter under the academic amnesty policy. The conditions for re-admission under amnesty include:

1. An absence of at least five years from the last term in attendance.
2. Approval by the Admission Committee which will require an interview and a written personal history. Intervening transfer coursework must be at least at the 2.000 GPA level.



The implications of re-admission under academic amnesty are:

1. The new Benedictine University cumulative GPA will be calculated based only on courses taken subsequent to re-entry. All courses taken and grades earned previously will appear as a separate entity on the transcript.
2. Academic probation will be a condition of admission.
3. "Re-entry Under Amnesty" will appear in the Remarks section of the transcript.
4. Amnesty may be used only once by a student.
5. Students must earn a minimum of 30 semester credit hours of coursework at Benedictine University after re-entry to be eligible for graduation.
6. Graduation honors eligibility will be based on grades after re-entry amnesty.
7. The Catalog of re-entry will be followed for graduation requirements.

## **Withdrawal from the University**

A student who wishes to withdraw from the University during the semester begins by contacting the Academic and Career Enrichment Center. A student who plans to return within two full academic years should complete the leave of absence form. (See the Student Leave of Absence section.) A student who does not intend to return to Benedictine University must complete the withdrawal form. An exit interview is required as part of the withdrawal process.

If the student has not applied for a leave of absence and later decides to return, application must be made through the Office of Admissions. The student's record will be re-evaluated, and the student is responsible for completing all new graduation requirements according to the University Catalog in effect at the time of re-admission.

The amount of financial credit for withdrawal from all courses during the semester is determined by the date the completed form(s) is/are returned to Student Accounts. (See General Refund Information.)

Students receiving financial aid of any kind must also consult with Student Accounts or the Office of Financial Aid.

## **Student Leave of Absence**

Any full- or part-time traditional student in satisfactory academic standing who must interrupt a degree program may apply to the Academic and Career Enrichment Center for a leave of absence for two full academic years or four consecutive semesters (not including summer terms). The student's files will remain active both in the Office of the Registrar and with the academic advisor for the period of time requested. At the end of the leave of absence period, the student must notify the Office of the Registrar and/or academic advisor, graduation counselor or program coordinator of his or her intention to register. (Application through the Office of Admissions is not required.) The student on leave may take advantage of early registration along with regularly enrolled students. *A student on leave does not qualify for special monetary loans or grants or other special arrangements which presuppose the status of a regular student.*

## **Student Deactivation Policy**

Any matriculated undergraduate student who fails to register for classes for any three full consecutive terms, including summer term, without executing a Leave of Absence will have his/her Benedictine academic record converted to "inactive" status. When/if a deactivated student plans to return to the University and continue academic study, she or he must first contact the Office of Admissions in the Enrollment Center and apply for re-admission. Once readmitted, the student record will be placed back in an "active" status.

## **Application for Graduation**

Students must apply to Student Accounts for graduation by the following dates: by January for August graduation; by March for December graduation; and by October for May graduation. See the current academic calendar for specific deadline dates.

## **Graduation Honors**

Graduation honors are determined on the basis of coursework completed only at Benedictine University. Eligibility for graduation honors is contingent upon completion of the following specified undergraduate credit hours (excluding external credit hours), and achieved cumulative GPAs. Note: associate degree students are not eligible for Latin honors.

With completion of 30-54.99 undergraduate credit hours and achievement of the following cumulative GPA, this graduation honor is awarded:

- 3.500 to 4.000 With Honors

With completion of at least 55 undergraduate credit hours and achievement of the following cumulative GPAs, these graduation honors are awarded:

- 3.900 to 4.000 Summa Cum Laude
- 3.750 to 3.899 Magna Cum Laude
- 3.500 to 3.749 Cum Laude

## **Student Records and Disclosures**

### **Annual Notice to Students**

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

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

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

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

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

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

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

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

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

## **University Promotional Photos/Videos**

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

## **Student Right-To-Know Act**

The University provides data on retention and graduation rates through the Office of Institutional Research and at the [General Consumer Information Web page](#). Information on financial assistance, including descriptions of application procedures and forms, may be obtained from the Office of Financial Aid on the [Lisle Campus](#) (Lownik Hall) or [Springfield Campus](#) (Dawson Hall) and on Pages 76-85 of this Catalog. Information concerning athletic program participation may be obtained from the [Athletics Department on the Lisle Campus](#) (Rice Center). 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

[ben.edu/police/upload/Lisle-Annual-Security-Report-2015-FINAL-2.pdf](http://ben.edu/police/upload/Lisle-Annual-Security-Report-2015-FINAL-2.pdf)

Annual Fire Safety Report on Student Housing

[ben.edu/police/upload/Lisle-Annual-Fire-Report-2015-Final.pdf](http://ben.edu/police/upload/Lisle-Annual-Fire-Report-2015-Final.pdf)

### **Springfield Branch Campus**

Annual Security Report

[ben.edu/police/upload/Springfield-Annual-Security-Final2015.pdf](http://ben.edu/police/upload/Springfield-Annual-Security-Final2015.pdf)

Annual Fire Safety Report on Student Housing

[ben.edu/police/upload/Springfield-Annual-Fire-Safety-Report-FINAL2015.pdf](http://ben.edu/police/upload/Springfield-Annual-Fire-Safety-Report-FINAL2015.pdf)

### **Naperville Campus**

Annual Security Report

<http://www.ben.edu/police/upload/Naperville-Annual-Security-Report-2015-FINAL.pdf>

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

**Bellwood Learning Center**

Annual Security Report

[ben.edu/police/upload/Bellwood-Annual-Security-Report-2015-FINAL.pdf](http://ben.edu/police/upload/Bellwood-Annual-Security-Report-2015-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 ADMISSION INFORMATION**

### **Tuition/Housing Deposits**

To complete the admissions process, incoming freshmen are required to submit a \$200 tuition deposit. Incoming students who will be residents are required to submit a \$125 room and board deposit. Residential housing is available on a first-come, first-served basis. Incoming freshman students are required to submit their deposit before registration. All deposits should be submitted to: Enrollment Center, Benedictine University, 5700 College Road, Lisle, IL 60532-0900.

### **Re-admission**

Former Benedictine University students, not currently enrolled as degree-seeking students, may apply for re-admission. An application must be submitted and will be reviewed for an admissions decision. Applicants who experienced academic problems should be prepared to demonstrate to the committee sufficient reasons for reconsideration. A student's previous scholarship eligibility will be re-evaluated under the current transfer scholarship rules. If a student's enrollment has been terminated for poor scholarship, such a student may be readmitted after a minimum of two academic semesters, provided evidence is presented which, in the judgment of the University, indicates that there is improved potential for academic success. All college courses for which the student registered in his/her absence from Benedictine University must be presented in the form of official transcripts. For re-admission under amnesty, see the Academic Policies section.

### **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. 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 under Academic Programs or by contacting the faculty member 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.

### **English Proficiency Policy: Undergraduate TOEFL/IELTS Requirements**

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 traditional freshmen or transfer programs must meet the following TOEFL or IELTS requirements:

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

- TOEFL Paper-Based Test: 550
- TOEFL Internet-Based Test: 79
- IELTS Exam: 6.5

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 is not guaranteed.

Under certain circumstances, the English Proficiency requirement *may* be met without the official TOEFL or IELTS. These circumstances may 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.
- Completing a formal in-house English assessment with the Department of Languages and Literature per the recommendation of the Office of Admissions.
- Submitting an ACT or SAT score demonstrating proficiency upon review.
- Submitting official transcripts from ELS Language Centers with a score of 112; scores below 112 require a formal 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, Office of International Programs and Services, or the Department of Languages and Literature can require further documentation or request the student submit an official TOEFL/IELTS or complete a formal assessment through the Department of Languages and Literature.* Once all required documents have been received, the TOEFL/IELTS may be waived if it is determined English proficiency has been met. Those students who do not demonstrate English proficiency have the option to attend the Intensive English Program.

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

Please note, students attending subject to a short-term or exchange program and not earning a degree from Benedictine University may have different requirements.

## **FRESHMAN ADMISSION**

### **Freshman Candidates**

Freshman candidates are defined as individuals who have earned a high school diploma, completed a home schooling program or earned a General Educational Development (GED) certificate within six months of enrolling at Benedictine University.



## **Freshman Admission**

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. Benedictine's 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.

## **High School Academic Preparation**

In conjunction with The Illinois State Board of Education, Benedictine University requires its students to complete the following high school curriculum. If a student enrolls at Benedictine University not having satisfied the requirements, the student will be required to do so while enrolled at the University. Courses with a number less than 100 do not count toward the 120 semester credit hours required for graduation. University-level courses (100 level or above) completed to fulfill a condition of admission will count toward the 120 semester credit hour graduation requirement, but do not satisfy the University Core requirements. NOTE: a unit, as identified below, is equivalent to one full year of study in a given subject area.

1. Four units of English (emphasizing written and oral communication and literature).
2. Three units of social studies (emphasizing history and government).
3. Three units of mathematics (introductory through advanced algebra, geometry, trigonometry or fundamentals of computer programming).
4. Three units of science (laboratory science).
5. Two units of modern language.

## **How To Apply to the Lisle Campus (Freshman Candidates)**

Send all materials to: Enrollment Center, Benedictine University, 5700 College Road, Lisle, IL 60532-0900. 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 must be issued by mail or electronically from the institution to Benedictine's Enrollment Center.

Consideration for admission will take place when all the necessary information is received. Applications should be submitted as early as possible during the senior year of high school. Admission can be granted on the basis of six semesters of high school credit. Admission can be revoked if satisfactory completion of senior year coursework is not obtained and restrictions can also be added should academic portfolio change post admission and prior to course enrollment.

1. Submit a completed application form and non-refundable, one-time application fee of \$40.
  - a. Apply or download an application online at [ben.edu/apply](http://ben.edu/apply).
  - b. Request a hard copy application by contacting us at (630) 829-6300, toll free outside Illinois (888) 829-6363 or email at [admissions@ben.edu](mailto:admissions@ben.edu).
2. Submit official high school transcript. Home school transcripts should include letter grades, length of courses and texts used.
3. Submit official copy of ACT, SAT, TOEFL or IELTS test scores.
4. Submit High School Guidance Recommendation form (available online) to be completed by high school guidance counselor (may be required for some candidates).
5. Written personal statement (may be required of some candidates).



## Lisle Campus Freshman Admission Requirements

We offer rolling admissions into all of our traditional undergraduate programs, meaning applications are accepted and admissions decisions are made throughout the year without deadline restrictions. We encourage traditional undergraduate students to apply within their first semester of their senior year of high school. The application review process takes approximately one week. Once your completed application has been received and reviewed, an admissions counselor will personally contact you by phone with your admission status. Prospective freshmen should accept the offer of admission and pay the tuition deposit no later than May 1 to secure their spot for the incoming freshman class.

### **Benedictine University requirements for Freshman Admission:**

- 2.500/4.000 GPA
- 21 ACT/980-1010 SAT
- Top 50 percent of graduating class

**Personal Statement:** If students do not meet the above minimum requirements, they are encouraged to submit a **minimum one-page** personal statement. The topic of this personal statement is "What are your academic strengths and how will they help you at Benedictine?" The personal statement is meant to be a reflection of past academic coursework as well as your writing ability. It is necessary that you provide all relevant information about your academic performance and high school experience.

**Admission Committee:** The Admission Committee meets weekly to review applications for prospective students who do not meet the minimum admissions requirements. The Admission Committee looks for well-rounded students who will be successful and contribute to the Benedictine University community.

If you have any specific questions about admissions requirements, your personal statement or the Admission Committee, please contact your [admissions counselor](#).

Certain programs may have additional enrollment criteria which can be found under Academic Programs.

## TRANSFER ADMISSION

### **Transfer Candidates**

Transfer candidates are defined as individuals with college credit or students whose high school graduation or GED completion date is six months prior to the academic year of enrolling at Benedictine University who intend to enroll in the traditional daytime program. Transfer candidates with less than 20 transferrable semester credit hours will be evaluated under the freshman checklist. Credits taken prior to high school graduation are not used to determine transfer student status.

## **Transfer Admission**

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. Benedictine's 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.

## **How To Apply to the Lisle Campus (Transfer Candidates)**

Send all materials to: Enrollment Center, Benedictine University, 5700 College Road, Lisle, IL 60532-0900. 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 must be issued by mail or electronically from the institution to Benedictine's Enrollment Center.

Consideration for admission will take place when all the necessary information is received. If an applicant has 20 or more transferable semester credit hours:

1. Submit a completed application form and non-refundable, one-time application fee of \$40.
  - a. Apply or download an application online at [ben.edu/apply](http://ben.edu/apply).
  - b. Request a hard copy application by contacting us at: (630) 829-6300, toll free outside Illinois (888) 829-6363, or email at [admissions@ben.edu](mailto:admissions@ben.edu).
2. Submit official transcripts directly from each college or university attended.
3. Written personal statement (may be required of some candidates).
4. Letter of recommendation (may be required of some candidates).

If the applicant has less than 20 transferable semester credit hours:

1. Steps one, two, three and four above.
2. Submit official high school transcript.
3. Submit official copy of ACT, SAT, TOEFL or IELTS test scores.

## **Lisle Campus Transfer Admission Requirements**

Benedictine University's admissions philosophy is to select students who will perform successfully in the University's academic programs and actively participate in University life. We offer rolling admissions into all of our traditional undergraduate programs, meaning applications are accepted and admissions decisions are made throughout the year without deadline restrictions.

Students transferring into Benedictine University's traditional undergraduate programs must have:

- A minimum of 20 transferable semester credit hours (If a student has fewer than 20 semester credit hours of transfer credit, freshman requirements apply).
- A cumulative GPA of 2.000 on a 4.000 scale or better from all colleges and universities previously attended.
- No previous academic probation or academic dismissal.

Students who do not meet the above admissions requirements are encouraged to contact the Office of Admissions to set up an appointment with one of our transfer counselors to discuss the Admission

Committee review process. Certain programs have additional enrollment criteria which can be found under Academic Programs.

## **INTERNATIONAL ADMISSION**

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

Applications from international students should be received by Benedictine University no later than June 1 for the fall term or by October 1 for the spring term of the year in 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 from this student group. International student applications are evaluated by the same admissions standards as those established for American students. Requests for admission are considered without regard to the applicant's race, religion, gender, age, national origin or disability.

### **International Application Materials**

1. Benedictine University's International Application for Admission.
2. A non-refundable 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 is recommended but may be waived.
4. Official transcripts from all colleges, universities and language training programs attended in the U.S. Transcripts must be submitted with English translation (if applicable). Students with foreign academic credentials are required to submit an acceptable evaluation (see 5). Students who have submitted academic documents to an approved evaluation company may not be required to submit the same official academic documents directly to Benedictine.
5. Official evaluation of all non-U.S. credentials completed by Educational Credential Evaluators (ECE) ([ece.org/](http://ece.org/)) or Educational Perspectives ([edperspective.org/benedictine/](http://edperspective.org/benedictine/)). Please contact the Office of Admissions to determine the type of evaluation required.
6. Official results of any of the following Standardized Tests: ACT, SAT, TOEFL or IELTS. Electronic verification of IELTS scores *may* be accepted; applicant must submit IELTS TRF number.
7. One letter of reference written by a school official or professor no more than one year old.
8. Evidence of English proficiency (please see English Proficiency Policy).
9. Personal statement may be required.
10. For students requesting an F or J visa: Official bank document, statement or letter of sponsorship showing sufficient funds to cover one year of tuition, room and board, and personal expenses. Contact the Office of Admissions to determine the amount required.
11. International Student Health Form – Students must fully complete the health form that includes evidence of all immunizations and a current TB test.

12. For students requesting an F or J visa: Proof of health insurance or additional forms may be required depending on student visa.
13. Housing form if requesting on-campus housing.
14. Photocopy of passport ID page showing expiration date. If passport is expired, please submit renewal page.
15. Students requesting I-20s or DS-2019s to include dependents are required to submit additional information per U.S. Citizens and Immigration Services regulations. Please contact [ips@ben.edu](mailto:ips@ben.edu) for more information.

Undergraduate freshmen and transfer admissions applications, document instructions, and general University information can be obtained from the Office of Admissions by calling (630) 829-6300 or emailing [admissions@ben.edu](mailto:admissions@ben.edu).

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 the Office of Admissions to request a waiver of required documents.

## **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 admissions decision in writing. If admitted, the applicant's file will be for documents required for the visa application. International Programs and Services will contact the student regarding the next steps in the process.

All F-1 students are required by law to be enrolled in a full-time course load. It is the international student's responsibility to maintain the validity of the I-20, passport, visa and I-94. It is the international student's responsibility to be aware of all expiration dates and allow ample time for renewal/extensions. International students are responsible for understanding the consequences of not abiding by their 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 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 Undergraduate International Students**

International students may be conditionally admitted to Benedictine University under a variety of possible conditions, including, but not limited to:

- Successful completion of Benedictine's Intensive English Program.

- Successful completion of Academic Discourse classes. (Please contact academic department for complete information on requirements to complete program.)
- Proof of degree completion or submission of official academic documents. (Please contact academic department for complete information on requirements to complete program).
  - Students admitted pending completion of a degree or official academic documents must submit these documents before beginning their coursework. Students who do not submit documents may be subject to dismissal.
- Restricted hours.
- Restricted major.
- Interview with Office of Student Life or Academic and Career Enrichment Center representative.
- Completion of Bridge program.
- Meeting with Academic and Career Enrichment Center.
- Completion of required coursework (Critical Reasoning) WRIT 101-SLA
- Additional conditions may apply, please contact the Office of Admissions for information.

The acceptance letter will clearly state the admissions conditions. A student who does 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 student to contact the Office of Admissions 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 grace 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.

## **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 of 61 TOEFL iBT, 6.0 IELTS, or 500 paper-based TOEFL
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, unless a designated school official requests this information as confirmation of the student's intended program before issuing the I-20 or DS-2019.

### **Short-Term Study and Exchange Program**

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

## **ADULT ACCELERATED UNDERGRADUATE ADMISSION**

The Adult Accelerated Undergraduate programs 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.

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.

Our adult programs were developed to provide an environment that supports adults in taking responsibility for their own learning and which values and uses the experience that an adult brings to the classroom. Rooted in the idea of responsible learning, the adult programs offer accelerated program options and credit for life learning. This model is built on the assumption that adults can engage in guided independent study outside the classroom. The classroom experience focuses on the integration of theory and practice and emphasizes application, analysis and synthesis of information through collaborative and cooperative learning.

### **School of Graduate, Adult and Professional Education Application Materials**

Send all materials to the appropriate regional School of Graduate, Adult and Professional Education location (Lisle campus or Mesa/Springfield branch campuses). Send Lisle campus materials to: Enrollment Center ATTN: School of Graduate, Adult and Professional Education, Benedictine University, 5700 College Rd., Lisle, Illinois 60532. 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 School of Graduate, Adult and Professional Education or official electronic transcripts can be sent directly from the issuing institution to [adultenrollment@ben.edu](mailto:adultenrollment@ben.edu). Consideration for admission will take place when all the necessary information is received.

If the applicant has 20 or more transferable semester credit hours:

1. Submit a completed application form and non-refundable, one-time application fee;
  - a. Apply or download an application online.
  - b. Request a hard copy by contacting us at (630) 829-2277, toll-free at (877) 353-9622 or [adultenrollment@ben.edu](mailto:adultenrollment@ben.edu).



2. Submit official transcripts directly from each college or university attended. Submit official course-by-course detailed Educational Credential Evaluators (ECE) evaluation or Educational Perspectives evaluation [edperspective.org/](http://edperspective.org/) of any foreign country transcripts. For BSN applicants only: Commission on Graduates of Foreign Nursing Schools (CGFNS) evaluation is acceptable for evaluation of foreign nursing education.
3. Personal statement and current resume may be required of some applicants.
4. Letter(s) of reference from professional associates to evaluate the potential success of the candidate for the program may be required of some applicants.
5. RN to BSN Completion Program Applicants: A current, unencumbered Illinois registered nurse (RN) license.

If the applicant has fewer than 20 transferable semester credit hours, submit proof of high school graduation or GED completion.

## School of Graduate, Adult and Professional Education

### Admissions Requirements

Our Benedictine University admissions philosophy is to select students who will perform successfully in the University's academic programs and be active members of the University community. We offer rolling admissions into all of our undergraduate programs, meaning, applications are accepted and admissions decisions are made throughout the year without deadline restrictions.

Students entering Benedictine's adult undergraduate programs must meet the following requirements:

PROGRAM	REQUIREMENTS
<b>Bachelor of Arts in Criminal Justice, Bachelor of Arts in Management and Bachelor of Arts in Organizational Leadership, Bachelor of Business Administration in Accounting (SGAPE hybrid off campus)</b>	Cumulative GPA 2.000/4.000 from any college-level coursework; 22 years of age or older; and two years of work experience. May require 36 transferable semester credit hours, including identified Basic Skills and prerequisite courses, before enrolling in the major learning team.
<b>Bachelor of Business Administration in Accounting, Bachelor of Business Administration in Business Analytics, and Bachelor of Business Administration in Finance (Lisle accelerated on-campus)</b>	Minimum 60 transferable semester credit hours which must include College Algebra or Finite Math, Managerial Accounting, Financial Accounting, and for Finance majors, Microeconomics and Macroeconomics, Cumulative GPA 2.000/4.000 from any college-level coursework; 22 years of age or older; and two years of work experience.
<b>Bachelor of Science in Nursing</b>	All BSN students enter as 3+1 students with 83 designated semester credit hours; cumulative GPA 2.500/4.000 from any college-level coursework; a current, unencumbered Illinois registered nurse (RN) license, and letter of recommendation from a supervisor.

Students who do not meet the above admissions requirements are encouraged to contact the School of Graduate, Adult and Professional Education to set up an appointment with one of our adult admissions counselors to discuss the Admission Committee review process.



## **Springfield Branch Campus/School of Graduate, Adult and Professional Education Application Materials**

Send all materials to: School of Graduate, Adult and Professional Education Enrollment Office, Benedictine University at Springfield, 1500 N. Fifth St., Springfield, Illinois 62702. 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 must be issued by mail from the institution to Benedictine's School of Graduate, Adult and Professional Education or official transcripts can be sent directly from the issuing institution to [adultenrollment@ben.edu](mailto:adultenrollment@ben.edu). Consideration for admission will take place when all the necessary information is received.

If the applicant has 20 or more transferable semester credit hours:

1. Submit a completed application form and non-refundable, one-time application fee;
  - a. Apply or download an application online.
  - b. Request a hard copy by contacting us at (217) 525-5002 or [adultenrollment@ben.edu](mailto:adultenrollment@ben.edu).
2. Submit official transcripts directly from each college or university attended. Submit official course by course detailed Educational Credential Evaluators (ECE) evaluation or Educational Perspectives evaluation [edperspective.org](http://edperspective.org) of any foreign country transcripts.
3. Personal statement and current resume may be required of some applicants.
4. Letter(s) of reference from professional associates to evaluate the potential success of the candidate for the program may be required of some applicants.
5. RN to BSN Completion Program Applicants: A current, unencumbered Illinois registered nurse (RN) license.

If the applicant has fewer than 20 transferable semester credit hours, submit proof of high school graduation or GED completion.

## **Springfield Branch Campus/School of Graduate, Adult and Professional Education Adult Undergraduate Admissions Requirements**

We offer rolling admissions into all of our adult undergraduate programs, meaning that applications are accepted and admissions decisions are made throughout the year without deadline restrictions.

Students entering Benedictine University's adult undergraduate programs must meet the following requirements:

PROGRAM	REQUIREMENTS
<b>Bachelor of Arts in Criminal Justice and Bachelor of Arts in Psychology</b>	Cumulative GPA 2.000/4.000 from any college-level coursework; 22 years of age or older; and two years of work experience. May require 36 transferable semester credit hours, including identified Basic Skills and prerequisite courses, before enrolling in the major learning team.
<b>Bachelor of Business Administration in Management and Organizational Behavior</b>	Cumulative GPA 2.000/4.000 from any college-level coursework; 22 years of age or older; and two years of work experience. May require 36 transferable semester credit hours, including identified Basic Skills and prerequisite courses, before enrolling in the major learning team.
<b>Bachelor of Science in Nursing</b>	All BSN students enter as 3+1 students with 83 designated semester credit hours; cumulative GPA 2.500/4.000 from any college-level coursework; a current, unencumbered Illinois registered nurse (RN) license; and letter of recommendation from a supervisor.

Students who do not meet the above admissions requirements are encouraged to contact the Office of Admissions to set up an appointment with our adult admissions counselor to discuss the Admission Committee review process.

## 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 online programs at [admissions.learntoday.info/Benedictine.aspx](http://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 who 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](http://online.ben.edu).

### Online Admissions Checklists

Visit [online.ben.edu/admissions/checklist](http://online.ben.edu/admissions/checklist) for your specific program admissions checklist.

## Adult Advising

Our programs are designed for working adults and recognize that students in these programs are highly self-directed with multiple demands on their time. Faculty and staff are committed to creating a decision-making framework through which students can realize their educational goals. Although academic advising is a collaborative function of both student and advisor, the final responsibility for satisfying University and major requirements rests with the student.

Graduation counselors or program coordinators assist adult students with their academic advising needs within the School of Graduate, Adult and Professional Education. We focus on providing student-centric support, through degree completion for our enrolled students, including:

- Personal one-on-one advising meetings;
- Individual degree completion plans;
- Orientation/program introduction materials for new students;
- Information on live online tutoring through Smarthinking, Inc.;
- Assistance with degree audits;
- Continued support via classroom visits.

## FINANCIAL POLICIES

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

### Tuition

Tuition and fees are incurred at the time of registration. Tuition is due in full within seven calendar days after the first class meeting. Benedictine University has partnered with Higher One to provide interest-free monthly payment plans through the TuitionPay Plan for those students seeking arrangements to balance their tuition payments over an extended period of time.

A "Statement of Accounts" is generated and mailed to your billing or home address 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 2016-2017

### Tuition and Fees\*

#### Traditional Undergraduate

Full-Time Students (12-18 semester credit hours)

Tuition: \$15,390

Student Service Fee: \$695

Overload Tuition Fee (per credit hour over 18): Equal to semester hour part-time rate

Part-Time Students (1-11 semester credit hours)

Tuition (per credit hour): \$1,030

Student Service Fee (per credit hour): \$50

#### Summer Term 2016

Summer 2016 Tuition for visiting students (per credit hour): \$950

Summer 2016 Tuition for BenU students (per credit hour): \$495

Summer 2016 Audit (no credit) Tuition (per credit hour): \$495

#### Adult Accelerated Undergraduate

##### *On-campus*

Bachelor of Business Administration in Accounting, Business Analytics and Finance

Tuition (per credit hour): \$640



Bachelor of Arts in Management 3+1  
Tuition (per credit hour): \$580

Bachelor of Science in Nursing degree completion  
Tuition (per credit hour): \$320 through December 2016  
Tuition (per credit hour): \$365 starting January 2017

Certificate Programs  
Tuition (per credit hour): \$640

*Hybrid\*\**

Adult Accelerated General Education  
Tuition (per credit hour): \$160

Associate of Arts in Business Administration  
Tuition (per credit hour): \$360

Bachelor of Arts in Criminal Justice  
Tuition (per credit hour): \$385

Bachelor of Arts in Management  
Tuition (per credit hour): \$640

Bachelor of Arts in Organizational Leadership  
Tuition (per credit hour): \$640

Bachelor of Arts in Psychology  
Tuition (per credit hour): \$640

**\*\*Some programs may qualify for partnership tuition eligibility if on-site. Academic partnership approval is required and dual discounts cannot be applied. Flat-rate programs do not apply.**

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.

*Online*

Associate of Arts in Business Administration  
Tuition (per credit hour): \$450

Undergraduate lower level class  
Tuition (per credit hour): \$465

Undergraduate upper level class  
Tuition (per credit hour): \$680

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*



Advanced Certificate in Digital marketing for the Working Professional  
Tuition (per credit hour): \$640

Certificate in Digital Marketing for the Working Professional  
Tuition (per credit hour): \$640

Certificate in Marketing  
Tuition (per credit hour): \$640

Certificate in Human Resource Management  
Tuition (per credit hour): \$640

### **Room and Board Charges\***

#### Residence Halls

Jaeger Hall: \$3,015

Neuzil Hall (based on 3 students per suite): \$3,410

Ondrak Hall: \$3,015

Cancellation fee: \$200

Private room surcharge (per term): \$520

Room change fee: \$50

Security deposit: \$125

Residence Hall Meal Plans: \$1,450

165 meals plus \$150 Munch Money or 145 meals plus \$250 Munch Money or 125 meals plus \$350 Munch Money

#### Founders' Woods

4 BR, 2BTH (per person): \$3,930

2 BR, 1BTH (per person): \$4,460

2 BR, 2BTH (per person): \$4,710

1 BR, 1BTH (per person): \$5,825

Cancellation fee: \$300

Room change fee: \$100

Security deposit: \$125

Founders' Woods Meal Plan (20 meals): \$150

All full-time undergraduate students receive \$15 in Munch Money and two meals.

### **Course-related Charges\***

(Nonrefundable after the first week of the semester)

Applied Music: \$315

Biology lab: \$130

Blended/online course fee: \$75

Bloomberg lab fee: \$25

Chemistry lab: \$160

Communication: \$45-\$60

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

Computer Science lab: \$10  
Education lab: \$30-\$45  
Education student teaching (per course):  
    Elementary/Secondary: \$125  
    Special Education: \$62.50  
Environmental lab: \$400  
Exercise Physiology: \$130  
Fine Arts: \$30-\$75  
Graphic Arts and Design: \$100  
Health Science: \$150  
Mathematics lab: \$60  
Music: \$10-\$200  
Natural Science lab: \$130-\$160  
Nutrition lab: \$160  
Physical Education Assessment: \$30  
Physical Science lab: \$75  
Physics lab: \$100  
Professional liability insurance: market rate  
Research Methods: \$35  
Statistics: \$35  
All course related charges subject to change. See the current course schedule for updates.

\*Cost per term

#### **Administrative Service Charges**

Accelerated On Campus registration/enrollment deposit: \$125  
Accelerated On Campus Student Service fee (per term): \$80  
Administrative fee: \$250  
Advance placement credit posting fee (per examination credited): \$20  
Application fee: \$40  
Certification fee: \$25  
C.L.E.P. posting fee (per examination credited): \$20  
Diploma red cover: \$10  
Duplicate diploma fee: \$25  
Electronic transcript fee: \$5  
Enrollment deposit (traditional undergraduate only): \$200  
Express transcript mailing (per address): \$30  
Graduation fee: \$125  
Hybrid Off Campus registration/enrollment deposit: \$125  
Hybrid Off Campus Student Service fee (per term): \$80  
Insufficient funds (NSF) fee: \$25  
Late payment fee: \$100  
New student orientation fee (traditional undergraduate only): \$200  
Online Programs registration/enrollment deposit \$200  
Online Programs Student Service fee (per credit hour) \$20  
Paper transcript fee: \$10  
Placement test posting fee: \$10





Special examination: \$5

Work/Life experience fee (per credit hour granted for bachelor's degree programs): \$100

Students are responsible for securing required textbooks and other educational resources prior to the start of each course.

All tuition and fees are due to Benedictine University at the start of each course. Full payment for flat rate tuition programs is required within 7 calendar days of the start of the learning team program and is nonrefundable. Benedictine University reserves the right to change tuition, fees, courses and sequencing of courses without notice. Please note that fees are nonrefundable.

Acceptable forms of payment include: cash, check, money order, American Express, MasterCard, Visa or Discover.

Benedictine University has partnered with Higher One to provide interest-free monthly payment options through the TuitionPayment Plan. Students may create budgets to manage their tuition costs per session or per term.

Students utilizing tuition reimbursement can arrange, with Higher One's TuitionPayment Plan, a single tuition payment due at the end of the term (plus a grace period). Documentation of your eligibility in your employer's tuition assistance plan must be submitted to the Office of Student Accounts prior to enrolling in this plan.

All tuition remission students and consortium students must pay applicable fees such as student service, graduation, certificate, course and lab fees. All fees are subject to change without further notice.

## **School of Graduate, Adult and Professional Education Central Illinois 2016-2017**

### **Tuition and Fees (per credit hour)**

Adult Accelerated General Education: \$160

Bachelor of Arts in Criminal Justice: 370

Bachelor of Arts in Psychology: \$370

Bachelor of Business Administration in Management and Organizational Behavior: \$370

Bachelor of Science in Nursing: \$320 through December 2016

Bachelor of Science in Nursing: \$365 starting January 2017

### **Online Undergraduate Certificates (per credit hour)**

Certificate in Advanced Digital Marketing for the Working Professional: \$370

Certificate in Digital Marketing for the Working Professional: \$370

Certificate in Diversity: \$370

Certificate in Human Resource Management: \$370

Certificate in Marketing: \$370

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**Administrative Service Charges**

Administrative fee: \$250  
Advance placement credit posting fee (per examination credited): \$20  
Application fee: \$40  
C.L.E.P. posting fee (per examination credited): \$20  
Certification fee: \$25  
Duplicate diploma fee: \$25  
Diploma red cover: \$10  
Electronic transcript fee: \$5  
Enrollment deposit: \$125  
Express transcript mailing (per address): \$30  
Graduation fee: \$125  
Insufficient funds (NSF) fee: \$25  
Late payment fee: \$100  
Placement test posting fee: \$10  
Special examination: \$5  
Paper transcript fee: \$10  
Work/Life experience fee (per credit hour granted): \$100

All tuition remission students and consortium students must pay applicable fees such as student service, graduation, certificate, course and lab fees.

Some programs may qualify for partnership tuition eligibility if on-site. Academic partnership approval is required and dual discounts cannot be applied. Flat-rate programs do not apply.

**\*\*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.**

**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 Student Accounts at (630) 829-6503.

**Tuition and fees are incurred at the time of registration. For ALL programs (with the exception of flat-rate programs), payment of tuition, fees and housing charges is due seven (7) 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 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](http://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](http://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](http://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. Students may enroll online at [tuitionpaymentplan.com/ben](http://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. Annual budgets (fall and spring combined tuition) traditional semester students only – For a fee of \$50, students can make monthly payments toward their full-year's tuition balance (June - May). Please note that tuition for the fall semester must be paid in full through the payment plan with the December 1 payment, and tuition for the spring semester must be paid in full with the May 1 payment.
- b. 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.
- c. Online session, Adult MOD 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.

TuitionPay website: [tuitionpaymentplan.com/ben](http://tuitionpaymentplan.com/ben). Click on "Enroll in a plan for the first time" for a 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 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 or email it to [SAR@ben.edu](mailto:SAR@ben.edu). After submitting documentation showing eligibility, students may enroll in the plan that best corresponds with their class and program. If the student's enrollment changes after the initial set up of this plan,

the student will be responsible for adjusting the payment plan either online or with a TuitionPay consultant at (800) 635-0120. If the student makes a payment directly to Benedictine rather than to TuitionPay, it is the student's responsibility to contact Student Accounts so that we may notify TuitionPay. Due to new legislation, Student Accounts will not have access to enroll students or make adjustments to these accounts. Please note that tuition is due in full according to the deferred due date specified by TuitionPay regardless of when individual employers reimburse their employees.

- a. **Semester** – For a fee of \$30 each term (quarter/semester), students can arrange with Higher One's TuitionPay, a single tuition payment plan due at the end of the term (plus approximately a 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. Adult/MOD students often may have multiple courses that begin consecutively throughout the same term. It is imperative that students include all courses that will occur during the term in the payment plan amount. 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 in to Student Accounts proper documentation showing your eligibility in your employer's tuition assistance plan and then enroll in the employer reimbursement plan through TuitionPay at [tuitionpaymentplan.com/ben](http://tuitionpaymentplan.com/ben) prior to the payment deadline of September 6. Select "Fall" from the Term of Study drop down box and the payment plan for the fall semester would state the payment is due February 1. Please note that if payment is received by TuitionPay earlier than the due date, it will not appear on your student account until after the February 1 due date has passed.
- b. **Online session, Adult MOD 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 29 and ends October 23. You would send in to Student Accounts proper documentation showing your eligibility in your employer's tuition assistance plan and then enroll in an employer reimbursement plan through TuitionPay at [tuitionpaymentplan.com/ben](http://tuitionpaymentplan.com/ben) prior to the payment deadline of September 6. Select "Session" from the Term of Study drop down box and the payment plan for Fall Session 1 would state the payment is due December 1. On or before December 1, payment should be submitted to TuitionPay. Please note that if payment is received by TuitionPay earlier than the due date, it will not appear on your student account until after the December 1 due date has passed.
- c. \*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**

Student Accounts 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.

**\*\*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.**

***\*\*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:
  - a) The student must officially withdraw from a course within the timeframes set out in the Tuition Refund Timetable below, and
  - b) After the official withdrawal from a course or courses, be enrolled less than full time (less than 12 semester credit hours).
2. Students maintaining a full-time enrollment of 12 or more semester credit hours in the term, after the official withdrawal from a course or courses, are not eligible for a refund.
3. 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.
4. 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.
5. The amount of refund, if any, is determined by the date the student successfully completes the drop in MyBenU; or the date the completed Add/Drop or Withdrawal form is received by the University. See the Tuition Refund Timetable below for timeframes and refund percentages.
  - a) Students who do not officially drop a course in MyBenU or in writing will be financially responsible for the entire cost of the course.
  - b) Notifying the instructor of intent to drop a course and/or non-attendance in a course does not constitute an official withdrawal for purposes of eligibility for refunds by the University to the student.
  - c) Tuition credit for complete withdrawal will be made only after the proper withdrawal notification has been submitted.
  - d) If the drop results in a credit balance on the student's account, refunds will be issued within 30 days of the official drop or withdrawal date.
6. 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 it 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 Learning Teams** –Your academic advisor.
  - b) **Springfield Branch Campus** – Springfield Graduation Counselor's Office.
7. To officially withdraw from the University after the commencement of classes, a student must complete the necessary paperwork at the following locations. A student planning to return within four consecutive semesters (not including summer semesters) must apply for a Leave of Absence, and a student not planning to return must complete the Withdrawal Form.

- **Lisle Main Campus** – Complete the WITHDRAWAL FORM. Return it to the Academic and Career Enrichment Center.
- **Springfield Branch Campus** – Complete the LEARNING TEAM STUDENT SCHOOL/PROGRAM WITHDRAWAL FORM. Return it to the Graduation Counselor's Office.
- **School of Graduate, Adult and Professional Education** – Complete the LEARNING TEAM STUDENT SCHOOL/PROGRAM WITHDRAWAL FORM. Return it to your Graduation Counselor or Program Coordinator.

<b>Tuition Refund Timetable</b>				
<b>Refund per dropped course</b>	<b>Traditional Programs Fall/Spring Terms</b>	<b>Traditional Programs Summer Term</b>	<b>School of Graduate, Adult and Professional Education Teams</b>	<b>Online Programs (all states except Wisconsin and Maryland)</b>
<b>Full Refund</b>	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
<b>75 percent Refund</b>	8-14 calendar days after the first class meeting	N/A	N/A	N/A
<b>50 percent Refund</b>	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
<b>No Refund</b>	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
<b>No Refund</b>	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 entitled to a prorated refund, as calculated below:

<b>Online Programs Tuition Refund Policy for Wisconsin Residents</b>	
<b>Proportion of Total Course, Program or Term Completed as of Date of Withdrawal</b>	<b>Tuition Refund</b>
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 entitled to a prorated refund, as calculated below:

<b>Online Programs Tuition Refund Policy for Maryland Residents</b>	
<b>Proportion of Total Course, Program or Term Completed as of Date of Withdrawal</b>	<b>Tuition Refund</b>
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 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 Appeals Committee by:

Mail:

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



Fax:  
Financial Appeals Committee  
(630) 829-6501

Email: [FinancialAppealsCommittee@ben.edu](mailto:FinancialAppealsCommittee@ben.edu)

For more information on Student Accounts, please visit [ben.edu/student-accounts/index.cfm](http://ben.edu/student-accounts/index.cfm).

## **Fees**

Late Registration Fee: \$100 per course late fee registration for enrolling after the drop/add period.

All tuition remission students and consortium students must pay applicable fees such as graduation, health service, technology, lab and mandatory fees. (Fees are subject to change without further notice.)

## **Refunds**

Refund checks are issued to students when excess funds exist on their accounts after crediting Title IV funds. Refunds for student loans and other Title IV funds are processed 10 days after funds are posted to the student's account. To request a refund of another type of overpayment on your account, you must complete a refund request form and send it to Student Accounts. The refund request form can be found online at [ben.edu/student-accounts/index.cfm](http://ben.edu/student-accounts/index.cfm).

When a student receives their refund depends on the refund method they have selected using their Benedictine University BankMobile Account. The Refund Selection Kit will be mailed to the student's home address on file with Benedictine University. Once the student has received their kit in the bright GREEN envelope, the student must log in using their personal code You MUST make a choice for your preferred method of receiving the refund (debit card, electronic transfer to another bank of your choice or paper check sent via mail). If you have started class and have not yet received a Refund Selection Kit, please call Student Accounts at (630) 829-6503 to request one. To learn more about the process visit [www.refundselection.com](http://www.refundselection.com).

All drops or withdrawals are dated as of the date in which they were submitted to Ben Central or processed on MyBenU. The tuition refund policies are listed above. The summer terms have a separate tuition refund policy. Whether or not you attend classes, the period of attendance will be computed as the number of days from the scheduled date of opening class in each term to the date shown on the drop or withdrawal slip. See the "Financial Aid" section for information regarding the use of financial aid in the case of a withdrawal.

The boarding fee is pro-rated from the date of confirmation of registration to the day of withdrawal. Students who withdraw from campus housing within 30 days of the beginning of the academic term will be charged for room fees on a pro-rated basis. No refunds are given after 30 days of the term have expired.

Students who are expelled or suspended from the University during the course of an academic term will not be allowed any financial credit on tuition charges. Similarly, resident students who are expelled or suspended from campus housing and from the accompanying food service plan, either

permanently or for a temporary period during the course of an academic term, will not be allowed any financial credit on room and board charges.

Courses which require the leasing of off-campus facilities from off-campus agencies require pre-payment in full. Therefore, NO refunds can be made of the tuition or lab fees for such courses.

Courses requiring professional liability insurance require the purchase of such insurance from off-campus agencies demanding pre-payment in full; therefore, NO refund can be made for the professional liability insurance charge. For such programs as the Federal Student Loan and the state Monetary Awards Program, a cash refund of credit balances will not be made until funds are received from the agency in question and the required procedures are completed.

## **Other Policies**

1. Enrollment shall be considered as signifying knowledge of all conditions, rules and regulations and shall be deemed as acceptance thereof.
2. The University shall not be responsible for any damage or loss of personal property from any cause whatsoever.
3. Bills for University services or monetary sanctions such as library fines, residence hall fines, parking fines or extra student health charges must be paid in full 10 days prior to final examinations for the semester.
4. Students are not entitled to receive recommendations, degrees, honors, grades or transcripts of credit until all bills are paid and National Direct/Defense Student loans and Perkins loans are in current status.
5. In the event of default in the payment of any amount due, and if the account is placed in the hands of an agency or attorney for collection or legal action, the student agrees to pay an additional charge equal to the cost of collection including agency and attorney fees and court costs.
6. Payments made by personal check, business check or online by Automated Clearing House (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 unless proper documentation is provided from your bank showing the payment has cleared your account. Any holds on your account must be satisfied before registration for the upcoming term will be allowed.

## **Financial Aid**

Benedictine University's Office of Financial Aid administers a variety of federal, state and institutional programs of student financial assistance. Each of these programs carries specific student eligibility requirements. In general, students must be formally admitted as degree-seeking and enrolled at least half-time (6 semester credit hours).

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. The process of financing an education is a partnership. Although the student and his/her family has primary responsibility for meeting college costs, Benedictine University, as well as the federal and state governments have a variety of financial aid programs available to students who need financial assistance.



Benedictine University will not unlawfully deny educational services to any otherwise qualified student on the basis of race, color, gender, age, national origin, disability or veteran status.

### **Application Procedures**

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

Students must reapply for financial aid each award year. The FAFSA should be completed as soon as possible after January 1 for the 2016-2017 academic year. In future academic years, the FAFSA will be available beginning October 1.

After completing the financial aid application process, the student will receive a financial aid award letter. The award letter will include the program(s) that the student is eligible to receive and the award amount(s).

### **Grants**

Grants are considered to be gift assistance. Gift assistance does not have to be repaid.

State of Illinois (IL) Monetary Award Program (MAP) Grant

Source: Illinois Student Assistance Commission

Eligibility: U.S. citizens or eligible noncitizens, residents of Illinois, demonstration of need (FAFSA)

Federal Pell Grant

Source: Federal Government

Eligibility: U.S. citizens or eligible noncitizens, demonstration of need (FAFSA)

Federal Supplemental Education Opportunity Grant (SEOG)

Source: Federal Government

Eligibility: U.S. citizens or eligible noncitizens, demonstration of need (FAFSA)

*Information on federal and state programs may be subject to change at any time due to changes in legislation.*

### **Scholarships**

Scholarships are considered to be gift assistance. Gift assistance does not have to be repaid.

Scholarship information for incoming freshmen can be found at

[ben.edu/admissions/undergraduate/freshman/scholarships.cfm](http://ben.edu/admissions/undergraduate/freshman/scholarships.cfm). Scholarship information for incoming transfers can be found at [ben.edu/admissions/undergraduate/transfer/scholarships.cfm](http://ben.edu/admissions/undergraduate/transfer/scholarships.cfm).

Scholarship information for current students can be found at [ben.edu/scholarships](http://ben.edu/scholarships).

### **Loans**

Loans are considered to be a form of self-help assistance. Loan programs provide funds for educational purposes and are paid back with interest.



#### Federal Perkins Loan

Source: Federal Government through Benedictine University

Eligibility: U.S. citizens or eligible noncitizens, demonstration of need (FAFSA)

Interest rate: 5 percent

#### Federal Direct Stafford Subsidized and/or Unsubsidized Loans

Source: Federal Direct Loan Program

Eligibility: U.S. citizens or eligible noncitizens, demonstration of need (FAFSA), registered for at least six semester credit hours

The interest rate for Federal Direct Stafford Loans is established each year and the rate is fixed for the life of the loan. Unsubsidized Stafford Loans will begin to accrue interest from the date that loan funds are disbursed.

#### Federal Direct Parent Loan Program (PLUS)

Source: Federal Direct Loan Program

Eligibility: Dependent student registered at least half-time, credit-worthy parent borrower/endorser.

For more information about student loans, visit [studentaid.gov/loans](http://studentaid.gov/loans).

## Employment

Part-time jobs on campus are available to students through the University and Federal Work-Study program. Students working on campus receive a bi-weekly paycheck.

#### Federal Work Study (FWS)

Source: Federal Government through Benedictine University

Amount: Hourly wages up to 20 hours per week

Eligibility: U.S. citizens or eligible noncitizens, demonstration of need (FAFSA)

#### University Employment

Amount: Hourly wages up to 20 hours per week

Eligibility: Registered student

## Satisfactory Academic Progress Policy for Financial Aid Recipients

Federal regulations require that Benedictine University establish standards of Satisfactory Academic Progress (SAP) for students to receive federal financial aid funds. Minimum standards of academic progress are established to encourage students to successfully complete coursework for which financial aid is received and to make progress toward a degree.

### Financial Aid Programs Included Under this Policy

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

### 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.

Satisfactory Academic Progress includes three criteria:

- I. Academic standing based on the undergraduate or graduate student's cumulative GPA;
- II. The student's cumulative progression toward successful degree completion; and,
- III. Degree completion within a maximum timeframe of 150 percent of the published length of a program for undergraduate and graduate students.

In order to maintain Satisfactory Academic Progress, students must comply with the following requirements:

1. Remain in good academic standing or on academic probation. The minimum cumulative GPA for an undergraduate is 2.000 and the minimum cumulative GPA for a graduate student is 3.000 (as defined in the University catalog).
2. Maintain a completion rate of coursework equal to at least 67 percent of the total number of semester credit hours attempted. This quantitative requirement ensures the student is steadily progressing toward their degree by completing at least two-thirds of all attempted semester credit hours. For example, a student who has attempted a cumulative total of 12 semester credit hours must complete at least 8 semester credit hours to meet the requirement ( $12 \text{ hours} \times .67 = 8 \text{ semester credit hours}$ ).
3. Complete their degree requirements within 150 percent of the required hours to complete their degree. For example, a student enrolled in a traditional undergraduate bachelor's degree program that requires a total of 120 semester credit hours would have a maximum limit of 180 semester 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.

### **Satisfactory Academic Progress Review Process**

Satisfactory Academic Progress for all students, except learning team students, is reviewed on an annual basis, typically at the end of the spring term. Satisfactory Academic Progress for learning team students is reviewed at the end of each payment period. Satisfactory Academic Progress for online undergraduate students is reviewed twice, at the end of the fall and spring sessions. Students failing to meet Satisfactory Academic Progress will be notified in writing of their loss of financial aid eligibility.

**Appeal Procedure** – Cancellation of financial aid because of a student's failure to meet Satisfactory Academic Progress may be appealed if extenuating circumstances (illness, family problems, death of a family member, etc.) led to academic difficulties. The appeal must include information explaining why the student failed to meet Satisfactory Academic Progress; what has changed in the student's situation that would allow the student to demonstrate Satisfactory Academic Progress at the next evaluation; a realistic educational plan that outlines how the student will meet the SAP criteria; and a meeting with an academic advisor, graduation counselor or program coordinator to assess the viability of the educational plan to meet the degree requirements. The student's appeal must be in writing and submitted to the Financial Aid Appeals Committee. An appeal may be approved only if:

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

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

The deadline to submit an appeal to reinstate financial aid must be received at least 30 days prior to the anticipated term of enrollment.

**Probation:** If the student's appeal is approved, he/she may continue to receive Title IV aid for one additional payment period. SAP will be monitored at the end of the probationary period.

**Reinstatement:** A student may regain eligibility for financial aid once the student has met the minimum requirements of Satisfactory Academic Progress.

It is the student's responsibility to contact the Office of Financial Aid to request a review of his/her Satisfactory Academic Progress for reinstatement of assistance.

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

#### **Completion of Courses**

For undergraduate students, hours completed are based on grades of "A," "B," "C," "D" and "P" (pass). Hours with an "F" (failure), "W" (withdrawal), "I" (incomplete), "IP" (in progress) and "X" (deferred) are counted in the number of hours attempted, but not in the number of hours completed.

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

Note: It is the student's responsibility to notify the Office of Financial Aid when an incomplete grade has been satisfactorily completed.

### **Financial Aid 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 page 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 Office of Financial Aid may grant multiple leaves at different times as long as all of the leaves added together do not exceed 180 days in a 12-month period. If students request a leave of absence that 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.

**Traditional Student Requirements**

Traditional students should work with the Academic and Career Enrichment Center in order to lessen any academic ramifications. The University Withdrawal/Leave of Absence form will be completed through the Academic and Career Enrichment Center and must indicate the term and year the student plans to return to the University. Even though the Academic and Career Enrichment Center 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.

**Nontraditional Student Requirements**

Nontraditional students requesting a financial aid leave of absence must complete and sign an Official Financial Aid Leave of Absence request 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. The student's date of return must be included on the LOA.

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, graduation counselor or program coordinator can request and submit the student's request to the Financial Aid 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 retroactively 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 Opportunity 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, graduation counselor or program coordinator or Academic and Career Enrichment Center representative. (Refer to the [Withdrawal Guidelines](#) to understand possible effects of withdrawing on many aspects of a student's education.)

### **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). 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 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 the Academic and Career Enrichment Center, their academic advisor, graduation counselor or program coordinator or verbally notifies the Office of Financial Aid. Acceptable notification includes oral notification to the designated contacts listed above.
- **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.
  - 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**

**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.

### **Withdrawal Guidelines**

Withdrawing from courses while attending Benedictine may have implications beyond the academic realm. It is important to take these other areas into consideration prior to withdrawing. Please refer to the checklist below to assist you in determining these other areas.

1. **Financial Aid** – Call the Office of Financial Aid (630) 829-6100 or meet with a financial aid counselor to discuss the following:
  - **Your eligibility for federal or state financial aid:** If you are considering withdrawing from courses, be sure to discuss the federal Title IV refund policy and its implications for your current financial aid payment period with your financial aid advisor.
  - **Your current and future eligibility for financial aid:** Undergraduate students should be aware that Federal Pell Grant, Federal Direct Subsidized Loan and the Illinois Monetary Award Program (MAP) have lifetime limits.
  - **Enrollment changes from full-time to part-time status:** Changes in enrollment can affect the amount of your financial aid eligibility and may affect your eligibility for any enrollment-dependent benefits – such as prior loan deferment or certain types of insurance coverage.
  - **Satisfactory Academic Progress (SAP) regulations:** Federal regulations require that students make steady progress toward a degree to remain eligible for financial aid. You may review the financial aid SAP Policy in the Forms section of our financial aid webpage.
  - **Student loan deferment:** If you have borrowed federal student loans your withdrawal will have implications which may include your grace period beginning to start or even the repayment on prior loans. Please contact your federal loan servicer for information to determine how withdrawal will affect your loan repayment. You may view your loan information on the National Student Loan Data System.
  - **Increased educational expense:** Remember that your educational costs will increase when you withdraw and may result in increased time to complete your degree. The expense of unearned coursework, increased educational debt and the potential loss of long-term student aid eligibility. Work with your financial aid counselor and academic advisor to minimize this cost.
2. **Student Accounts** – Call the Student Account representative at (630) 829-6503 to discuss any of the following:
  - Any outstanding balance you may have.
  - The implications of withdrawing if you participate in a payment plan.

Please note: outstanding balances must be repaid prior to any future registration and/or release of transcripts.

3. Housing – If you are living in a university residence hall, your housing could be affected by withdrawal. Contact Residence Life at (630) 829-6660 to discuss:
  - The implications for your housing obligation if you withdraw or drop below full-time.
  - Any cancellation requirements or financial responsibility you may have for your housing contract if you withdraw.
4. Academic Advising
  - You should discuss your anticipated withdrawal and your return plans with your academic advisor, graduation counselor or program director.
  - If you will be out of school for one year or more, discuss re-admission procedures.

## **PROGRAM FORMATS**

### **Traditional Undergraduate Programs**

The traditional undergraduate programs include day and some evening classes held throughout the year.

### **Adult Accelerated Undergraduate On-campus Programs**

On-campus classes meet once per week.

### **Adult Accelerated Undergraduate Hybrid Programs**

Hybrid classes meet once per week in the evening on campus and/or at partner locations. Hybrid classes meet for five weeks per term and have one weekly 4-hour asynchronous session online in Desire2Learn (D2L). Hybrid classes are completed in two years or less and begin year-round. Bachelor of Science in Nursing classes meet once per week in the evening on campus and/or at partner locations. Coursework is completed in as little as 12 months.

Students start at the same time and progress together as a group with a set schedule for the duration of the program. The programs are based on a traditional curriculum that has been redesigned to fit the needs and schedules of today's working adults. All courses are based on adult learning principles and are delivered in a blended format that combines the most effective aspects of live instruction with self-directed internet-based learning.

### **Adult Accelerated Undergraduate Online Programs**

Benedictine's online programs offer a full academic experience in a convenient and flexible format. Just as in a campus-based course, students discuss issues with peers, ask questions of instructors and have assignment deadlines to meet. Online students have access to a 24/7 help desk, a program coordinator, financial aid advisors and career services.

## ACADEMIC CALENDAR—MAIN CAMPUS 2016-2017

# Master Academic Calendar

Main Campus, Undergraduate Semester, Traditional (SEM),  
Adult Modular (MOD) and Online Delivery Formats

### FALL 2016

#### AUGUST

25-27 Thur-Sat Welcome Weekend  
29 Mon SEM FALL, MOD 1 and Online Session 1 BEGIN

#### SEPTEMBER

1 Thur Opening Liturgy; **no SEM/MOD classes between 10:45 a.m. and 1:30 p.m.**; all University offices open; end of add/drop course changes and late registration for Online Session 1  
4 Sun End of add/drop course changes and late registration for 15 week classes  
5 Mon Labor Day; **no SEM/MOD classes**; all University offices closed

#### OCTOBER

2 Sun MOD 1 ENDS  
3 Mon MOD 2 BEGINS  
16 Sun Last day to withdraw from Online Session 1 classes  
17 Mon Application for May 2017 graduation degree/certificate recipients due  
23 Sun Online Session 1 ENDS  
24 Mon Online Session 2 BEGINS  
27 Thur End of add/drop course changes and late registration for Online Session 2

#### NOVEMBER

6 Sun MOD 2 ENDS  
7 Mon Spring 2017 registration begins; MOD 3 BEGINS  
18 Fri Last day to file application for Fall 2017 Student Teaching  
20 Sun Last day to withdraw from courses (15-week classes)  
23-25 Wed-Fri Thanksgiving Holiday; **no SEM/MOD classes**  
24-25 Thur-Fri Thanksgiving Holiday; all University offices closed  
28 Mon Last day to file application for Spring 2017 pre-clinicals

#### DECEMBER

9 Fri Interfaith Baccalaureate Convocation  
11 Sun MOD 3 ENDS; last day to withdraw from Online Session 2 classes  
12-16 Mon-Fri SEM Fall official final exam period  
18 Sun SEM FALL and Online Session 2 END  
23-26 Fri-Mon Christmas Holiday; all University offices closed  
31 Sat December degree conferral

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*



# 2016-2017

# Master Academic Calendar

Main Campus, Undergraduate Semester, Traditional (SEM),  
Adult Modular (MOD) and Online Delivery Formats

## SPRING 2017

### JANUARY

2	Mon	New Year's Holiday; all University offices closed
9	Mon	<b>MOD 4 and Online Session 3 BEGIN</b>
12	Thur	New Student Orientation; end of add/drop course changes and late registration for Online Session 3
16	Mon	Celebration of Rev. Dr. Martin Luther King Jr. Day; <b>no SEM/MOD classes; all University offices open</b> ; application for August 2017 graduation degree/certificate recipients due
17	Tues	<b>SEM SPRING BEGINS</b>
23	Mon	End of add/drop course changes and late registration for 15-week classes

### FEBRUARY

12	Sun	<b>MOD 4 ENDS</b>
13	Mon	<b>MOD 5 BEGINS</b>
26	Sun	Last day to withdraw from Online Session 3 classes

### MARCH

1	Wed	Summer 2017 registration begins
5	Sun	<b>Online Session 3 ENDS</b>
6	Mon	<b>Online Session 4 BEGINS</b>
9	Thur	End of add/drop course changes and late registration for Online Session 4
15	Wed	Application for December 2017 graduation degree/certificate recipients due
19	Sun	<b>MOD 5 ENDS</b>
20-26	Mon-Sun	Spring Break; <b>no SEM/MOD classes; all University offices open</b>
27	Mon	<b>MOD 6 BEGINS</b>

### APRIL

3	Mon	Fall 2017 registration begins
14-16	Fri-Sun	Good Friday, Saturday and Easter; <b>no SEM/MOD classes; all University offices closed</b>
16	Sun	Last day to withdraw from courses (15-week classes)
17	Mon	Easter Monday; MOD classes in session; <b>no SEM classes; all University offices closed</b>
23	Sun	Last day to withdraw from Online Session 4 classes
28	Fri	Last day to file for Fall 2017 pre-clinicals; last day to file application for Spring 2018 Student Teaching
30	Sun	<b>MOD 6 and Online Session 4 END</b>

### MAY

1	Mon	<b>MOD 7 BEGINS</b>
5	Fri	Interfaith Baccalaureate Convocation
8-12	Mon-Fri	SEM Spring Official Final Exam Period
12	Fri	Commencement Mass
13	Sat	Undergraduate Commencement Convocation
14	Sun	<b>SEM SPRING ENDS</b>
29	Mon	Memorial Day; <b>all University offices closed; no SEM/MOD classes</b>
31	Wed	May degree conferral

### JUNE

4	Sun	<b>MOD 7 ENDS</b>
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# 2016-2017

# Master Academic Calendar

Main Campus, Undergraduate Semester, Traditional (SEM),  
Adult Modular (MOD) and Online Delivery Formats

## SUMMER 2017

### MAY

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

### JUNE

5	Mon	SEM SUMMER Session I BEGINS
12	Mon	MOD 8 BEGINS
18	Sun	Last day to withdraw from Online Session 5 classes
25	Sun	Online Session 5 ENDS
26	Mon	Online Session 6 BEGINS
29	Thur	End of add/drop course changes and late registration for Online Session 6

### JULY

4	Tues	Independence Day; no SEM/MOD classes; all University offices closed
9	Sun	SEM SUMMER Session I ENDS
10	Mon	SEM SUMMER Session II BEGINS
16	Sun	MOD 8 ENDS
17	Mon	MOD 9 BEGINS

### AUGUST

13	Sun	SEM SUMMER Session II ENDS; last day to withdraw from Online Session 6 classes
20	Sun	MOD 9 and Online Session 6 END
31	Thur	August degree conferral

## ACADEMIC CALENDAR – SPRINGFIELD BRANCH CAMPUS 2016-2017

# Master Academic Calendar

Springfield Campus, Undergraduate Semester, Traditional (SEM), Adult Modular (MOD) and Online Delivery Formats

### FALL 2016

#### AUGUST

29 Mon SEM FALL, MOD 1 and Online Session 1 BEGIN

#### SEPTEMBER

1 Thur End of add/drop course changes and late registration for Online Session 1  
4 Sun End of add/drop course changes and late registration for 15 week classes  
5 Mon Labor Day; **no SEM/MOD classes; all University offices closed**

#### OCTOBER

2 Sun **MOD I ENDS**  
3 Mon **MOD II BEGINS**  
16 Sun Last day to withdraw from Online Session 1 classes  
17 Mon Application for May 2017 graduation degree/certificate recipients due  
23 Sun **Online Session 1 ENDS**  
24 Mon **Online Session 2 BEGINS**  
27 Thur End of add/drop course changes and late registration for Online Session 2

#### NOVEMBER

6 Sun **MOD 2 ENDS**  
7 Mon Spring 2017 registration begins; **MOD 3 BEGINS**  
20 Sun Last day to withdraw from courses (15-week classes)  
23-25 Wed-Fri Thanksgiving Holiday; **no SEM/MOD classes**  
24-25 Thur-Fri Thanksgiving Holiday; **all University offices closed**

#### DECEMBER

11 Sun **MOD III ENDS**; last day to withdraw from Online Session 2 classes  
12-16 Mon-Fri **SEM Fall** official final exam period  
18 Sun **SEM FALL and Online Session 2 END**  
23-26 Fri-Mon Christmas Holiday; **all University offices closed**  
31 Sat December degree conferral

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

# 2016-2017

# Master Academic Calendar

Springfield Campus, Undergraduate Semester, Traditional (SEM), Adult Modular (MOD) and Online Delivery Formats

## SPRING 2017

### JANUARY

2	Mon	New Year's Holiday; <b>all University offices closed</b>
9	Mon	<b>MOD 4 and Online Session 3 BEGIN</b>
12	Thur	End of add/drop course changes and late registration for Online Session 3
16	Mon	Celebration of Rev. Dr. Martin Luther King Jr. Day; <b>no SEM/MOD classes; all University offices open</b> ; application for August 2017 graduation degree/certificate recipients due
17	Tues	<b>SEM SPRING BEGINS</b>
23	Mon	End of add/drop course changes and late registration for 15-week classes

### FEBRUARY

12	Sun	<b>MOD 4 ENDS</b>
13	Mon	<b>MOD 5 BEGINS</b>
26	Sun	Last day to withdraw from Online Session 3 classes

### MARCH

1	Wed	Summer 2017 registration begins
5	Sun	<b>Online Session 3 ENDS</b>
6	Mon	<b>Online Session 4 BEGINS</b>
9	Thur	End of add/drop course changes and late registration for Online Session 4
15	Wed	Application for December 2017 graduation degree/certificate recipients due
19	Sun	<b>MOD 5 ENDS</b>
20-26	Mon-Sun	Spring Break; <b>no SEM/MOD classes; all University offices open</b>
27	Mon	<b>MOD 6 BEGINS</b>

### APRIL

3	Mon	Fall 2017 registration begins
14-16	Fri-Sun	Good Friday, Saturday and Easter; <b>no SEM/MOD classes; all University offices closed</b>
16	Sun	Last day to withdraw from courses (15-week classes)
17	Mon	Easter Monday; MOD classes in session; <b>no SEM classes; all University offices closed</b>
23	Sun	Last day to withdraw from Online Session 4 classes

### MAY

1	Mon	<b>MOD 7 BEGINS</b>
8-12	Mon-Fri	SEM Spring Official Final Exam Period
14	Sun	<b>SEM SPRING ENDS</b>
29	Mon	Memorial Day; <b>all University offices closed; no SEM/MOD classes</b>
31	Wed	May degree conferral

### JUNE

4	Sun	<b>MOD 7 ENDS</b>
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*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

# 2016-2017

# Master Academic Calendar

Springfield Campus, Undergraduate Semester, Traditional (SEM), Adult Modular (MOD) and Online Delivery Formats

## SUMMER 2017

### MAY

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

### JUNE

5	Mon	SEM SUMMER Session 1 BEGINS
12	Mon	MOD 8 BEGINS
18	Sun	Last day to withdraw from Online Session 5 classes
25	Sun	Online Session 5 ENDS
26	Mon	Online Session 6 BEGINS
29	Thur	End of add/drop course changes and late registration for Online Session 6

### JULY

4	Tues	Independence Day; no SEM/MOD classes; all University offices closed
9	Sun	SEM SUMMER Session 1 ENDS
10	Mon	SEM SUMMER Session 2 BEGINS
16	Sun	MOD 8 ENDS
17	Mon	MOD 9 BEGINS

### AUGUST

13	Sun	SEM SUMMER Session 2 ENDS; last day to withdraw from Online Session 6 classes
20	Sun	MOD 9 and Online Session 6 END
31	Thur	August degree conferral



## **STUDENT SERVICES**

### **Library**

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

The 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's mission, the library endeavors to enhance the University's Roman Catholic tradition and Benedictine heritage, the multicultural character of the campus community, and the 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)
- More than 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
- Illinois Documents Depository
- Institutional Repository/Constellation
- 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 Resources Alliance
- Center for Research Libraries
- LIBRAS

## **Lisle Main Campus**

### *Academic and Career Enrichment Center*

The mission of the Academic and Career Enrichment (ACE) center is to support students' academic, personal and professional development through resources and services that serve to maximize their academic success, enhance their student experience and better prepare them for further study or the workforce. The ACE center engages students by providing support for academic work as well as co-curricular activities and professional goals. The center's services include:

- Academic support and tutoring functions.
- Learning specialists.
- Peer tutors.
- Study skills.
- Accommodations services for students with disabilities.
- Support for undecided majors and students on probation.
- Leadership development.
- Comprehensive career development services, including assessment, internship services, career education programs, job search functions and career resources.

**Academic Support Services:** The ACE center provides a variety of academic support services for all student groups. These services are free of charge to all students.

**Learning Specialists:** Students may arrange for individual appointments with one of our learning specialists in the areas of math, science and writing. Appointments can be made by contacting the learning specialists directly or by contacting the main office number at (630) 829-6040. Students who need remote assistance should contact learning specialists directly.

**Peer Tutors:** In cooperation with the academic departments, the ACE center offers peer tutoring sessions for a variety of classes that are held each semester. These sessions help students clarify difficult concepts and prepare for quizzes and exams. They are led by instructional assistants who have successfully completed the course and have been identified by faculty members as individuals who possess both content knowledge and the ability to communicate that knowledge to fellow students. Subject areas that are typically supported by these sessions include accounting, biology, chemistry, economics, physics, psychology and the humanities. The availability and times of tutoring sessions vary by semester.

**Study Skills:** The ACE center assists students with the development of general study skills to improve performance and reduce stress associated with college study. This can be arranged through an individual appointment, or students can take advantage of a series of study skills workshops conducted each semester. Contact the center at (630) 829-6040 to arrange an individual appointment for assistance.

**Accommodation Services:** Benedictine University is dedicated to creating an accessible environment through reasonable and appropriate accommodations for students with disabilities. Students with a disability are encouraged to seek assistance with the ACE center. Special accommodation services are available for students with disabilities on a case-by-case basis and

provided that documentation from a properly licensed clinician supports the accommodation. Students eligible under the Americans with Disabilities Act (1990) and/or Section 504 of the Rehabilitation Act (1973), whose disability interferes with a major life activity, are urged to self-identify so that the process for receiving assistance can begin as soon as possible.

Commonly granted accommodations include the following:

- Extended time for testing in a quiet test environment
- Designated note taker in class
- Modified or enlarged classroom/reading materials
- Books in alternate formats
- Preferential classroom seating

Students with questions or in need of special academic or housing accommodations should stop by the ACE center or call (630) 829-6512 to arrange proper documentation for equal access to educational and campus services.

The ACE center also offers comprehensive services to assist students and alumni in developing, implementing and evaluating career and life plans. The Academic and Career Enrichment Center is here for you not only during your journey at Benedictine. 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 ACE center offers a wide range of services to accommodate different needs for transitional career support.

The ACE 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.

Email [career@ben.edu](mailto:career@ben.edu) or call (630) 829-6040 to schedule an appointment with one of our career counselors today.

### *Campus Ministry*

Campus Ministry 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.

### *Student Health Services*

The staff of Student Health Services is dedicated to the promotion and maintenance of health on campus as well as the promotion of a life lived in balance. We recognize the important role that health and well-being play in students' academic success and achievement of their goals. It is our mission to support students in maintaining wellness and educate them to take responsibility for their own health and wellness as they transition into adulthood.



Student Health Services is open 9:00 a.m.-4:30 p.m., Monday-Friday during the academic year to all registered students of Benedictine University. Students may drop in any time we are open. All office visits are confidential. In the event of serious illness or injury, parents or guardians will be notified at the discretion of the staff.

**Services Available:**

- Evaluation and treatment of minor acute illness and injury.
- Family practice physician on campus two hours per week.
- Variety of over-the-counter and limited antibiotics as prescribed by physician.
- Health education resources.
- Flu vaccination, Tetanus-Diphtheria-Acellular Pertussis booster vaccination, and Tuberculosis screening for a fee, Monday through Thursday.

Students are required to complete and submit both pages of the Student Health Form ([ben.edu/healthform](http://ben.edu/healthform)) and a copy of their childhood immunization record in accordance with the State of Illinois College Immunization Code (77 Ill. Adm.Code 694). Send all information to Benedictine University Student Health Services, Krasa Center, Room 116, or fax to (630) 829-6035. All information must be received prior to the first day of class.

*Student Activities*

[Student Activities](#) is charged with helping students with their growth and development outside the classroom, as well as assisting in the area of program content and purpose.

Student Activities oversees many annual campus programs and events such as Homecoming, SpringFest, and Fall and Spring Quad Days. Student Activities also plans special lectures, seminars and cultural events throughout the calendar year.

*Residence Life*

Benedictine University maintains and operates three residence halls and the Founders' Woods apartments. They are an integral part of academic life in the belief that educational experiences are not solely contained to the classroom, laboratory or library. The residence halls and apartments provide an opportunity for students to combine academic life with social development. Students must establish and test their own values, develop social skills, determine priorities and learn to organize their time. Daily living with others encourages the development of a cooperative attitude, respect for individual rights and a sense of group responsibility. As a result, students in the residence halls and apartments develop diverse communities that meet the needs of its members both individually and collectively, and create attitudes and skills necessary to progress toward the realization of those conditions which make up a healthy community.

*Athletics*

Our Athletics Department prepares every student-athlete to be a champion of leadership. We establish an atmosphere where academic distinction, personal integrity, respect for all others, community service and athletic excellence are expected. We develop well-rounded and informed citizens who carry the Benedictine values now and throughout their lives.

The department maintains the standard of graduating informed and enlightened citizens into a global society. We establish a stance of competitive leadership in the Northern Athletics Collegiate Conference

while consistently creating opportunities for regional and national competition. We become leaders of hospitality, stewardship and communication to all of our constituents. We create a profound sense of pride among all members, friends and fans of the Benedictine University community.

**Men's Sports Teams:**

Baseball  
Basketball  
Cross Country  
Football  
Golf  
Lacrosse  
Soccer  
Indoor Track and Field  
Outdoor Track and Field  
Volleyball

**Women's Sports Teams:**

Basketball  
Cheerleading\*  
Cross Country  
Dance\*  
Golf  
Lacrosse  
Soccer  
Softball  
Tennis\*  
Indoor Track and Field  
Outdoor Track and Field  
Volleyball

\*Not NCAA DIII

*Dining Services*

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

*Barnes & 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 [ben.edu/bookstore](http://ben.edu/bookstore) or stop by the bookstore to see the latest styles and selections. You can contact the bookstore at (630) 829-6010 or visit us on the first floor of the Krasa Student Center.

### *Campus Recreation*

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

### *Benedictine Fitness Center*

The Benedictine Fitness Center, opened in October 2011, 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](http://benueagles.com).

### *New Student Advising Center*

The New Student Advising Center provides quality advising services and resources to new freshman and transfer students.

### *Transfer Guides*

Transfer guides are designed to assist students in selecting courses that are transferable to Benedictine University. Students can use the transfer guides while attending a community college to ensure the courses they are taking will have a Benedictine course equivalent or be accepted as an elective.

### *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 lockout assistance. For more information, visit the Benedictine University Police office in 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 Development. These programs include: 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/alumni-friends/alumni/alumni-association.cfm](http://ben.edu/alumni-friends/alumni/alumni-association.cfm) or (630) 829-6077.

## **Springfield Branch Campus**

### *Accommodation 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 Jennifer Golminas, coordinator of special services, at (630) 829-6512 as early as possible.

*Accommodations are based on each individual's documentation and circumstances. Commonly granted accommodations include the following:*

- Extended Testing Time
- Separate and quiet testing space
- Note taking assistance
- Books and materials in alternate formats
- Preferential classroom seating

Accommodation 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 academic advisor, graduation counselor or program coordinator 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 at Springfield 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 assists by providing escorts to vehicles, access to locked vehicles, battery jumps and other services.

## **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/student-life/student\\_complaint\\_form.cfm](http://ben.edu/student-life/student_complaint_form.cfm)
- It is important to report complaints promptly and to include a short and concise statement of all the relevant facts and the action or remedy you are requesting so that an investigation can be completed and a resolution achieved.
- Complaints must be filed within 15 business days from the date of the action or occurrence which is the subject of the complaint.

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

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

**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 <https://ppse.az.gov>.

## **ACADEMIC PROGRAMS**

### **Accounting**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate and Adult Accelerated Undergraduate

**Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Jeffrey Madura, M.B.A., CPA

Robert Rebman, M.B.A., CPA

**Objectives:**

The Accounting program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of our culture;
2. Articulate how the functional areas of business interrelate within organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations; and
4. Develop specific skills applicable to the various aspects of the functional areas of business.

The program and major are designed to:

1. Prepare you for entry-level positions;
2. Enable you to perform effectively in professional and career positions in management; and
3. Prepare you for graduate and professional study in business or management.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles pertinent to all of the functional areas of business, accounting, finance, management, and marketing, in an integrated manner and with adequate focus on their international aspects; and
4. Financial and managerial accounting principles and applications, such that the formal requirements to sit for the CPA exam and/or the CMA exam can be fulfilled.
5. Technology used in the accounting profession.

The Accounting major is designed so that the entire degree is available through day classes. The Accounting major is also offered in time periods and formats that are designed for the needs of adult learners, offered through evening classes.

**Requirements - Major:**

Accounting majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics (which also counts as a Religious/Theological Mode of Inquiry) or one approved philosophical Mode of Inquiry course in ethics, MATH 105(3) or 110(3) and 115(3). Majors must complete each of the business core courses with a "C" or better: ACCT 111(3), 112(3); ECON 101(3), 102(3); FINA 300(3), MKTG 300(3), MGT 150(3), MGT 251(3) or BALT 301(3), MGT 300(3) and MGT 380(3). In addition, Accounting majors must complete BALT 240 or ACCT 310 (Accounting Information Systems) and ACCT 309 (Accounting Information Systems Lab).

Accounting majors must also complete the following 200- and 300-level specialization courses, with a "C" or better: ACCT 211(3), 212(3) and 311(3) along with 9 semester credit hours of major specialization courses from the following list: ACCT 309(2), 310(2), 312(3), 313(3), 315(3), 316(2) and 380(3). All Accounting majors are encouraged to take MGT 235(3) (Business Law).

Accounting majors interested in meeting the requirements for taking the CPA examination should take: ACCT 211, 212, 309, 310, 311, 312, 313, 315 and 316 along with ACCT 120(1) (VITA), MGT 252 (3) (Business Ethics) and MGT 237(3) (Business Communications).

Accounting majors interested in meeting the requirements for the CMA exam should take: ACCT 211, 212, 309, 310, 311, 312, 316, FINA 320, 370, and MGT 333.

CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for 300-level courses.

Accounting majors who elect to earn a second major in the Department of Undergraduate Business must complete unique "specialization courses" for the second business major. Specialization courses may only be used for satisfying the requirements for one business major. In the event that a specialization course is required for two majors, the student's academic advisor will identify an additional specialization course.

**Requirements - Minor:**

Only courses in which a student has earned a "C" or better may be applied to the minor. Students are limited to one minor in the Accounting, Business and Economics, Economics, Finance, International Business and Economics, Management and Organizational Behavior, and Marketing programs. Students (except for Bachelor of Arts in Management students) seeking a minor in Accounting must complete with a grade of "C" or better 21 semester credit hours which must include ACCT 111(3), 112(3), 211(3), 212(3); ECON 102(3); and at least 6 semester credit hours of 300-level courses in Accounting. A Bachelor of Arts in Management student seeking a minor in Accounting must complete with a grade of "C" or better the following courses and their Prerequisite: ACCT 211, ACCT 212, ACCT 311, ACCT 312, ACCT 313 and ACCT 315. A student who majors in Accounting may not earn a minor in the undergraduate business department.

**Requirements - Concentration:**

Concentrations in Business Analytics, Digital Marketing, Financial Accounting, Integrated Marketing Communications, Management Accounting, Managing Human Resources, Operations Management, Sports Management, Sports Marketing and Visualization Techniques are available in combination with this major. Requirements listed below must be completed with a "C" or better.



Business Analytics: BALT 310, BALT 320, BALT 330 and BALT 340.

Digital Marketing: MKTG 345, MKTG 347, MKTG 348 and MKTG 349.

Financial Accounting (available only to accounting majors): ACCT 309, 310, 312, 313, 315 and 316, MGT 237 and 252.

Integrated Marketing Communications: MKTG 330, 333, 334 and GAD 260 or COMM 263.

Management Accounting (available only to Accounting majors): ACCT 309, 310, 312 and 316, FINA 320 and 370, and MGT 333.

Managing Human Resources: MGT 330, 334, 335 and one of MGT 235, 302 or 320.

Operations Management: MGT 333, BALT 350, MGT 235, and INTB 340 or BALT 325.

Sports Management: MGT 305, MKTG 305 and two courses from MGT 235, 297 or 301.

Sports Marketing: MKTG 305, MGT 305 and two courses from MKTG 297, 330 or INTB 371.

Visualization Techniques: BALT 315, BALT 318, BALT 370, GAD 260.

## **Anthropology (Minor Only)**

**College:** College of Liberal Arts

**Department:** Psychology, Sociology, Criminal Justice and Clinical Psychology

**Student Type:** Traditional Undergraduate

**Faculty:**

Brian Patterson, Ph.D., Department Chair

Jack Thornburg, Ph.D.

**Objectives:**

Having completed the minor, students should have acquired the following knowledge and skills:

1. Students shall have an integrated knowledge, awareness and understanding of a culturally and biologically diverse world.
2. Students shall demonstrate an understanding of culture and society.
3. Students shall demonstrate the ability to understand complex research problems, and articulate appropriate methods and theory.
4. Students shall demonstrate an understanding of basic methods, concepts, alternative theories and approaches, and modes of explanation appropriate to each of the subfields of the discipline.
5. Students shall demonstrate an understanding of anthropological theory at an appropriate level.
6. Students shall demonstrate technical writing skills appropriate to education level.

**Student Learning Outcomes:** Students in the Anthropology minor will demonstrate the following competencies based on the above objectives:

1. The social, economic, historical, cultural and intellectual traditions that inform various regions of the globe.
2. How to live, work, and participate in a diverse world.
3. How to apply methodologies of analysis and research in anthropology in their quantitative and qualitative dimensions at a basic level.
4. How to communicate within and across academic disciplines and cultures.
5. How to confront moral and ethical issues facing societies and to develop a clear understanding of and commitment to personal values and beneficial change.
6. How to think critically about the tension between globalizing forces and cultural identity.

**Requirements - Minor:**

An Anthropology minor consists of a program of courses totaling at least 21 semester credit hours, submitted to and approved by the department chair, including at least 12 semester credit hours at the 200 level or above, of which at least 3 semester credit hours must be at the 300 level and must be completed with a "C" or better. Students must complete ANTH 200(3), 291(3), 208(3), 210(3) and 309(3). Two elective courses (6 semester credit hours): Other anthropology courses or area studies.

## **Arabic Language (Minor Only)**

**College:** College of Liberal Arts

**Department:** Languages and Literature

**Student Type:** Traditional Undergraduate

**Faculty:**

Rafael Iglesias, Ph.D., Department Chair

Latifa Bounou, Ph. D.

**Objectives:**

The minor in Arabic is designed to help students attain an intermediate level of linguistic proficiency in the language and to acquire knowledge from various disciplines about the different Arabic-speaking countries. Central to the liberal-arts mission of Benedictine University, the program aims to foster autonomous and life-long learners able to act as globally-conscious citizens after graduation. Students will be able to combine the minor in Arabic program with a major in Global Studies, History, Religious Studies, etc.

**Student Learning Outcomes:**

Minors will demonstrate an intermediate-low level or higher (ACTFL standards) in all four program-central skills: reading, writing, speaking and listening. They will also demonstrate appropriate historical and cultural knowledge about the areas of the world where Arabic is spoken, and ability to analyze and apply what they have learned in global, national and local contexts. The minor also offers students opportunities for study at various partner schools and institutions, providing students with direct experience in the countries they studied about in class. Students may also choose to obtain "hands-on" education and experience through internships and service-learning opportunities at institutions in the United States or abroad in order to enhance their professional résumés.

**Requirements - Minor:**

The requirements for the minor in Arabic Language include successful completion of the following classes with a grade of "C" or better (total of 21 semester credit hours): ARBC 102(3), 109(1), 201(3), 208 (1), 202(3), 209(1), 211(3), and 212(3), and at least one of the following: ARBC 301(3), ARBC 302(3), or ARBC 303(3). In some cases, the Department of Languages and Literature may approve as a substitute for ARBC 301, ARBC 302, or ARBC 303 an upper-level class taken at Benedictine University (e.g., ARBC 391, ARBC 395, or ARBC 397, or any other pre-approved equivalent) or at another institution or college in the United States or an Arabic-speaking country. Minors must have any substitution and/or transfer coursework approved in writing prior to enrollment. Minors who receive credit for lower-level language courses according to Benedictine University's outside credit policy (successful completion of the course into which they place, with a grade of "C" or better, plus approval through petition for external credit) will be awarded 3 semester credit hours per class for a maximum award of six semester credit hours, but must still earn 21 semester credit hours for the minor.

For further information or for placement test in Arabic, please contact the Department of Languages and Literature at (630) 829-6274.

## **Bilingual Journalism**

**College:** College of Liberal Arts

**Department:** Communication Arts

**Student Type:** Traditional Undergraduate

### **Faculty:**

Peter Seely, M.A., Department Chair

Raphael Iglesias, Ph.D.

Luigi Manca, Ph.D.

Joaquin Montero, Ph.D.

Beth Vinkler, Ph.D.

### **Objectives:**

A major in Bilingual Journalism will provide students with:

1. The knowledge to produce a feature story for a magazine, a television commercial, a newsletter or brochure using InDesign, a story for a newspaper or journal, an interactive web project, a variety of media materials in Spanish, and conduct an on-camera interview.
2. The ability to assemble a professional portfolio which will give students an added advantage in the workforce.
3. The knowledge and insight in each aspect of the media industry as it relates to Spanish-speaking media.

### **Requirements - Major:**

In addition to the University skills and core requirements, students must complete the following with a grade of "C" or better: BIJR 150; 207, 337, 353; COMM 208, 209, 254, 255, 317; SPAN 211, 230, 231, 305, 311 and 312. It is assumed that students have achieved proficiency in SPAN 101, 102, 201 and 202. Any major in this program will either have to demonstrate proficiency in these courses or will need to enroll in them.

## **Biochemistry/Molecular Biology**

**College:** College of Science

**Department:** Interdisciplinary

**Student Type:** Traditional Undergraduate

### **Faculty:**

Edward L. Ferroni, Ph.D., Director, Biochemistry/Molecular Biology program

Cheryl M. Mascarenhas, Ph.D., Chemistry, Engineering and Physics

Preston R. Aldrich, Ph.D., Biological Sciences

Jayashree Sarathy, Ph.D., Biological Sciences

Allison K. Wilson, Ph.D., Biological Sciences

### **Objectives:**

The Biochemistry/Molecular Biology major is designed to:

1. Prepare students for graduate studies in cellular/molecular biology, biochemistry or genetics/genomics;
2. Prepare students for entry-level research and/or careers in biotechnology and industry;
3. Prepare students for studies in medical or allied health related fields;
4. Expose students to the latest techniques in cell and molecular biology and biochemical research through courses and labs; and
5. Provide opportunities for a capstone research experience.

### **Requirements - Major:**

The Biochemistry/Molecular Biology major must complete with a grade of "C" or better the following courses: BIOL 197(3), 198(3), 199(1); 250(3), 260(1), 340(3), 342(2), 371(3), 372(2); CHEM 113(3), 114(1) or 115(1), 123(3), 124(1) or 125(1), 231(3), 242(3), 244(1), 247(3), 249(1); BCHM 361(3), 362(1), 365(3); PHYS 205(1), 206(1), 211(4), 212(4), 323(4); MATH 220(5), 224(4).

Biochemistry/Molecular Biology majors must also complete two science electives. One elective (3 semester credit hours) must be a biochemistry, chemistry, computer science, mathematics, biology or physics course numbered 200 or above (excluding all research, teaching and internship classes). The second elective (3 semester credit hours) may be either a physics, chemistry, computer science, mathematics or biology course at the 300-level (excluding all teaching and internship classes) or it may be at least 3 semester credit hours of research credit (in BCHM, BIOL, CHEM, CMSC, MATH and/or PHYS). A student who chooses the research option must enroll in BHHM 398 in their last semester, and as part of this class, present a research seminar and submit a research report to both their mentor and the head of the Biochemistry/Molecular Chemistry program. Students who plan to attend graduate school are strongly encouraged to take CHEM 313 (Thermodynamics) and to carry out a research project. Biochemistry/Molecular Biology majors who carry out research in the summer months as a paid internship (either on or off campus) may request to have this experience replace 2 semester credit hours of research. Once the request has been granted, the student must enroll in 1 semester credit hour of BCHM 398 as described above.

A student may have only one major in the Biochemistry/Molecular Biology, Biology, Chemistry, Environmental Science, and Health Science programs.

**Acceptance into the Biochemistry/Molecular Biology Program:**

All prospective Biochemistry/Molecular Biology majors must complete BIOL 197, BIOL 198, BIOL 199, CHEM 113, 114 or 115, 123, 124 or 125 (NTSC 151 and 152 may replace BIOL 199, CHEM 114 or 115, and CHEM 124 or 125), and MATH 220 with a GPA of 3.200 or above and a grade of "C" or better in each of these courses; the entire introductory sequence of BIOL 197, BIOL 198, BIOL 199, CHEM 113, 114 or 115, 123, 124 or 125, and MATH 220 must be completed prior to taking BIOL 260. Transfer students will use a combination of equivalent classes (as determined by the University transfer articulation process and by the Biochemistry/Molecular Biology program) accepted from their home institutions plus any other Benedictine University classes needed. The original grades of any repeated classes will be included in the GPA calculation. Any other substitutions to the above list of courses will be made on a case-by-case basis and must be approved by the Biochemistry/Molecular Biology program. Students who meet the above requirements will be accepted into the Biochemistry/Molecular Biology major.

**Other Information:**

**Why study Biochemistry/Molecular Biology at Benedictine?**

When you choose to major in Biochemistry/Molecular Biology at Benedictine University, you will have the opportunity to:

1. Pursue a degree in an interdisciplinary major that emphasizes critical-thinking and problem-solving-skills;
2. Pursue an investigative-orientated approach to science;
3. Use advanced research instrumentation and techniques in modern laboratories;
4. Participate in a highly productive and nationally recognized undergraduate research program that has received external funding from federal agencies and the private sector;
5. Have the opportunity to use the extensive facilities in our Birck Hall of Science, and the possibility of facilities at such off-campus sites as BP Amoco, Argonne National Laboratory or Nalco, among others;
6. Prepare students to study systems biology by exposing students to the disciplines and tools of bioinformatics, genomics, and proteomics;
7. Publish and present your research findings at local, regional and national symposia;
8. Have the confidence of participating in a program that follows the guidelines of the American Society of Biochemistry and Molecular Biology.

**What careers are available with a degree in Biochemistry/Molecular Biology?**

Unlike the traditional Biology or Chemistry major, the Biochemistry/Molecular Biology program is focused on interdisciplinary education in the natural sciences. This intensive and research-oriented training prepares students for specific graduate programs that are often unavailable to the traditional science major. These include graduate or health-career programs in biochemistry, cell and molecular biology, developmental biology, genetics, microbiology and biotechnology.

The Biochemistry/Molecular Biology major also prepares students for entry-level research and development careers in biotechnology and industry. Since biotechnology is the fastest-growing field of study in the natural sciences and the University's location in the heart of the research and

development corridor of metropolitan Chicago, a market exists for highly trained undergraduates with a Bachelor of Science in Biochemistry/Molecular Biology.

**How does the program work?**

As a Biochemistry/Molecular Biology major, you will acquire a broad base of knowledge, represented by the university's core courses required of all students, which are invaluable to your future career development and daily interactions as citizens of your community. Within the Biochemistry/Molecular Biology major, you will obtain proficiency in calculus, university physics, general biology and general and organic chemistry. In the upper-level courses you will gain a fundamental understanding of such concepts as biological energy transduction, enzyme catalysis, macromolecular structure and function, the chemical logic of metabolic pathways, the storage and transmission of genetic information, and the maintenance and regulation of the genome. In the accompanying labs, you will clone and manipulate nucleic acids as well as isolate and characterize proteins and enzymes. Finally, via the program's capstone experience, you will design and carry out a laboratory research project.



## **Biology**

**Campus:** Lisle Main Campus

**College:** College of Science

**Department:** Biological Sciences

**Student Type:** Traditional Undergraduate

### **Faculty:**

Robin Pals Rylaarsdam, Ph.D., Department Chair

Lee Ann Smith, Ph.D., Assistant Department Chair

Preston Aldrich, Ph.D.

William Carvell, Ph.D.

Pedro Del Corral, Ph.D., M.D.

Ian Hall, Ph.D.

Leigh Anne Harden, Ph.D.

Cheryl A. Heinz, Ph.D.

Lawrence F. Kamin, Ph.D.

Alfred R. Martin, Ph.D.

Robert C. McCarthy, Ph.D.

Philip Novack-Gottshall, Ph.D.

Mark Poch, Ph.D.

Jayashree Sarathy, Ph.D.

Monica Lee Tischler, Ph.D.

Allison K. Wilson, Ph.D.

Fr. Edmund J. Jurica, O.S.B., Ph.D., Professor Emeritus†

Fr. Hilary S. Jurica, O.S.B., Ph.D., Professor Emeritus†

John Mickus, Ph.D., Professor Emeritus

Fr. Theodore D. Suchy, O.S.B., M.S., Professor Emeritus†

**Program Director, Pre-Professional Health Programs:** Alice N. Sima, RN, M.S.N., M.B.A.,

### **Lecturers:**

Christine Beatty, Ph.D.

Pat Blaney, D.D.S.

Vandana Chinwalla, Ph.D.

Thomas Cornwell, M.D.

Dominic Costabile, D.O.

Susan Darby, Ph.D.

Jenna Eisenberg, D.C.

Peter Gallos, D.D.S.

Amy Hebert, Ph.D.

Kathryn Kennedy, D.D.S.

Tom Knutson, M.S.

Sharon Luckhardt, O.D.

Amie Luna, M.S.  
David Maze, O.D.  
Elizabeth Shaffer-McCarthy, M.S.  
Cody McNeely, M.S.  
Manjari Mishra, Ph.D.  
Greg Munie, Ph.D.  
Daniel Olson, Ed.D.  
Scott Padalik, M.D.  
Aimee Paran, M.S.  
Tiara Perez-Moralis, Ph.D.  
David Piazza, M.D.  
Leonard Piazza, M.D.  
Joseph Podojil, Ph.D.  
Roli Prasad, Ph.D.  
Terrence Puryear, Ph.D.  
Adam Reimel, M.S.  
Stephen Rowley, M.D.  
Nancy Schubert, D.O.  
Regina Schurman, Ed.D., RCEP, CPA  
Anne Marie Smith, M.S.  
Veronica Stellmach, Ph.D.  
Julie Swartzendruber, Ph.D.  
Paula Tomczak, Ph.D.  
Sarah Ware, Ph.D.  
Emily Yip, Ph.D.  
Susan Yazdanmehr, M.D., M.P.H.

*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.*

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

**The Biological Sciences program, which includes the B.A. and B.S. in Biology majors, has the following program goals:**

1. Teach and assess student learning of the foundational biological concepts of evolution, information flow, structure/function, transformations of energy and matter, and systems at the molecular/cellular, physiological and ecological levels.
2. Teach and assess student learning of core competencies in biological sciences, including the process of science, quantitative reasoning, modeling and simulation, the interdisciplinary nature of science, communication and collaboration, and understanding the relationship between science and society.

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

3. Foster Scientific literacy for students outside of the Biology major by offering compelling life science courses that engage students in critical-thinking, consideration of stewardship issues and scientific reasoning.

The *B.S. in Biology* is designed to prepare students for graduate study in the biological sciences, professional study in medicine, dentistry, veterinary medicine, other biomedical specialties and related health care careers, and for careers as high school teachers. In addition, it prepares students to obtain jobs in research, pharmaceutical sales, quality assurance testing and as naturalists.

The *B.A. in Biology* prepares students to pursue careers in law, journalism, the environmental sector, graduate study in allied health fields, nursing and public health, and for jobs in pharmaceutical sales and the general workforce.

The Department of Biological Sciences also offers a variety of first-year biology courses for all University students, intended to foster scientific literacy among students.

#### **Acceptance into the Biology Program:**

A student will gain acceptance to either Biology major (B.S. or B.A.) by completing BIOL 197, BIOL 198, CHEM 113, and CHEM 123 with a grade of "C" or better in each of these courses, and receiving no more than a total of three "W," "D" or "F" grades in these courses. The entire introductory sequence of BIOL 197, BIOL 198, CHEM 113 and CHEM 123 must be completed prior to taking any 200-level courses in BIOL. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Transfer students must complete their first two semesters with no more than two "W," "D" or "F" grades in College of Science lecture courses to be accepted to the degree program.

If it is determined at any time that a student cannot gain acceptance to the Biology program or cannot graduate with a Biology degree, the student will be required to change his or her major and seek academic advising outside of that program.

#### **Requirements - Major:**

The B.S. in Biology major must complete 38 semester credit hours of biology courses with a grade of "C" or higher. A minimum of 30 semester hours in BIOL must be at the 200 level or above including 9 hours at the 300 level. Coursework must include BIOL 197(3) or 297(4), 198(3), 199(1), 229(3), 250(3), 251(1), 340(3), 341(1), 363(3), 364(1); CHEM 113(3), 114(1), 123(3), 124(1), 242(3), 243(1), 247(3), 248(1); PHYS 113(3), 114(1), 118(3), 119(1); MATH 111(3), 210 (5) or 220(5) or proficiency in MATH 210 or higher; BCHM 261(3) or 361(3). Majors must also complete an organismal course to be chosen from BIOL 204(3), 208(4), 249(3), 271(3), 272 (3), 275(3), 280(3), 284(3) or other approved courses and a systems course to be chosen from BIOL 203(4), 228(4), 256 (3-4), 258(4), 319(4), 322(4), 325(3), 360(3) or other courses approved by program faculty, plus 7-9 additional semester credit hours of biology electives at the 200 level or above. The writing intensive courses in the major are BIOL 341 and BIOL 364.

The B.A. in Biology major consists of 66 semester credit hours of coursework that must be completed with a grade of "C" or better. Students complete a core set of courses plus one of four concentrations.

The core requirements for a B.A. in Biology are CHEM 113(3), 114(1), 123(3), 124(1), 103(3), and 104(1); MATH 111(3); BIOL 197(3), 198(3), 199(1), 229(3); and an ethics course (3) to be selected from PHIL 245, 248, or 249. The core coursework is 28 semester credit hours.

B.A. in Biology students choose one of four concentrations to complete their major:

**Allied Health concentration:** PHYS 113(3), 114(1), 118(3), 119(1); BIOL 250(3), 203(4), 208(4), 258(4), 393(1); 9 semester credit hours in lifespan or humanities science courses (from ANTH 309, BALT 360, CJUS 206, MDHM 200, NTSC 210, NUTR 280, NUTR 271, PHIL 200, PHIL 205, PHIL 210, PHIL 215, PHIL 290, PHIL 390, PLSC 355, PSYC 200, PSYC 202, PSYC 204, PSYC 210, PSYC 241, PSYC 245, PSYC 300, PSYC 310, PSYC 314, PSYC 318, PSYC 371, SOCL 213, SOCL 231, THEO 101, THEO 104, THEO 208; 5 elective semester credit hours in BIOL. At least 9 semester credit hours in the concentration must be at the 300 level, with at least 6 semester credit hours at the 300-level in BIOL prefixed courses. The other 3 semester credit hours may be a humanities course. A total of 38 semester credit hours are required to complete this concentration.

**Environmental Science concentration:** PHYS 107(4) or 118(3); BIOL 205(3), BIOL 250(3), BIOL 363(3), BIOL 364(1), BIOL 201 or 301 or 313(3); ENVS 210(1), BIOL 394(1), one organismal biology course at the 200-level or higher chosen from BIOL 204, BIOL 208, BIOL 249, BIOL 271, BIOL 275, BIOL 280, BIOL 284, BIOL 272 or other approved by program faculty (3-4); 9-10 additional BIOL semester credit hours at or above the 200-level; 6 additional semester credit hours in "S" designated courses not on the required list. At least 9 semester credit hours in the major must be at the 300-level in BIOL or ENVS courses. A total of 38 semester credit hours are required to complete this concentration.

**Liberal Arts concentration:** PHYS 107(4) or 118(3); BIOL 205(3), BIOL 250(3); BIOL 201, 301 or 313(3), BIOL 393(1), BIOL 394(1), one organismal biology course at the 200-level or higher chosen from BIOL 204, BIOL 208, BIOL 249, BIOL 271, BIOL 275, BIOL 280, BIOL 284, BIOL 272 or other approved by program faculty (3-4); one systems course at the 200-level or higher chosen from BIOL 203(4), BIOL 228(3), BIOL 256(3-4), BIOL 258(4), BIOL 318(4), BIOL 322(3), BIOL 325(3), or other approved by program faculty, 9 semester credit hours in humanities-science courses chosen from ANTH 309(3), BALT 360(3), CJUS 206(3), MDHM 200(3), PHIL 200(3), PHIL 205(3), PHIL 210(3), PHIL 215(3), PHIL 290(3), PHIL 390(3), PLSC 355(3), PSYC 318(3), SOCL 231(3), THEO 101(3), THEO 104(3), THEO 208(3), or other approved by program faculty including some IDS 201 and IDS 301 seminars; 3-5 semester credit hours of BIOL electives at or above the 200-level; one additional "G" globalization course in addition to the one required for general education (3). At least 9 semester credit hours in the major must be at the 300 level. At least 6 semester credit hours at the 300-level must be in BIOL prefixed courses. A total of 38 semester credit hours are required to complete this concentration.

**Clinical Exercise Physiology concentration:** PHYS 113(3), PHYS 114(1); NUTR 200(3); BIOL 203(4), BIOL 258(4), BIOL 358(3), BIOL 368(3), HLSC 392(3), HLSC 321(1), HLSC 322(1), HLSC 360(3), HLSC 361(3), HLSC 381(1), HLSC 382(1), HLSC 390(2), BIOL 393(1), 1 semester credit in BIOL at or above the 200-level. A total of 38 semester credit hours are required to complete this concentration.

We encourage students to further their learning by assisting in labs. However, only 2 semester credit hours in BIOL 292 will count toward the B.A. or B.S. in Biology major.

BIOL 389 and other 300-level College of Science research courses do not count as elective credits toward the B.A. in Biology major.

Transfer students who earn transfer credit for BIOL 197, 198 and 199 are required to take BIOL 299(1). BIOL 299 will count as a 200-level credit in the major.

A student majoring in Biology (B.A. or B.S.) may only earn one major in the Biochemistry/Molecular Biology, Biology, Environmental Science, Health Science, Physics (Biological Physics Concentration) and Medical Humanities programs.

**Requirements - Minor:**

Students seeking a minor in Biology must complete, with a grade of "C" or better: CHEM 113(3), 114(1), 123(3), 124(1); BIOL 197(3), 198(3), 199(1), and at least 15 semester credit hours in biology at the 200 level or above, including at least three semester credit hours at the 300 level.

All chemistry courses (8 semester credit hours) and all biology courses (22 semester credit hours) must be passed with a grade of "C" or better.

A minor in Biology is available only to students whose major is outside the Department of Biological Sciences. However, Medical Humanities majors cannot minor in Biology.

**Requirements - Teaching License:**

Students who desire to be licensed to teach biology at the secondary level (grades 9-12) are to declare themselves as Biology majors and Education minors and register with the Benedictine University Education Program as teaching licensure candidates. Advising is then a joint responsibility of the Department of Biological Sciences and the School of Education.

Students must complete the requirement for a major in Biology as well as the requirements of the Teacher Licensure Program in Education which includes the Education minor (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section).

Majors must complete 37 semester credit hours in biology, of which 30 semester credit hours are at the 200 level or above, including 11 semester credit hours at the 300 level, and required cognates with a grade of "C" or better. Coursework must include BIOL 197(3), 198(3), 199(1), 204(3), 208(4), 250(3), 251(1), 258(4), 292(1), 313(3) or 301(3), 340(3), 341(1), 363(3), 364(1); CHEM 113(3), 114(1), 123(3), 124(1), 242(3), 243(1), 247(3), 248(1); PHYS 107(4), 113(3), 114(1), 118(3), 119(1); MATH 111(3), 210 (5) or 220(5) or proficiency in MATH 210 or higher; BCHM 261(3) or 361(3) and PHIL 290(3). The writing intensive courses in the major are BIOL 341 and BIOL 364.

## **Business Administration (Associate of Arts)**

**Campus:** Lisle Main Campus

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Adult Accelerated Undergraduate

**Campus:** Springfield Branch Campus

**Student Type:** Adult Accelerated Undergraduate

### **Objectives:**

This program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of our culture;
2. Articulate how the functional areas of business interrelate within organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations; and
4. Develop specific skills applicable to various aspects of the functional areas of business.

This program is designed to:

1. Prepare you for entry-level positions;
2. Enable you to perform effectively in professional and career positions in management; and
3. Prepare you for professional study in business or management.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics (the tool for the discipline); and
3. The principles pertinent to all of the functional areas of business, accounting, management, computer applications and entrepreneurship, in an integrated manner.

The Associate of Arts in Business Administration program is offered in a learning team/blended format through evening and weekend classes, as well as in a fully online format. These options provide time periods and formats designed for the needs of adult learners. Associate of Arts in Business Administration students must complete a minimum of 63 semester credit hours for degree completion. At least 45 of these semester credit hours must be through coursework at Benedictine University. The online courses are restricted to students admitted into the adult online program.

### **Requirements - General Education**

1. Successful completion of the following basic skills courses with a grade of "C" or better: WRIT 101(3), WRIT 102(3), SPCH 110(3), and MATH 104(3).
2. Successful completion of the following liberal arts requirements: Three arts and humanities core courses, including PHIL 245(3) and at least one course from a discipline other than philosophy; two natural science core courses, with one in life sciences and one in physical

sciences; three social sciences core courses, which must include PSYC 100(3) and ECON 101(3), the latter of which must be completed with a grade of "C" or better.

3. Successful completion of HUMN 220 to meet the Cultural Heritage requirement.

### **Requirements - Major**

Associate of Arts in Business Administration students must complete the following business core courses with a grade of "C" or better in the following recommended order: MGT 110(3) which must be taken first, followed by CMSC 100(3), MGT 150(3), ECON 102(3), ACCT 111(3), ACCT 112(3), MGT 210(3), and MGT 220(3). MATH 104 must be completed prior to taking the quantitative courses, including MGT 150, ECON 101, ECON 102, ACCT 111, and ACCT 112. MGT 220 should be the last business core course taken.

### **Transfer Credits**

Transfer credits may not be accepted after a student starts the Associate of Arts in Business Administration program. The following courses must be completed at Benedictine University: HUMN 220(3), MGT 110(3) and MGT 220(3).

### **Writing Assessment**

The University expects all Adult Accelerated students to possess at the time of admission the appropriate writing skills that are necessary for success in the program. Therefore, all applicants are required to complete an assessment of their writing skills prior to starting their program. Students who score below a college writing level will be required to enroll in a developmental writing course and earn a grade of "C" or better.



## **Business Analytics**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate and Adult Accelerated Undergraduate

### **Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Jeffrey Madura, M.B.A., CPA

Rob Rebman, M.B.A., CPA

**Program Director:** Rick Cali

### **Objectives:**

#### **Business Core:**

This program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of our culture;
2. Articulate how the functional areas of business interrelate within organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations; and
4. Develop specific skills applicable to the various aspects of the functional areas of business.

Students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles pertinent to all of the functional areas of business, accounting, finance, management, and marketing, in an integrated manner and with adequate focus on their international aspects; and
4. The important functional areas of management; including human resources, operations management, organizational behavior and the management process of planning, implementation and control.

### **Major:**

The Business Analytics major is designed to provide students with an understanding of the foundations of business through the core business courses. The major specialization and specialization elective courses furnish students with an understanding of business data identification, management, analysis and visualization to improve business decision-making. Quantitative modeling and critical-thinking skills are enhanced through hands-on analytical, graphical and geographical

mapping software programs used in today's business. Graduates of the program will have the foundational skills necessary to solve business problems and assist in achieving better business performance.

The major courses are designed to:

1. Develop critical-thinking skills enabling students to produce ad hoc business analyses/reports.
2. Develop skills in using and interpreting the output of business analytical software programs used in industry to gain insight in solving business problems.
3. Develop the ability to apply and interpret analytical and statistical modeling methodologies in solving real-world business problems.
4. Develop the ability to communicate complex problems in everyday language.
5. Develop and interpret metrics and Key Performance Indicators (KPIs).

#### **Requirements - Major:**

Business Analytics majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics (which also counts as religion core) or one core approved philosophy course in ethics, MATH 105(3) or MATH 110(3) and MATH 115(3).

All business majors must complete BALT 240(3).

Majors must complete each of the business core courses with a "C" or better: ACCT 111(3), 112(3); BALT 301(3); ECON 101(3), 102(3); FINA 300(3); MKTG 300(3); MGT 150(3), 300(3) and 380(3). Majors must complete with a "C" or better: BALT 300(3), BALT 320(3), BALT 330(3); and three from among BALT 310 (3), BALT 315 (3), BALT 318 (3), BALT 325 (3), BALT 340 (3), BALT 350 (3), BALT 360 (3), BALT 370 (3), FINA 330 (3), and MGT 347 (3).

CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for 300-level courses.

#### **Requirements - Minor:**

Only courses in which a student has earned a "C" or better may be applied to the minor. Students are limited to one minor in Accounting, Business Analytics, Business and Economics, Economics, Entrepreneurship, Finance, International Business and Economics, Human Resource Management, Management and Organizational Behavior or Marketing. Students (except for BACHELOR OF ARTS IN MANAGEMENT students) seeking a minor in Business Analytics must complete with a grade of "C" or better 21 semester credit hours which must include ACCT 111(3); ECON 101(3); BALT 301(3), 330(3); and at least three 300-level courses in business analytics or two 300-level courses in business analytics and MGT 347(3). A Bachelor of Arts in Management student may not minor in Business Analytics. Students who earn a major in Business Analytics may not earn a minor in the undergraduate business department.

#### **Requirements - Concentration:**

Concentrations in Digital Marketing, Integrated Marketing Communications, Managing Human Resources, Operations Management, Sports Management, Sports Marketing, and Visualization Techniques are available in combination with this major. Requirements listed below must be completed with a "C" or better.

Digital Marketing: MKTG 345, MKTG 347, MKTG 348 and MKTG 349.

Integrated Marketing Communications: MKTG 330, 333, 334 and GAD 260 or COMM 263.

Managing Human Resources: MGT 330, 334, 335 and one of MGT 235, 302 or 320.

Operations Management: BALT 350, MGT 235, MGT 333 and BALT 325 or INTB 340.

Sports Management: MGT 305, MKTG 305 and two courses from MGT 235, 297 or 301.

Sports Marketing: MKTG 305, MGT 305 and two courses from MKTG 297, 330 or INTB 371.

Visualization Techniques: BALT 315, BALT 318, BALT 370 and GAD 260.

**Business and Economics**

**Campus:** Lisle Main Campus

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate

**Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

J. Timothy Goines, Ph.D.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Isobel Lobo, Ph.D.

Jeffrey Madura, M.B.A., CPA

Rob Rebman, M.B.A., CPA

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

**Objectives:**

This program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of our culture;
2. Articulate how the functional areas of business interrelate within organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations; and
4. Develop specific skills applicable to the various aspects of the functional areas of business.

This program and major are designed to:

1. Prepare you for entry-level positions;
2. Enable you to perform effectively in professional and career positions in management; and
3. Prepare you for graduate and professional study in business or management.

All students in these programs will receive a thorough grounding:

1. In economics (the theoretical basis for the discipline);
2. In mathematics and statistics (the tool subjects);
3. In the principles pertinent to all of the functional areas of business, accounting, finance, management, and marketing, in an integrated manner and with adequate focus on their international aspects; and

4. In the principles and practices of the major functional areas of business, finance, marketing and management.

The Business and Economics major is designed so that the entire degree is available through day classes. The Business and Economics major is also offered in time periods and formats that are designed for the needs of adult learners, offered through evening and weekend classes.

**Requirements - Major:**

Business and Economics majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics (which also counts as a Religious/Theological Mode of Inquiry) or one Philosophical Mode of Inquiry course in ethics, MATH 105(3) or 110(3) and 115(3). All business majors must complete BALT 240(3).

Business and Economics majors must also complete, with a grade of "C" or better, ACCT 111(3), 112(3); ECON 101(3), 102(3), 202(3), 310(3); FINA 300(3); MGT 150(3), 251(3) or BALT 301(3); MGT 300(3); MKTG 300(3), MGT 380(3) and at least four 300-level courses taken from ECON, FINA, INTB, MGT or MKTG series. ACCT 311 or 312 may substitute for one of the previous 300-level courses.

CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for 300-level courses.

Business and Economics majors who elect to earn a second major in the Department of Undergraduate Business must complete unique "specialization courses" for the second business major. Specialization courses may only be used for satisfying the requirements for one business major. In the event that a specialization course is required for two majors, the student's academic advisor will identify an additional specialization course.

**Requirements - Minor:**

Only courses in which a student has earned a "C" or better may be applied to the minor. Students are limited to one minor in the Accounting, Business and Economics, Economics, Finance, International Business and Economics, Management and Organizational Behavior, and Marketing programs. Students (except for Bachelor of Arts in Management students) seeking a minor in Business and Economics must complete with a grade of "C" or better 21 semester credit hours which must include ACCT 111(3), 112(3); ECON 101(3), 102(3); and at least three 300-level courses in finance, international business and economics, management or marketing. A Bachelor of Arts in Management student may not minor in Business and Economics. Students who earn a degree in Business and Economics may not earn a minor in the Undergraduate Business Department.

**Requirements - Concentration:**

Business and Economics majors must select a concentration (Lisle main campus only). Concentrations in Business Analytics, Digital Marketing, Integrated Marketing Communications, Managing Human Resources, Operations Management, Sports Management, Sports Marketing, and Visualization Techniques are available in combination with this major. Requirements listed below must be completed with a "C" or better.

Business Analytics: BALT 310, BALT 320, BALT 330 and BALT 340.

Digital Marketing: MKTG 345, MKTG 347, MKTG 348 and MKTG 349.

Integrated Marketing Communications: MKTG 330, 333, 334 and GAD 260 or COMM263.

Managing Human Resources: MGT 330, 334, 335 and one of MGT 235, 302 or 320.

Operations Management: MGT 333, BALT 350, INTB 340 or BALT 325 and MGT 235.

Sports Management: MGT 305, MKTG 305 and two courses from MGT 235, 297 or 301.

Sports Marketing: MKTG 305, MGT 305 and two courses from MKTG 297, 330 or INTB 371.

Visualization Techniques: BALT 315, BALT 318, BALT 370 and GAD 260.

**Requirements - Teaching License:**

Students who desire to be licensed to teach business, marketing, and computer education at the secondary level (grades 9-12) are to declare themselves as Business and Economic majors and Education minors and register with the Benedictine University Education Program as teaching licensure candidates. Advising is then a joint responsibility of the Department of Business and Economics and the School of Education.

Students must complete the requirement for a major in Business and Economics as well as the requirements of the Teacher Licensure Program in Education which includes the Education minor (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section).

*Note: If you desire to teach economics, you may also earn an endorsement in Social Science-Economics by completing the Illinois Board of Education licensure requirements for this endorsement.*

## **Business with Science Applications**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate

### **Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Jeffrey Madura, M.B.A., CPA

Rob Rebman, M.B.A., CPA

### **Lecturers:**

Pat Morello, M.B.A.

Bob Nelson, M.B.A., Program Director

Vincent Petrini-Poli, M.B.A.

Greg Sellers, Ph.D.

Ethan Zelizer, J.D.

### **Objectives:**

The Business with Science Applications major in the Department of Undergraduate Business combines the Bachelor of Business Administration (B.B.A.) undergraduate business core with the undergraduate science core, plus six business specialization courses: BSCI 200 Intro. to Science Management, BSCI 210 Legal Aspects, BSCI 220 Innovation and Product Development, BSCI 230 Ethics and Quality Systems and BSCI 297 Internship. The Business with Science Applications program addresses the need for graduates who are interested in both science and business to launch careers in technology-based businesses important to growing the economy. Students acquire a broad base of knowledge, represented by the University's core courses that will prove valuable in career development. This major features the fundamentals of the economic systems, principles of accounting and managerial finance, mathematic principles and knowledge in each of the related social sciences: sociology, political science, psychology and ethics. Students learn the fundamentals of science (biology, chemistry and physics) followed by selection of one track from four high-growth technology areas – biotechnology, informatics, environment or pharmaceuticals/allied health. Students are advised and mentored throughout the interdisciplinary program, thus preparing graduates to launch careers in technology-based businesses or continue post-graduate studies.

### **Requirements - Major:**

Business with Science Application majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics (which also counts as a Religious/Theological Mode of Inquiry) or one core-approved Philosophy Mode of Inquiry in ethics. Transfer students who meet the core requirements, but did not take an ethics course, must take one



to meet the requirements of this business major. BSCI 230-Ethics and Quality meets this ethics requirement. MATH 115 or (MATH 170 and MATH 200) or MATH 210 or MATH 220. All business majors must complete BALT 240.

Majors must complete each of the business core courses (30) with a "C" or better: ACCT 111/112, ECON 101/102, MGT 150/251, FINA 300, MKTG 300, MGT 300 and MGT 380.

Majors must complete each of the business specialization courses (18) with a "C" or better: BSCI 200, 210, 220, 230, 297, and MGT 347.

Majors must complete each of the science core courses (21) with a "C" or better: BIOL 197 and 198/199, CHEM 113/114 and 123/124, PHYS 113 and 118.

**Recommended career tracks:**

Required science electives 8-10 semester credit hours at the 200/300 level) -should be selected from one of four recommended career tracks: Biotechnology, Informatics, Environment, Pharmaceuticals/Allied Health). Courses listed below must be completed with a "C" or better:

Biotechnology: BIOL 208 Microbiology (4), BIOL 250 Genetics (3), BIOL 260 Recombinant DNA lab (1).

Informatics: CMSC 200 Computer Programming (4), CMSC 205 Data Structures and Algorithms I (3), CMSC 274 Object-Oriented Design and Programming (3).

Environment: ENVS 205 Intro to Environmental Science (3), ENVS 210 OSHA Hazardous Waste (1), ENVS 305 Environmental Toxicology (3) (or other elective), BIOL 281(1) with Department of Biological Sciences chair approval.

Pharmaceuticals/Allied Health: CHEM 103 Intro to Organic Chemistry and Biochemistry (3), NUTR 200 Nutritional Science (3), BIOL 258 (4) Human Physiology.

The following elective science courses are excluded from this major and will not be applied toward major requirements: BCHM 295, 393, 292, 397, CHEM 295, 393, CIS 396, 399, CMSC 396, 399, HLSC 390, MATH 399, PHYS 393, 396. (These are either "teaching," "internship," "practica" or "ACCA Seminar" courses.)

BIOL 229 will meet requirements for MGT 150 and MGT 251.

## **Catholic Studies (Minor Only)**

**College:** College of Liberal Arts

**Department:** History, Philosophy and Religious Studies

**Student Type:** Traditional Undergraduate

### **Faculty:**

Martin Tracey, Ph.D., Department Chair

Christine M. Fletcher, M.A.(Oxon), Ph.D.

Rita George-Tvrtković, Ph.D.

Fr. Philip Timko, O.S.B., S.T.D., Professor Emeritus

### **Lecturers:**

Fr. Julian von Duerbeck, O.S.B., M.A.

William Toma, S.T.D.

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### **Objectives:**

Catholic Studies minors will:

1. Show knowledge of the fundamentals of Catholic Scripture and Tradition, and what they say about God, humanity, the natural world and virtuous living.
2. Understand that the search for truth has many methodologies and integrate their experiences in the Modes of Inquiry Curriculum with the Catholic Intellectual Tradition;
3. Show knowledge of Catholic views of religious diversity;
4. Engage ethical problems thoughtfully and actively, and contribute to the work of peace and justice.

### **Requirements - Minor:**

Catholic Studies minors: 21 semester credit hours with a grade of "C" or better, met through various courses including one THEO course designated as a Religious/Theological Mode of Inquiry and one Philosophical Mode of Inquiry course; one 300-level Theology course, and participation in the Catholic Studies Learning Community for four semesters.

At least 12 semester credit hours at the 200 level or above, including a 3 semester credit hour 300-level Theology course.

### **Learning Community**

The Catholic Studies Learning Community will meet at the beginning and the end of the semester and attend the Visiting Scholar in Catholic Thought and Benedictine Heritage Lecture series.

## **Chemistry**

**College:** College of Science

**Department:** Chemistry

**Student Type:** Traditional Undergraduate

### **Faculty:**

Andrew Wig, Ph.D., Department Chair  
Cheryl M. Mascarenhas, Ph.D., Assistant Department Chair  
Edward L. Ferroni, Ph.D.  
Timothy W. Marin, Ph.D.  
Niina J. Ronkainen, Ph.D.  
David Rubush, Ph.D.  
Sarah Shaner, Ph.D.  
David C. Sonnenberger, Ph.D.  
Kari L. Stone, Ph.D.  
James J. Hazdra, Ph.D., Professor Emeritus<sup>†</sup>  
David J. Rausch, Ph.D., Professor Emeritus  
Rev. Cyprian Tomecko, O.S.B., Ph.D., Professor Emeritus<sup>†</sup>  
Wayne E. Wesolowski, Ph.D., Professor Emeritus  
E. Michael Winkler, Ph.D., Professor Emeritus

### **Laboratory Coordinators:**

Sarah Shaner, Ph.D., General Chemistry  
David Rubush, Ph.D., Organic Chemistry

### **Lecturers:**

Jorge Alvarado, Ph.D.  
Oscene Barrett, Ph.D.  
Carol Fendrick, Ph.D.  
Lisa Gades, M.S.  
Liangchao Lin, Ph.D.  
Patrick McMahon, Ph.D.  
Ezelagu Obasi, Ph.D.  
Hermona Pandya, Ph.D.  
Lisa Riedy, Ph.D.  
Giselle Sandi-Tapia, Ph.D.  
Robert Sentman, Ph.D.  
Zuzana Strakova, Ph.D.  
Yong-Zhong Zhao, Ph.D.  
Lawrence Zintek, Ph.D.

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

The University's Bachelor of Science degree program in Chemistry is approved by the American Chemical Society.

**Objectives:**

Chemistry courses are designed to prepare students to:

1. Understand matter, its properties and physical and chemical changes;
2. Have a sound understanding of the traditional areas of chemistry including: analytical, physical, organic, inorganic and biochemical, and their applications;
3. Understand the laboratory methodologies in the chemical sciences;
4. Respond to a changing technological society;
5. Enter studies in professional school (medicine, dentistry, veterinary, pharmacy) and graduate school; and
6. Enter a career in industry (research, chemical business and marketing, patent law) or teaching.

**Acceptance into the Chemistry Program:**

A student will gain acceptance to the Chemistry program by completing the introductory sequence of CHEM 113, CHEM 123 and MATH 210 with a GPA of 2.500 or above and a grade of "C" or better in each of these courses. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Additionally, a transfer student must earn a GPA of 2.500 or above in all major classes (excluding labs) during the first semester at Benedictine in order to be accepted into the Chemistry program.

If it is determined at any time that a student cannot gain acceptance to the Chemistry program or graduate with a Chemistry degree, the student will be required to change his or her major and seek academic advising outside of that program.

**Requirements - Major:**

Students must complete the following courses with a grade of "C" or better: MATH 210(5) or 170(5) plus 200(4); MATH 211(4), MATH 212(4); PHYS 211(4), 205(1), 212(4) and 206(1).

CHEM 113(3), 115(1) or NTSC 115(1.5), CHEM 123(3), 125(1) or NTSC 152(1.5), CHEM 231(3), 232(3), 237(1), 238(1), 242(3), 244(1), 247(3), 249(1), 313(3), 314(1), 315(3), 316(1), 320(3), 321(1), 398 (3), CHEM 399(1), and two of the following advanced courses: CHEM 322, 323, 334, 335, 340, 357, 390, and BCHM 361.

An original research project and thesis must be completed. Students who satisfactorily complete these courses (assuming that BCHM 361 is one of the advanced chemistry classes taken) fulfill the requirements for American Chemical Society certification.

A student cannot major in both Health Science and Chemistry.

**Requirements - Minor:**

Students seeking a minor in Chemistry must complete, with a grade of "C" or better: CHEM 113(3), 114(1) or 115, CHEM 123(3), 124(1) or 125(1), CHEM 231(3), 237(1), 242(3), 243(1) or 244(1), 247(3),

248(1) or 249(1) and 3 semester credit hours in a 300-level CHEM course or BCHM 365(3). No credit is given for CHEM 295 and/or 398. Biochemistry/Molecular Biology majors may not minor in Chemistry.

**Requirements - Teaching License:**

Students desiring to be licensed to teach chemistry at the secondary level (grades 9-12) are to declare themselves as Chemistry majors and Education minors and register with the Benedictine University Education Program as teaching licensure candidates. Advisement is a joint responsibility of the Chemistry and Education programs. Students must complete the requirements for the Chemistry major, a second teaching field and Teacher Licensure in Education which includes a minor in Education (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section)

**CHEMISTRY MAJOR WITH EDUCATION MINOR:** Students must complete the following courses with a grade of "C" or better: CHEM 113(3), 114(1) or 115(1), CHEM 123(3), 124(1) or 125(1), CHEM 231(3), 232(3), 237(1), 238(1), 242(3), 244(1), 247(3), 249(1), 313(3), 314(1), 315(3), 316(1), 320(3); BCHM 261(3); MATH 210(5), or 170(5) plus 200(4); 211(4), 212(4); and PHYS 113(3), 114(1), 118(3), 119(1) or PHYS 205(1), 206(1), 211(4), 212(4); NTSC 111(3); PHYS 107(4); PHIL 290(3); EDUC 200(1), 205(3), 207(1), 210(3), 215(3), 234(1), 236(1), 260(3), 308(3), 310(3), 331(3), 364(3), 371(12); and PHED 257(2).

## **Chinese (Mandarin) Language (Minor Only)**

**College:** College of Liberal Arts

**Department:** Languages and Literature

**Student Type:** Traditional Undergraduate

**Faculty:** Steven Day, Ph.D.

### **Objectives:**

The minor in Chinese is designed to help students attain an intermediate level of linguistic proficiency in the language and acquire knowledge about China from various disciplinary perspectives. Central to the liberal arts mission of Benedictine University, the program aims to foster autonomous and lifelong learners who are able to act as globally conscious citizens after graduation. The program also encourages study abroad experiences and internships in local Chinese communities and abroad.

### **Student Learning Outcomes:**

Minors will demonstrate at minimum an intermediate-low level (ACTFL standards) in all four program-central skills: reading, writing, speaking and listening. They will also demonstrate appropriate historical and cultural knowledge about China, and will situate what they have learned in appropriate global, national and local contexts. The minor also offers students opportunities for study at various partner schools and institutions in China (including scholarship support) and for co-curricular opportunities such as Chinese Conversation Corner, International Education Week, Intercultural House, and excursions to local communities and events.

### **Requirements - Minor:**

The requirements for the minor in Chinese (Mandarin) Language include successful completion, grade of "C" or better, of the language sequence to 212: specifically CHIN 102(3), 109(1), 201(3), 208(1), 202(3), 209(1), 211(3), 218(1), 212(3), 219(1) and of at least one of the following, CHIN 301(3) or 302(3), to total 21 semester credit hours. In some cases, the department may approve as a substitute for CHIN 301 or 302 an upper-level class content course related to China or coursework taken through study abroad arrangements with programs in China. But minors must have any transfer coursework approved prior to enrollment. Minors who earn placement credit for lower-level language courses according to the University policy (successful completion of the course into which they place, with a grade of "C" or better, plus approval through petition for external credit) will be awarded three semester credit hours per class for a maximum award of 6 external semester credit hours, and must still earn 21 semester credit hours for the minor. Minors may also opt to take three additional 3-semester-credit-hour courses, some of which may be cross-listed and delivered in English, for a cultural studies concentration. These may include CHIN 291, and either CHIN 301 or 302 (whichever has not been counted toward the minor). Concentration courses may also include approved courses taken through study abroad arrangements with programs in China. None of the concentration courses may double-count for the minor.

## **Clinical Laboratory Science**

**College:** College of Science

**Department:** Pre-Professional Health

**Student Type:** Traditional Undergraduate

**Lecturers:**

Donna Wray, MLS (A.S.C.P.)

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**Advisor:** Alice N. Sima, M.S.N., M.B.A., RN

**Objectives:**

The program for majors in Clinical Laboratory Science is designed to prepare students to:

1. Carry out complex analysis in the laboratory and make fine-line discriminations and corrections of errors;
2. Recognize interpretation of laboratory tests and have knowledge of physiological conditions affecting test results;
3. Generate data which may be used by physicians in determining the presence, extent and, as far as possible, the cause of disease;
4. Perform and supervise tests and procedures in the clinical laboratory in major areas of hematology, microbiology, immunohematology, immunology, clinical chemistry and urinalysis; and
5. Become a certified clinical laboratory scientist by passing the national certifying examinations.

**Requirements - Major:**

Students in the Clinical Laboratory Science program must complete at least 90 semester credit hours with a minimum GPA of 2.800 at Benedictine University. Students **MUST APPLY** for admission to Edward Hines Jr. V.A. Hospital., our clinical educational program affiliate hospital, during their junior year by December 1. Only U.S. citizens may enter the Hines V.A. Program. The admissions process is competitive. Your senior year is a 12-month, 32-semester-credit-hour clinical education curriculum in the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

In addition to the University graduation requirements, the student majoring in Clinical Laboratory Science must complete the following courses: CHEM 103(3), 104(1), 113(3), 114(1), 123(3), 124(1), 231(3), 232(3), 237(1), 238(1); BIOL 197(3), 198(3), 199(1), 208(4), 229(3), 250(3), 258(4), 340(3) and 354(3); MATH 111(3) or proficiency in MATH 111(3) or higher; PHYS 113(3), 114(1), 118(3), and 119(1); MGT 300(3); CMSC 180(2) and CMSC 182(1); and PHIL 245(3). All of the following CLSC



courses must be completed with a grade of "C" or better: CLSC 390(5), 391(6), 392(8), 393(3), 394(4), 395(2), 396(2), 397(2).

*A student who plans to attend graduate or professional school should take CHEM 242(3), 243(1), 247(3), 248(1); and BCHM 361(3).*

## **Clinical Life Science (Perfusion Technology Concentration)**

**College:** College of Science

**Department:** Pre-Professional Health

**Student Type:** Traditional Undergraduate

**Advisor:** Alice N. Sima, M.S.N., M.B.A., RN

### **Objectives:**

The 3+2 program between Benedictine University's Bachelors of Arts (B.A.) in Clinical Life Science and Rush University's Masters of Science (M.S.) in Perfusion Technology is uniquely designed to prepare students to:

1. Provide services for venovenous bypass for liver transplantation; isolated limb or organ chemotherapy perfusion; cardiopulmonary bypass-supported cardiac catheterization procedures; extracorporeal membrane oxygenation; and blood salvaging for orthopedic or general surgery procedures.
2. Apply management techniques as they relate to the hospital perfusion department.
3. Research and collaborate on projects with physicians and researchers.
3. Become certified as a clinical perfusionist (CCP) by the American Board of Cardiovascular Perfusion.

### **ACCREDITATION**

The Rush University Perfusion Technology program is fully accredited by the Accreditation Committee for Perfusion Education (AC-PE) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

### **Requirements - Major:**

When students major in Clinical Life Science with a Perfusion Technology concentration at Benedictine University, they will follow a three-year sequence of liberal arts and science courses. Students are required to maintain a GPA of 3.000 or higher. Before March 1 of their junior year, students must apply to Rush University's two-year Master of Science program. **Acceptance into the program at Rush University is not automatic and requires application.** Successful completion of the entire 3+2 program results in a B.A. degree from Benedictine University and an M.S. degree from Rush University.

Students majoring in Clinical Life Science (Perfusion Technology Concentration) must complete the following courses with a grade of "C" or better at Benedictine University:

MATH 111(3); PHIL 245(3); CHEM 113(3), 114(1), 123(3), 124(1), 103(3), 104(1);  
BIOL 229(3); BIOL 197(3), 198(3), 199(1), 203(4), 250(3), 258(4), 251(1) or 259(1); PHYS 113(3), 114(1), 118(3), 119(1).

Students who may wish to attend professional school or graduate schools should take CHEM 242(3), 243(1), 247(3), 248(1) and BCHM 361(3). An additional year is then completed at the master's level at



Rush University to complete the requirements for the M.S. degree. Requirements for the second year of the master's program at Rush University can be found at [rushu.rush.edu/perfusion](http://rushu.rush.edu/perfusion).

A student majoring in Clinical Life Sciences who wants to earn a second undergraduate degree can choose to pursue only one additional major from the following:

Biochemistry/Molecular Biology, Biology, Chemistry, Environmental Science, Health Science, Physics and Medical Humanities programs.

All prerequisite coursework must be taken within five years prior to admission to the program. Acceptance into Rush University is not automatic and requires application.

Students must complete at least 90 semester credit hours at Benedictine University with a minimum GPA of 3.000 in all prerequisite courses. Students must apply by March 1 of their junior year to Rush University.

Successful completion of the entire 3+2 program results in a Bachelor of Arts degree from Benedictine University and a Master of Science degree from Rush University.

Successful completion of 2 quarter credit hours for the Perfusion Technology concentration to be transferred from Rush University (all courses are in quarter credit hour units). Minimum of 46 quarter credit hours with "C" or better required.

## Clinical Life Science (Respiratory Care Concentration)

**College:** College of Science

**Department:** Pre-Professional Health

**Student Type:** Traditional Undergraduate

**Advisor:** Alice N. Sima, M.S.N., M.B.A., RN

### Objectives:

The 3+2 program between Benedictine University's Bachelors of Arts (B.A.) in Clinical Life Science and Rush University's Masters of Science (M.S.) in Respiratory Care is uniquely designed to prepare students to:

1. Provide care for a diverse patient population, from newborns and children to adults and the elderly.
2. Provide patient assessment, care plan development and respiratory care protocol administration.
3. Provide critical care, including airway care, ventilatory support, physiologic monitoring and advanced life support.
4. Provide perinatal and pediatric respiratory care.
5. Provide cardiopulmonary diagnostics and pulmonary function testing.
6. Provide patient education, pulmonary rehabilitation and disease management.
7. Pass the advanced examinations for registered respiratory therapists given by the National Board for Respiratory Care.

### ACCREDITATION

Rush University respiratory care programs hold a letter of review from the Commission on Accreditation for Respiratory Care. This status allows enrollment of students and ensures that all students who complete the program are eligible for the examinations given by the National Board for Respiratory Care and state licensure in Illinois. Contact information for the Commission on Accreditation for Respiratory Care is as follows: 1248 Harwood Rd., Bedford, TX 76021, (817) 283-2835 or [coarc.com](http://coarc.com).

### Requirements - Major:

When students major in Clinical Life Science with a Respiratory Care concentration at Benedictine University, they will follow a three-year sequence of liberal arts and science courses. Students are required to maintain a GPA of 3.000 or higher. Before March 1 of their junior year, students must apply to Rush University's two-year Master of Science program. **Acceptance into the program at Rush University is not automatic and requires application.** Successful completion of the entire 3+2 program results in a B.A. degree from Benedictine University and an M.S. degree from Rush University.

Students majoring in Clinical Life Sciences (Respiratory Care concentration) must complete the following courses with a grade of "C" or better at Benedictine University:

MATH 111(3); PHIL 245(3); PSYC 100(3); CMSC 180(2); CMSC 183(1); CHEM 113(3), 114(1), 123(3), 124(1); BIOL 229(3); BIOL 197(3), 198(3), 199(1), 203(4), 208(4), 258(4), 259(1); PHYS 113(3), 114(1), 118(3), 119(1).

Students who may wish to attend professional school or graduate schools should take CHEM 242(3), 243(1), 247(3), 248(1) and BCHM 361(3).

An additional year is then completed at the master's level at Rush University to complete the requirements for the M.S. degree. Requirements for the second year of the master's program at Rush University can be found at [rushu.rush.edu/respiratorycare](http://rushu.rush.edu/respiratorycare).

A student majoring in Clinical Life Sciences who wants to earn a second undergraduate degree can choose only one additional major from the following:

Biochemistry/Molecular Biology, Biology, Chemistry, Environmental Science, Health Science, Physics and Medical Humanities programs.

All prerequisite coursework must be taken within five years prior to admission to the program. Acceptance into Rush University is not automatic and requires application.

Students must complete at least 90 semester credit hours at Benedictine University with a minimum GPA of 3.000 in all prerequisite courses. Students must apply by March 1 of their junior year to Rush University.

Successful completion of the entire 3+2 program results in a Bachelor of Arts degree from Benedictine University and a Master of Science degree from Rush University.

Successful completion of 2 quarter credit hours for Respiratory Care concentration to be transferred from Rush University (all courses are in quarter credit hour units). Minimum of 51 quarter credit hours with "C" or better required.

## **Communication Arts**

**Campus:** Lisle Main Campus

**College:** College of Liberal Arts

**Department:** Communication Arts

**Student Type:** Traditional Undergraduate

### **Faculty:**

Peter B. Seely, M.A., Department Chair

Christopher Birks, M.A.

Luigi Manca, Ph.D.

### **Lecturers:**

Timothy Bates, M.A.

John Madormo, B.A.

Hernice Smith, M.A.

Melanie Thillens, M.A.

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**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

### **Objectives:**

Courses in Communication Arts are designed to:

1. Prepare graduates for careers in advertising, electronic and print media, journalism, public relations, publishing, writing or other careers requiring sophisticated communications skills;
2. Prepare graduates for continued study in graduate or professional school;
3. Develop students' critical and imaginative thinking, reading and writing skills;
4. Develop skills to empower students to communicate ideas effectively, through speaking, writing and the use of technology;
5. Develop skills for critical interpretation of the media;
6. Foster aesthetic understanding in both production and interpretation of media texts;
7. Develop knowledge of the methods to make responsible social and personal decisions;
8. Develop primary and secondary research methodologies;
9. Develop an understanding of the history, structure and operation of the mass media;
10. Provide an understanding of the impact of mass media industries and messages on the individual, society and culture;

11. Develop professional-level skills in written and oral communication for a variety of media and audiences;
12. Develop professional-level production skills for both print and electronic media;
13. Encourage the development of creative expression; and
14. Help the student develop a professional media portfolio.

**Requirements - Major:**

Students majoring in Communication Arts must complete at least 42 semester credit hours within the department with a grade of "C" or better, including:

1. A core of the following Communication Arts courses: COMM 201(3), 207(3), 208(3), 209(3), 235(3), 255(3), 317(3), 393(3).
2. Two of the following: COMM 253(3), 254(3), 263(3), 267(3)
3. One 300-level theory course from COMM 303(3), COMM 304(3), COMM 384(3), 385(3), 388(3) or 390(3).
4. One 300-level applied course from COMM 316(3), 337(3), 353(3), 381(3) or 382(3).
5. At least one 300-level Communication Arts elective (theory or applied).
6. One 200- or 300-level Communication Arts elective.

No more than three internship credit hours may count toward the major. Students majoring in Communication Arts will need to submit a portfolio of their work in advertising, journalism, multimedia, public relations and video, prior to graduation. Through working with advisors, majors will be guided in the selection of courses both within and outside the department in order to plan a program of studies tailored to their individual educational and career goals.

The Communication Arts program offers courses in the following areas (1) journalism, (2) broadcasting and cable, (3) advertising and public relations and (4) mass media theory and criticism.

Communication Arts major for pre-law students: While stating that no single major is recommended for admission to law school, the "Statement on Prelegal Education of the Association of American Law Schools" emphasizes the absolute necessity for the "need to master, at the undergraduate level, advanced writing skills and effective oral communication. Lawyers must be able, in drafting instruments, to convey meaning clearly and effectively. In oral and written advocacy he or she must be capable of communicating ideas convincingly and concisely ... Truly, the law-trained man or woman, to perform effectively the tasks expected, must be a precisionist in the use of language."

Students interested in law school who choose Communication Arts as a major are advised to take, in addition to their major requirements, the following courses, some of which may be applicable to Modes of Inquiry requirements: PHIL 260 or 355(3) and a history course, ECON 101(3), ACCT 111(3), PLSC 202(3), MGT 150(3), BIOL 197(3) or 198(3), and BCHM 100(3).

**Requirements - Minor:**

A minor in Communication Arts consists of at least 21 semester credit hours in Communication Arts courses with a grade of "C" or better, including: COMM 207(3), 209(3) or 254(3), 317(3), plus an additional 9 semester credit hours at the 200 level and an additional 3-semester-credit-hour Communication Arts courses at the 300 level.



**Requirements - Concentration (Main Campus):**

The Sports Communication concentration consists of all of the above major requirements (except COMM 201 and COMM 235), plus COMM 264, 265, and 297, and MGT 305.

**Requirements - Concentration (Springfield Branch Campus):**

The Communication Arts program offers areas of focus in (1) Sports Communication, (2) Creative Writing and (3) Film Studies.

Sports Communication consists of 12 semester credit hours, including the following courses: COMM 264 Sports Journalism, COMM 265 Sports Broadcasting, COMM 297 Internship in Sports and Leisure Communication, and MGT 305 Introduction to Sports Culture in America.

The Creative Writing concentration consists of 12 semester credit hours of selected courses, one of which must include LITR 269 Introduction to Creative Writing.

The Film Studies concentration consists of 12 semester credit hours of selected courses.

## **Computer Information Systems**

**College:** College of Science

**Department:** Mathematical and Computational Sciences

**Student Type:** Traditional Undergraduate

### **Faculty:**

Jeremy Nadolski, Ph.D., Department Chair

Ellen Ziliak, Ph.D., Assistant Department Chair

Grace M. Mirsky, Ph.D.

Daniel E. Nohl, Ph.D.

Lawrence J. Pollack, M.S.

Eileen G. Clark, M.S., Professor Emerita

Ralph D. Meeker, Ph.D., Professor Emeritus

Fr. Richard E. Shonka, O.S.B., M.S., Professor Emeritus†

### **Lecturers:**

Stephen Machon, M.S.

Thomas Schendl M.S.

Petre Turcu, D.S.

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### **Objectives:**

The discipline of computer information systems is concerned with the organizational foundations of systems and their emerging strategic role, specifically:

1. The technical foundations of information systems, including hardware, software, storage and telecommunications technologies that comprise the organization's information technology infrastructure; and
2. The role of information systems in redesigning organizations, including re-engineering of critical business processes and in enhancing management decision-making.

General education courses in Computer Information Systems are designed to introduce a student to the specific technical skills needed to make effective use of information technology.

The program for majors is designed to produce graduates equipped to function in entry-level information systems positions with a basis for continued career growth. Graduates are expected to interact more effectively with clients and to work effectively in teams. Graduates will have good written and oral communication skills. They will also be prepared to enter graduate programs in information systems or in related disciplines.

The information systems curriculum falls into four sets of courses:

1. General courses in information systems
2. Courses in specialized information technology and application design:
  - a. Computer programming, data structures, object-oriented design and analysis, computer organization and architecture
  - b. Data storage and management
  - c. Database design
  - d. Computer networks and data communications
3. Courses in application development and project management
4. Business foundations:
  - a. Accounting, economics and finance
  - b. Management and marketing
  - c. Mathematics and statistics

**Acceptance into the Computer Information Systems program:**

A student will gain acceptance into the Computer Information Systems program by completing the introductory sequence of CMSC 180, 185, 200 and 205 with a GPA of 2.500 or above and a grade of "C" or better in each of these courses. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Additionally, a transfer student must earn a GPA of 2.500 or above in all major classes (excluding labs) during the first semester at Benedictine in order to be accepted into the Computer Information Systems program.

If it is determined at any time that a student cannot gain acceptance to the Computer Information Systems program or graduate with a Computer Information Systems degree, the student will be required to change his or her major and seek academic advising outside of that program.

**Requirements - Major:**

The Computer Information Systems major must complete a minimum of 32 semester credit hours of computer science courses numbered 180 or above, including 12 semester credit hours at the 300 level, 15 semester credit hours in business courses and 10 semester credit hours of computational courses. Required computer science courses are: CMSC 180(2), 185(2), 200(4), 205(3), 220(3), 264(2), 274(2), 330(3), 375(3) and 398(3). CMSC 396, 397 and 399 do not count toward major credit.

Required business courses include ACCT 111(3), 112(3), ECON 101(3) or ECON 102(3), MGT 347(3), and one of the following four courses: FINA 300(3) [ECON 101(3) recommended], MGT 300(3) [ECON 101(3) recommended], MKTG 300(3) [ECON 102(3) recommended], and BALT 320(3).

Required computational courses include: MATH 115(3), MGT 150(3) and MATH 240(4). Grades of "C" or better are required to apply information systems, business or computational courses toward the degree.

A student cannot major in both Computer Information Systems and Computer Science.

**Requirements - Minor:**

Students seeking a minor in Computer Information Systems must complete, with a grade of "C" or better: MATH 240(4) and at least 17 semester credit hours of Computer Information Systems coursework, including CMSC 180(2), 185(2), 200(4), 205(3) and 274(2). One course must be at the 300 level.

A Computer Science major is not eligible for a minor in Computer Information Systems.

## **Computer Science**

**College:** College of Science

**Department:** Mathematical and Computational Sciences

**Student Type:** Traditional Undergraduate

### **Faculty:**

Jeremy Nadolski, Ph.D., Department Chair  
Ellen Ziliak, Ph.D., Assistant Department Chair  
Daniel E. Nohl, Ph.D.  
Grace M. Mirsky, Ph.D.  
Lawrence J. Pollack, M.S.  
Eileen G. Clark, M.S., Professor Emerita  
Ralph D. Meeker, Ph.D., Professor Emeritus  
Fr. Richard E. Shonka, O.S.B., M.S., Professor Emeritus†

### **Lecturers:**

Stephen Machon, M.S.  
Thomas Schendl, M.S.  
Petre Turcu, D.S.

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### **Objectives:**

Computer Science deals with the systematic study of algorithms and data structures, specifically:

1. Their description and use in application
2. Their software and hardware implementation; and
3. Their formal properties

General education courses in Computer Science are designed to introduce the student to the skills needed in order to use computers as technical tools. The program for majors is designed to:

1. Provide solid foundations in:
  - a. Problem-solving, algorithm development and computer programming
  - b. The scientific principles which underlie the discipline of computer science
  - c. The mathematical theory needed for computer science
2. Develop strong oral and written communication skills
3. Provide electives in:
  - a. Applications appropriate to the programmer/analyst
  - b. Scientific and technical applications
  - c. The basic study of the theory and applications of computers
  - d. Emerging developments in computer science

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

**Acceptance into the Computer Science program:**

A student will gain acceptance into the Computer Science program by completing the introductory sequence of CMSC 180, 185, 200 and 205 with a GPA of 2.500 or above and a grade of "C" or better in each of these courses. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Additionally, a transfer student must earn a GPA of 2.500 or above in all major classes (excluding labs) during the first semester at Benedictine in order to be accepted into the Computer Science program.

If it is determined at any time that a student cannot gain acceptance to the Computer Science program or cannot graduate with a Computer Science degree, the student will be required to change his or her major and seek academic advising outside of that program.

**Requirements - Major:**

The Computer Science major must complete a minimum of 47 semester credit hours of computer science courses numbered 180 or above, including 21 semester credit hours at the 300 level. Required courses are CMSC 180(2), CMSC 185(2), CMSC 200(4), CMSC 205(3), CMSC 220(3), CMSC 270(3), CMSC 264(3), CMSC 274(3), CMSC 301 (3), CMSC 330(3), CMSC 375(3) and CMSC 398(3). Students must also complete at least 9 semester credit hours from the following list: CMSC 310(3), CMSC 311(1), CMSC 315(3), CMSC 363(3), CMSC 364(3), CMSC 365(3), CMSC 366(1), CMSC 370(3), CMSC 373(3), CMSC 374(3), CMSC 380(3), CMSC 383(3), CMSC 384(3), CMSC 385(3), CMSC 386(1), CMSC 396, CMSC 397 and CMSC 399 do not count toward major credit. Computer Science majors must also complete a computational requirement of MATH 240(4) and one of the following computational courses (Advanced Placement credit cannot be applied to this computational requirement): MATH 150(3), MATH 170(5), MATH 200(4), MATH 210(5) or MATH 211(4).

**Requirements - Concentrations:****COMPUTER SYSTEMS AND ALGORITHMS CONCENTRATION:**

Students seeking a concentration in Computer Systems and Algorithms must satisfy the required coursework of the Computer Science major along with the computational requirements. To complete the concentration, students must complete four of the courses with at least three of them being CMSC courses: CMSC 310(3), CMSC 315(3), CMSC 365(3), CMSC 370(3), CMSC 380(3), CMSC 383(3), CMSC 385(3) or PHIL 200 (3).

**DATA ANALYTICS CONCENTRATION:**

Students seeking a concentration in Data Analytics must satisfy the required coursework of the Computer Science major along with the computational requirements. To complete the concentration, students must complete four of the courses with at least three of them being CMSC courses: CMSC 363(3), CMSC 373(3), CMSC 380(3), CMSC 383(3), ECON 101(3) or ECON 102(3).

**E-COMMERCE TECHNOLOGY CONCENTRATION:**

Students seeking a concentration in E-commerce Technology must satisfy the required coursework of the Computer Science major along with the computational requirements. To complete the concentration, students must complete the following two courses: CMSC 374(3) and CMSC 384(3), along with two of the following with at least one being a CMSC course: CMSC 364(3), CMSC 365(3), ECON 101(3) or ECON 102(3).

Grades of "C" or better are required to apply computer science or computational courses toward the degree.

A student cannot major in both Computer Science and Computer Information Systems.

**Requirements - Minor:**

Students seeking a minor in Computer Science must complete, with a grade of "C" or better: MATH 240(4) and at least 17 semester credit hours of computer science coursework, including CMSC 180(2), CMSC 185(2), CMSC 200(4), CMSC 205(3) and (CMSC 270(3) or CMSC 274(3). One course must be at the 300 level.

A Computer Information Systems major is not eligible for a minor in Computer Science.



## **Criminal Justice**

**Campus:** Lisle Main Campus

**College:** College of Liberal Arts

**Department:** Psychology, Sociology, Criminal Justice and Clinical Psychology

**Student Type:** Traditional Undergraduate and Adult Accelerated Undergraduate

### **Faculty:**

Brian Patterson, Ph.D., Department Chair

Jane Boumgarden, M.S.W., LCSW, ACSW

Patrick Polasek, Ph.D.

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate and Adult Accelerated Undergraduate

### **Objectives:**

To provide a well-rounded, liberal arts academic preparation for students who wish to work in the areas of law enforcement, probation and parole, the judicial system, or attend law school to become a criminal law attorney. The primary objectives of the program include the development of critical-thinking, communication, technology and computing skills, qualitative reasoning, ethical decision making, and an understanding of diversity.

Through this program, students will acquire, understand and synthesize knowledge pertaining to the legislative, law enforcement, judicial and correction components of the criminal justice system, as well as acquire a knowledge of the various theories concerning the criminal justice system.

Learn research methodology in order to apply it to questions of crime commission, law creation, law enforcement, the adjudicatory process, and the correctional process, as well as the test of criminological theory.

Communicate effectively within and across all components of the criminal justice system. Understand the nature of evidence and how to evaluate it.

Solve problems independently and cooperatively, and understand the importance of ethical behavior within the criminal justice system.

### **Requirements - Major:**

The Criminal Justice major must complete the following courses; SOCL 100(3), PLSC 102(3), PLSC 105(3), PLSC 201(3), CJUS 250(3), CJUS 260(3), CJUS 321(3), CJUS 351(3), CJUS 356(4), CJUS 390(3-6) or CJUS 395(3); two courses from the following list: SOCL 205(3), CJUS 206(3), CJUS 233(3), CJUS 240 (3), CJUS 243(3), SOCL 270(3), AND CJUS 294(3); three courses from the following list: CJUS 306(3), CJUS 324(3), CJUS 326(3), CJUS 330(3), CJUS 331(3), CJUS 372(3), CJUS 391(3), CJUS 390(3-6) if CJUS 395 is taken for required course, and CJUS 395(3) if CJUS 390 is taken for required course.

Each major course must be completed with a grade of "C" or better. In addition, the Criminal Justice major must take an ethics course to meet the Philosophical Mode of Inquiry requirement.

**Requirements - Minor:**

A minor in Criminal Justice consists of a program of courses totaling at least 21 semester credit hours with a grade of "C" or better, submitted to and approved by the department chair, consisting of CJUS 260, CJUS 206, CJUS 294, CJUS 301, CJUS 321, one course (3) from CJUS 233, CJUS 240 or CJUS 243, and one course (3) from CJUS 330, CJUS 372 or CJUS 391. CJUS 250 and 351 may not be included for the minor.

## Diagnostic Medical Sonography

**College:** College of Science

**Department:** Pre-Professional Health

**Student Type:** Traditional Undergraduate

**Administrator:** Alice N. Sima, M.S.N., M.B.A., RN

### Lecturers:

Helena Gabriel, M.D., Medical Director, Northwestern Memorial Hospital

Casey Clarke, BSRT, RT(R), RDMS, RDCS, Program Director, Northwestern Memorial Hospital

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### Objectives:

The Diagnostic Medical Sonography curriculum is designed to provide students with a comprehensive body of knowledge and the necessary skills expected of a competent program graduate. The curriculum includes didactic instruction that provides learning experiences to enhance understanding and performance of clinical responsibilities.

A bachelor's degree in Diagnostic Medical Sonography prepares students to:

1. Obtain and record an accurate patient history;
2. Perform diagnostic procedures and obtain diagnostic images;
3. Analyze technical information;
4. Use independent judgment in recognizing the need to extend the scope of a procedure according to diagnostic findings;
5. Provide an oral or written summary of the technical findings to the physician for medical diagnosis;
6. Provide quality patient care; and
7. Collaborate with members of the health care team.

### Requirements - Major:

Students majoring in Diagnostic Medical Sonography will complete the first three years of coursework at Benedictine University. Students should complete all college graduation requirements during these three years, while maintaining a GPA of 2.800 or above. **In the junior year, students must apply to Northwestern Memorial Hospital for the clinical education curriculum.** The admissions process is competitive. During senior year, students will complete an 18-month, 45-semester-credit-hour clinical education curriculum at Northwestern Memorial Hospital. A certificate of qualification as a diagnostic medical sonographer will be awarded when students complete this program.

Students majoring in diagnostic medical sonography must complete the following courses: MATH 111(3); CMSC 180(2), 182(1); PHIL 245(3); HLSC 291(2); CHEM 113(3), 114(1), 123(3), 124(1); BIOL 197(3), 198(3), 199(1), 203(4), 250(3), 251(1), 258(4), 229(3), 359(3); PHYS 113(3), 114(1), 118(3), 119(1). In addition, the following courses must be completed with "C" or better: DMSC 301(3), 302(1), 303(2), 304(4), 305(3), 306(2), 307(3), 308(4), 309(2), 310(3), 311(3), 312(2), 313(1), 314(3), 315(1), 316(2), 317(4), 318(2).

## **Economics**

**College:** College of Business

**Department:** International Business and Economics

**Student Type:** Traditional Undergraduate

### **Faculty:**

J. Timothy Goines, Ph.D., Department Chair

Soyon Lee, Ph.D., CPA, Professor Emeritus

Isobel Lobo, Ph.D.

Margaret Roth, Ph.D., Professor Emerita

### **Objectives:**

The program and courses are designed to:

1. Help students think clearly and analytically about the U.S. economy in particular, and the global economy in general, within the context of socio-economic, cultural, and political institutional structures;
2. Develop students' critical-thinking and problem-solving skills that, combined with the theory and techniques of economics, will give Economics majors the flexibility to perform in a variety of professions and careers; and
3. Prepare students to be actively involved in economic, social and political issues of the day.

The program and major are designed to:

1. Prepare you for entry-level positions in economics and business. Majors find careers in government departments, economic and market research, consulting, banking, finance, and other business;
2. Enable you to perform effectively in professional and career positions in management; and
3. Prepare you for graduate and professional study in economics or business.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles of accounting.

### **Requirements - Major:**

Economics majors must complete the University's Mode of Inquiry requirements, MATH 210(5) and are strongly encouraged to complete MATH 211(4), 212(4), and either MATH 260(4) or 300(3).

Economics majors must also complete, with a grade of "C" or better, ECON 101(3), 102(3), 201(3), 202(3); ACCT 111(3), 112(3); MATH 150(3) or MGT 150(3), MGT 251(3); and five 300-level courses from ECON 305(3), 310(3), 320(3), 331(3), 340(3), 351(3), 360(3), 370(3). CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for upper-level (300) courses.

**Requirements - Minor:**

Students seeking a minor in Economics must complete with a grade of "C" or better 21 semester credit hours which must include ECON 101(3), 102(3), 202(3), 310(3); MATH 150(3) or MGT 150(3) and at least two 300-level courses in economics.

**Why study economics at Benedictine?**

When you choose to major in Economics at Benedictine University, you will begin to be concerned with solutions to economic problems arising from the production and distribution of goods and services at the macroeconomic and microeconomic level. You will learn to compile, process and interpret economic and statistical data. You will also learn to interpret government policies and their influence on price and employment levels.

As an Economics major, you will receive thorough exposure to economic principles and how to apply them to the national economy and the business world. In our program, you will receive the theoretical and practical economic training you need to successfully enter the business community, government service or graduate school.

You will have access to our library's collection of statistical information that is conveniently available to use for your research needs.

**What careers are available with an economics degree?**

Most students pursuing a bachelor's degree in economics intend to continue with graduate studies in economics or business at some point in their careers. Business economists work in such fields/positions as:

- Consumer education
- Banking officer
- Stock broker
- Market analyst
- Labor union officer
- Business manager
- Statistician
- Insurance actuary
- Merchandising manager
- Real estate manager
- Government researcher

**How does the program work?**

As an Economics major, you will acquire the broad base of knowledge, represented by the University's core courses taken by all students, which will prove valuable in your future career development and daily life as a citizen of your community. You will develop a knowledge of ethics and the closely related social sciences important to your success: sociology, psychology and political science. You will acquire a thorough background in quantitative skills through courses in statistics, calculus and linear algebra or differential equations, plus other recommended math courses. You will thoroughly learn principles of accounting, how firms operate and make economic decisions, how the economic system works at the aggregate and microeconomic levels, and specialized economic topics such as public finance, money and financial markets and international trade and finance.

**Education [Elementary Education, Special Education and Minors in Education and Special Education]**

**Campus:** Lisle Main Campus

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

**Department:** Teacher Education

**Student Type:** Traditional Undergraduate

**Faculty:**

MeShelda Jackson, Ph.D., Department Chair

Patricia Braun, Ed.D., Springfield Branch Campus

Richard Campbell, Ed.D.

Alandra Devall, Ph.D.

Joyce Jeewek, Ed.D.

Eileen Kolich, Ph.D.

Cynthia Kuck, Ph.D.

James Pelech, Ed.D., M.B.A., C.A.S.

Fr. David Turner, O.S.B., Ph.D., D.Min. (Prin.) Professor Emeritus

Ovid Wong, Ph.D.

**Lecturers:**

Sandra Brennan, M.S.

Lou Ann Chvatal, M.S.

Mark Flood, M.A.

Mary Hamilton, M.S.

Mary Jeffery, M.A.T.

Steven Penley, M.B.A.

Joseph Schrom, M.S.

Jan Writer, Ph.D.

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**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate



**Requirements for the major and teacher licensure in Elementary Education:**

The following requirements for the degree and Professional Educator License (PEL) in Elementary Education are for candidates who have been admitted to the Teacher Education Program (TEP) and who are completing their program after September 1, 2017, as set forth in 23 Ill. Adm. Code 20 (Standards for Endorsement in Elementary Education). Completers of this program will receive the Self-Contained General Education endorsement on the PEL for grades 1-6.

Students majoring in Elementary Education must complete the following requirements. These align with, but are not totally inclusive of, all of the University Basic Skills and Modes of Inquiry (MI) requirements for an undergraduate degree at Benedictine University.

1. The Basic Skills core with at least a "C" in each course. This core includes WRIT 101(3), 102(3), SPCH 110(3) and MATH 110(3).
2. The Arts and Humanities require 15 semester credit hours, as per University MI requirements.
3. The Natural Sciences requires 9 semester credit hours as per University MI requirements. One QLS or QPS course must include a lab.
4. The Social Sciences I and II requires 6 semester credit hours as per University MI requirements.

The cognate requirements for the major in the Elementary Education program for degree and license requirements are: MATH 110(3), 112(3), 150(3), and 222(3); HIST 111(3) or 112(3); INTB 101(3); MUSI 107(3); PHYS 107(4); and PLSC 102(3).

The professional education requirements for the Elementary Education program for degree and license requirements are: EDUC 200(1), 205(3), 207(1), 209(3), 210(3), 215(3), 234(1), 236(1), 240(3), 260(3), 308(3), 310(3), 312(3), 315(3), 318(3), 320(3), 355(3), EDUC 370(12), and PHED 210(2). Included in these requirements are three preclinical experiences (EDUC 200, 234 and 236) and student teaching (EDUC 370).

All coursework for licensure must be completed with grades of "C" or better. Grades of C minus (C-) are considered to be below a "C".

Students must successfully complete the education Teacher Performance Assessment (edTPA) as part of EDUC 370 for degree and license completion. Students must also pass the Test of Academic Proficiency/ACT/SAT and content area test to complete their degree with license. If a student has not completed all license requirements at the time the degree is awarded, the transcript will show that the degree/program was completed "Without License."

Completion of the Elementary Education major with licensure test requirements entitles the candidate to the Professional Educator License (PEL) with the endorsement for Elementary Education/Self Contained General Education for grades 1-6.

**Requirements for the minor and teacher licensure in Secondary/K-12 Education:**

Students seeking the Professional Educator License (PEL) in Secondary Education for grades 9-12 with the Education minor must complete the following requirements. These align with the University's Basic Skills and Modes of Inquiry (MI) requirements for an undergraduate degree at Benedictine University with specific course requirements for licensure that can be met through the MI.

1. The Basic Skills core with at least a "C" in each course. This core includes WRIT 101(3), 102(3), SPCH 110(3), and MATH as required by the major department (i.e., MATH 105, 108, or 110).
2. The Arts and Humanities MI require 15 semester credit hours, must include HIST 111(3) or 112(3) for the Historical (QHT)
3. The Natural Sciences MI require 9 semester credit hours, must include a Life-Scientific (QLS) course and a Physical-Scientific (QPS) course, one of which must be a lab course; and a Computational, Math and Analytical (QCM) course.
4. The Social Sciences I and II MI require 6 semester credit hours, which must include American Government PLSC 102(3) for QPE.
5. An approved multicultural/non-western culture course (3).

Students must also complete an academic major in an approved area for secondary licensure outside the School of Education. The approved majors are Biology, Chemistry, Physics, Mathematics, Business, English Language and Literature, Spanish, Social Science, Music Education, and Physical Education. The major must include a minimum of 32 semester credit hours. (NOTE: The programs in Spanish, Music Education and Physical Education provide for licensure in grades K-12).

The professional education requirements are: EDUC 200(1), 205(3), 207(0), 210(3), 215(3), 234(1), 236(1), 260(3), 308(3), 310(3), Methods in the Teaching Field(3) 364(3) and PHED 257(2); and EDUC 371, or 375, or 378(12) Student Teaching.

All coursework for licensure must be completed with grades of "C" or better. Grades of C minus (C-) are considered to be below a "C".

Students must successfully complete the education Teacher Performance Assessment (edTPA) as part of EDUC 371/375/378 for degree and license completion. Students must also pass the Test of Academic Proficiency/ACT/SAT and content area test to complete their degree with license. If a student has not completed all license requirements at the time the degree is awarded, the transcript will show that the degree/program was completed "Without License."

Completion of the subject area major and the Education minor with licensure test requirements entitles the candidate to the Professional Educator License (PEL) with the endorsement for grades 9-12 in the teaching field of the major.

**Requirements for the major in Special Education and licensure in Learning Behavior Specialist I (LBS I):**

Students majoring in Special Education/(LBS I) must complete the following requirements. These align with, but are not totally inclusive of, all of the University's Basic Skills and Modes of Inquiry (MI) requirements for an undergraduate degree at Benedictine University.

1. The Basic Skills core with at least a "C" in each course. This core includes WRIT 101(3), 102(2), SPCH 110 and MATH 112.
2. The Arts and Humanities MI require 15 semester credit hours.
3. The Natural Sciences MI require 9 semester credit hours. One QLS or QPS course must include a lab.
4. The Social Sciences I and II MI require 6 semester credit hours.
5. An approved multicultural/non-western culture course (3).

The cognate requirements for the major in the Special Education (LBS I) program for degree and license requirements are: MATH 112(3), HIST 111(3) or 112(3), and PLSC 102(3).

The professional education requirements for the Special Education (LBS1) program for degree and license requirements are: EDUC 200(1), 205(3), 207(1), 209(3), 210(3), 215(3), 234(1), 236(1), 240(3), 257(3), 260(3), 265(3), 308(3), 311(3), 320(3), 355(3), 357(3), 358(3), PHED 210(2), and EDUC 372(12). Included in these requirements are three preclinical experiences (EDUC 200, 234, and 236) and student teaching (EDUC 372).

All coursework for licensure must be completed with grades of "C" or better. Grades of C minus (C-) are considered to be below a "C".

Students must successfully complete the education Teacher Performance Assessment (edTPA) as part of EDUC 372 for degree and license completion. Students must also pass the Test of Academic Proficiency/ ACT/SAT and content area tests to complete their degree with license. If a student has not completed all license requirements at the time the degree is awarded, the transcript will show that the degree/program was completed "Without License."

Completion of the Special Education major with licensure test requirements entitles the candidate to the Professional Educator License (PEL) with the endorsement for Learning Behavior Specialist I (LBS I) for grades K-age 21.

**Requirements - Other:**

**Teacher Education Program**

**Application and Matriculation:**

Benedictine University's School of Education equips candidates with the knowledge, skills and dispositions that will shape and influence learning through critical-thinking, research-based decisions, and best practices. These practices produce outcomes for teacher candidates to become highly effective practitioners who actively engage with content to promote critical-thinking skills, innovatively manage the learning environment, and consistently monitor student progress to adjust

curriculum delivery while collaborating with others to positively impact students, the community and the professional field. As an integrated whole, the conceptual framework for the School of Education contains the overarching purpose of the unit: to create effective practitioners who are committed to scholarship, lifelong inquiry, leadership, and social responsibility.

Candidates must successfully meet the requirements through six 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.

The six checkpoints (with their requirements) are as follows:

**Checkpoint 1 is designed to ensure that each candidate has met the prerequisites necessary to begin their application for the Teacher Education Program (TEP). This checkpoint must be completed before a candidate's admission to the TEP is considered at Checkpoint 2. The minimum required grade for the listed general education courses is "C".**

**Checkpoint 1 – Pre-Admission to TEP: (30 or more semester credit hours)**

- National, state and institutional background check clearance (***must be completed prior to the beginning of preclinical experiences***):
  - Fingerprint-based criminal history records check (as required by Benedictine or the school district)
  - Check of the Statewide Sex Offender Database: [castlebranch.com](http://castlebranch.com) and enter package code: **BC93**
  - Statewide Child Murderer and Violent Offender Against Youth Database ([castlebranch.com](http://castlebranch.com) and enter package code: **BC93**)
  - IL Department of Children and Family Services (DCFS) Mandatory Reporting of Abuse and Neglect
  - Completion of Protecting All God's Children Workshop (Catholic Schools Requirement)

***(Please visit the School of Education office for more information regarding background checks).***

- Completion of the Basic Skills requirements **with a minimum grade of "C"**.
- WRIT 101 Writing Colloquium
- SPCH 110 Speech Communication
- WRIT 102 Research Writing
- MATH 110 College Algebra (or another approved course)
- EDUC 207 Introduction to Education Seminar
- Establish Educator Licensure Information System (ELIS) account unless an account has already been created for you by taking the Test of Academic Proficiency (TAP) through the Illinois Licensure Testing System (ILTS) ([isbe.net/ELIS/default.htm](http://isbe.net/ELIS/default.htm))
- Eligibility for EDUC 200-Preclinical Level 1
- Non-transfer Students: Basic Skills requirements and pass a minimum of two subtests of the Test of Academic Proficiency (TAP)
- Transfer Students: Basic Skills requirements and pass a minimum of two subtests of the TAP (TAP exception at the discretion of the Director/Chair)
- Illinois State Board of Education (ISBE) will accept ACT Plus Writing official score reports (minimum composite score of 22 and minimum combined English/Writing score of 19 for tests)

prior to September 1, 2015; for tests completed after September 1, 2015, the requirement is a composite score of 22 and a writing score of 16) or SAT official score reports (minimum composite 1110 on the evidenced-based reading and writing, and mathematics and minimum score on the writing and language of 26) in lieu of the TAP. The official score report can be no older than 10 years at the time of submission to ISBE. Scores must be submitted by the candidate to ISBE. For more information on how to submit your ACT/SAT scores, go to [isbe.net/licensure/default.htm](http://isbe.net/licensure/default.htm).

**Checkpoint 2 – Admission to TEP:** *(60 or more semester credit hours)*

Checkpoint 2 is designed to ensure that each candidate has met the prerequisites necessary to complete their application for admission to the Teacher Education Program.

- Successful completion of Checkpoint 1
- TAP passed or evidence of acceptance by ISBE of ACT or SAT in lieu of TAP
- File formal application for Admission to TEP ([ben.edu/college-of-education-and-health-services/TEP/index.cfm](http://ben.edu/college-of-education-and-health-services/TEP/index.cfm)) which requires:
  - EDUC 200 Preclinical Experience Level 1 with Seminar
  - EDUC 205 Educational Foundations
  - EDUC 210 Educational Psychology
  - EDUC 260 Educating Students with Exceptionalities
- Successful Ratings on Professional Behaviors/Dispositions; any ratings below three will require a plan for professional growth. Professional Behaviors/Disposition review will occur in all courses, all preclinical experiences, and student teaching.
- Cumulative GPA of 2.750
- Major GPA of 3.000.

**Checkpoint 3 – Advancement in TEP:** *(75 or more semester credit hours)*

Checkpoint 3 is designed to ensure that each candidate has met the prerequisites necessary to advance in the Teacher Education Program and apply for student teaching.

- Successful completion of Checkpoint 2
- Submission of application for student teaching
- Cumulative GPA of 2.750
- Major GPA of 3.000
- Passage of applicable content area test(s) prior to student teaching. The student teaching application will not be processed until the application content area test(s) has been passed. This may result in a delay of the student teaching experience.
- Successful Ratings on Professional Behaviors/Dispositions. Any ratings below three will require a plan for professional growth. Professional Behaviors/Disposition review will occur in all courses, all preclinical experiences, and student teaching.

**Checkpoint 4 – Admission to Student Teaching:** *(90 or more semester credit hours)*

Checkpoint 4 is designed to ensure that each candidate has met the prerequisites necessary to advance in the Teacher Education Program and be admitted to student teaching.

- Successful completion of Checkpoint 3
- National, state and institutional background check clearance as required and conducted by your student teaching placement district:
  - Fingerprint-based criminal history records check

- Check of the FBI Sex Offender Database
- Check of the Statewide Child Murderer and Violent Offender Against Youth Database
- Completion of the IL Department of Children and Family Services (DCFS) Mandatory Reporting of Abuse and Neglect form
- TB Test and physical exam
- Completion of any additional student teaching requirements of the placement district
- Cumulative GPA of 2.750
- Major GPA of 3.000
- Successful Ratings on Professional Behaviors/Dispositions. Any ratings below three will require a plan for professional growth. Professional Behaviors/Disposition review will occur in all courses, all preclinical experiences, and student teaching.
- Application for graduation submitted to the Registrar's Office

**Checkpoint 5 – Degree and Program Completion:** *(105 or more semester credit hours)*

Checkpoint 5 is designed to ensure that each candidate has met all requirements for degree and program completion.

- Successful completion of Checkpoint 4
- Completion of Student Teaching experience with grade of "C" or better
- Successful passage of Education Teacher Performance Assessment (edTPA) requirements
- Graduation audit requirements completed and degree awarded

**Checkpoint 6 – Program Exit and Licensure:** *(120 or more semester credit hours)*

Checkpoint 6 is designed to ensure that each candidate has been issued a Professional Educator License (PEL).

- Successful completion of Checkpoint 5
- Apply for and register license through ELIS: ([isbe.net/ELIS/default.htm](http://isbe.net/ELIS/default.htm))

**Transferring to Benedictine University:**

If you are transferring to Benedictine University from an accredited college or university, you should contact the Office of Admissions for a review of your academic record to determine the transfer credit that may be applied toward the completion of the education degree and teacher licensure program at Benedictine University.

If you are transferring from a community college, you should reference the transfer guide between Benedictine University and the particular community college. All methods courses must be taken at Benedictine University. For consideration of transfer of preclinical hours, appropriate documentation must be provided to the School of Education department chair.

**Elementary Education**

**Campus:** Lisle Main Campus

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

**Department:** Teacher Education

**Student Type:** Traditional Undergraduate

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

**Requirements - Major:** See Education [Elementary Education, Special Education and Minors in Education and Special Education] section



## **Engineering Science**

**College:** College of Science

**Department:** Physics/Engineering

**Student Type:** Traditional Undergraduate

**Faculty:**

Andrew Wig, Ph.D., Department Chair

Darya Aleinikava, Ph.D.

**Lecturers:**

James H. Ma, 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.*

**Program Director:** Andrew Wig, Ph.D.

**Acceptance into the Engineering Science program:**

A student will gain acceptance to the Engineering Science program by completing the introductory sequence of PHYS 211, PHYS 212, MATH 210 and MATH 211 with a GPA of 2.500 or above and a grade of "C" or better in each of these courses. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Additionally, a transfer student must earn a GPA of 2.500 or above in all major classes (excluding labs) during the first semester at Benedictine in order to be accepted into the Engineering Science program. Acceptance into the Engineering Science program does not indicate a student is accepted to the Benedictine University IIT Joint Engineering Program. A separate application for acceptance into the Joint Engineering Program is required after students have gained admission to the general Engineering Science program.

If it is determined at any time that a student cannot gain acceptance to the Engineering Science program or cannot graduate with an Engineering Science degree, the student will be required to change his or her major and seek academic advising outside of that program.

**Requirements - Major:**

Engineering Science majors are required to complete the engineering core program: ENGR 100(1), 110(3), 120(2), 220(3), 264(3); MATH 210(5) or 170(5) plus 200(4), 211(4), 212(4), 260(4); PHYS 211(4), 212(4), 213(3), 205(1), 206(1); CHEM 113(3), 114(1) or 115(1), 123(1), 124(1) or 125(1); CMSC 180(2), 185(2), and an additional 20 semester credit hours of engineering coursework. All grades must be "C" or better.

**Requirements - Other:**

Pre-Engineering Transfer Program: In this program, students transfer to an engineering school (University of Detroit, University of Illinois, Marquette University, University of Notre Dame, etc.) at the end of the sophomore year and earn a degree from the engineering school after two additional years of work.

**Requirements for Pre-Engineering transfer students:**

Students are normally required to successfully complete 60 semester credit hours of coursework before an engineering school will allow them to transfer into one of its programs. For most engineering programs, these 60 semester credit hours would include the following courses: PHYS 211(4), 212(4), 213(3), 205(1), 206(1); MATH 210(5) or 170(5) plus 200(4), 211(4), 212(4), 260(4); CHEM 113(3), 114(1), 123(3), 124(1); ENGR 120(2), 220(3), 264(3); CMSC 180(2), CMSC 185(2); WRIT 102(3) and 6 semester credit hours of social science electives.

**Engineering Science program (3-2 program):**

The second program offered in Engineering Science is often referred to as a 3+2 program because the student spends three years at Benedictine completing all of the general education requirements and engineering courses, then transfers to the engineering school to complete the engineering program in two additional years. Two degrees are earned: a Bachelor of Arts in Engineering Science from Benedictine University and an undergraduate engineering degree in a particular field from the engineering school. Work completed at the engineering school is counted toward the Bachelor of Arts degree which is normally conferred at the end of the fourth year in the program (the first at the engineering school).

**Benedictine University IIT Joint Engineering Program**

**Program Liaison:** Andrew Wig, Ph.D.

Benedictine University and Illinois Institute of Technology (IIT) have established a program to offer students the opportunity to take advantage of the strengths of both schools en route to an engineering degree. But unlike most cooperative engineering programs, this one allows a student to be enrolled at Benedictine and IIT at the same time. An application to be admitted to this program can be submitted after a student gains acceptance into the Engineering Science Program.

In this program, students take humanities, social science, basic sciences and math courses at Benedictine University in Lisle, while taking engineering courses at IIT's downtown Chicago campus. Upon completion of the course requirements for both schools, the student is awarded an engineering degree from IIT and a Bachelor of Arts in Engineering Science or a Bachelor of Science in Computer Science (in conjunction with the Computer Engineering program) from Benedictine University. Typically, it takes five years to complete the required courses.

A resident student can remain on campus during his or her entire University career. He or she will maintain one GPA throughout the entire joint program. He or she may also participate in student activities and use all the facilities at both schools. Students may earn engineering degrees in the five-year program in the following areas:

- Electrical Engineering
- Computer Engineering

- Mechanical Engineering
- Aerospace Engineering
- Civil Engineering
- Chemical Engineering
- Architectural Engineering
- Biomedical Engineering – Cell and Tissue Track
- Biomedical Engineering – Medical Imaging
- Biomedical Engineering – Neural Engineering

## **English Language and Literature**

**College:** College of Liberal Arts

**Department:** Languages and Literature

**Student Type:** Traditional Undergraduate

### **Faculty:**

Rafael Iglesias, Ph.D., Department Chair

Zubair Amir, Ph.D.

Wilson Chen, Ph.D.

Jean-Marie Kauth, Ph.D.

Elizabeth Kubek, Ph.D.

### **Objectives:**

Courses in English Language and Literature are designed to:

1. Introduce students to close reading and analysis of the literary and cultural texts that shape our society;
2. Develop students' ability to understand complex ideas and create clear, effective critical arguments, both orally and in written form;
3. Train students in the use of advanced communicative and creative technologies;
4. Develop aesthetic, ethical and critical skills through reading, writing and discussion;
5. Provide opportunities and skills for research in traditional and electronic media;
6. Make use of proven instructional techniques, such as active learning and process-oriented writing;
7. Encourage students to develop collaborative, interpersonal and persuasive skills by working closely with faculty and each other;
8. Provide focused training for careers in education, writing or other areas requiring communication skills; and
9. Prepare students for professional careers by covering both traditional and contemporary approaches to texts, writing and research.

### **Goals of the English Language and Literature major:**

The program is designed to:

1. Develop an appreciation and understanding of literature in English and in translation;
2. Provide experience in reading significant writers, periods, genres and literary traditions in cultural context;
3. Teach strategies and methodologies for interpreting literary texts; and
4. Emphasize the vital and dynamic role of the literary imagination in cultures.

### **Requirements - Major:**

English Language and Literature majors must complete at least 39 semester credit hours within the program, with a grade of "C" or better, including LITR 298(3) and 299(3); two courses designated pre-1800, from the following; LITR 250, 255, 257, 263, 265, 300, 384 or other department-approved courses (6); two courses designated post-1800, from the following; LITR 256, 258, 301, 315, 357, 362, 385 or other department-approved courses (6); one "diversity" LITR course from LITR 259, 264,

279, 280, 281, 364, or 381 (3); and LITR 399 (3). Of the 39 semester credit hours, 24 semester credit hours must be at the 200 level or above, with at least 18 at the 300 level. LITR 298 or 299 is the prerequisite for most 300-level courses. English Language and Literature majors are also required to demonstrate proficiency in a second language by completing at least one language course at the 202 level or higher, or by demonstrating proficiency through a formal exam (see Department for details). Placement exam result does not count as proficiency regardless of level. MDLG to 202 requirement does not count toward the 39 semester credit hours for the major.

English Language and Literature majors pursuing a minor in Education for Teacher Licensure must complete at least 36 semester credit hours within the program, with a grade of "C" or better, including: LITR 298(3) and 299(3); the American Literature sequence, LITR 255/256 (6); one additional course designated pre-1800 by the department (3); one additional course designated post-1800 by the department (3); one "diversity" LITR course, from LITR 259, 264, 279, 280, 281, 364, or 381 (3); LITR 307(3); LITR 322(3); LITR 352(3); and LITR 399(3). Of the 36 program semester credit hours for these majors, 21 must be at the 300 level. LITR 298 or 299 is the prerequisite for most 300-level courses. English Language and Literature majors are also required to demonstrate proficiency in a second language by completing at least one language course at the 202 level or higher, or by demonstrating proficiency through a formal exam (see Department for details). Placement exam result does not count as proficiency regardless of level. LITR 298, LITR 299 and LITR 399 must be taken at Benedictine University. LITR 150 may not count as major credit. MDLG to 202 requirement does not count toward the 36 semester credit hours for the major.

**Note: English Language and Literature Majors who drop the Education minor must complete an additional 3 hours of Literature coursework, for a total of 39 hours in LITR, to complete the English Language and Literature degree.**

The requirements for the minor in Education for students seeking Teacher Licensure are located in the Education section of this catalog. These requirements are mandated by the Illinois State Board of Education. Changes in state licensure requirements must be met at the time that they are put into effect. Such changes could change program requirements, so students pursuing licensure must have an advisor in the Education program and are responsible for coordinating individual advising with that program.

All majors will work with advisors to select courses both within and outside the program in order to develop a course of study that meets their individual educational and career goals.

#### **English Language and Literature major for pre-law students:**

While stating that no single major is recommended for admission to law school, the "Statement on Prelegal Education of the Association of American Law Schools" emphasizes the absolute necessity for the "need to master, at the undergraduate level, advanced writing skills and effective oral communication. Lawyers must be able, in drafting instruments, to convey meaning clearly and effectively. In oral and written advocacy, he or she must be capable of communicating ideas convincingly and concisely. Truly, the law-trained man or woman, to perform effectively the tasks expected, must be a precisionist in the use of language."

Students interested in law school who choose English Language and Literature as a major are advised to take, in addition to their major requirements, the following courses, many of which may

meet various general education requirements: PHIL 260 or 355(3) and a history course; ECON 101(3), ACCT 111(4), PLSC 202(3), MGT 150(3), a biology core elective, and BCHM 100(3).

**Requirements - Minor:**

An English Language and Literature minor consists of at least 21 semester credit hours of courses with a grade of "C" or better, including LITR 298 and 299(6); one course from 255(3), 256(3), 257(3) or 258(3); and 12 semester credit hours of LITR coursework at the 200 level or above including a minimum of 6 semester credit hours at the 300 level.

**Requirements - Teaching License:**

Students who desire to be licensed to teach English Language Arts at the secondary level (grades 9-12) are to declare themselves as English Language and Literature majors and Education minors and register with the Benedictine University Education program as teaching licensure candidates.

Advising is then a joint responsibility of the Department of Languages and Literature and the School of Education.

Students must complete the requirements for a major in English Language and Literature as well as the requirements of the Teacher Licensure Program in Education, which includes the education minor (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section).

Students who desire a Secondary Education minor should consult with the Education program to plan their program of studies for certification.

**Requirements - Other:****Advanced courses in English Language and Literature:**

Where appropriate, prerequisites for 300-level LITR courses may be waived with permission of the instructor and departmental approval. Students seeking a waiver of a prerequisite should consult their advisor for details. A Waiver of a Prerequisite (i.e. LITR 100) for any 300-level course does not constitute a Waiver of Prerequisite for any other course, or of any course requirement for the major or minor.

Selected 200-level LITR courses will periodically be offered in a special format designed for English Language and Literature majors and minors only. Registration for these sections is restricted to majors and minors in English Language and Literature and, in some cases (to be indicated in the semester course schedule), in appropriate cognate programs approved by the department for that course (i.e. Gender Studies, Education, Communications, Writing and Publishing, Film Studies). It is strongly recommended that English Language and Literature majors and minors enroll for major and minor only sections whenever these are available. In semesters where a particular course is offered in both major and minor only and in regular formats, English Language and Literature majors and minors (and other eligible students, as stated above) will not be eligible to enroll in the non-major and minor only section.

**Departmental Distinction:**

Students majoring in English Language and Literature in the Department of Languages and Literature who meet the following criteria may apply for Departmental Distinction:

1. GPA in the major of 3.500 or higher,

2. Overall GPA of 3.250 or higher,
3. Successful completion of senior thesis,
4. Oral presentation of a paper at either a regional undergraduate conference or a colloquium sponsored by the department or the university (URSA, etc.),
5. Active participation in department activities (e.g., help organize and attend presentations by invited speakers, off-campus activities, Open Mic/Poetry Slam events; write for and/or work on a University publication, etc.), and
6. At least 25 hours of community service related to the field (e.g., tutoring in the Academic and Career Enrichment Center , community literacy volunteer, etc.). Students interested in working toward Departmental Distinction should speak with their advisor and contact the chair of the Department of Languages and Literature as early as possible in their academic career. Students must apply for departmental honors the semester BEFORE the semester in which they plan to graduate (usually by October or February).



## **Entrepreneurship**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate

**Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Jeffrey Madura, M.B.A., CPA

Rob Rebman, M.B.A., CPA

**Objectives:**

Students in the Bachelor of Business Administration in Entrepreneurship program will:

1. Learn essential theories, critical-thinking skills and real-world knowledge necessary to support their launch into careers as entrepreneurs or intrapreneurs (change agents within established, more traditional organizations).
2. Recognize their entrepreneurial potential.
3. Gain an understanding of the different ways entrepreneurship can manifest itself in different careers.
4. Recognize and evaluate business opportunities.
5. Become familiar with the importance of ethics when involved in entrepreneurial activities.

This program and major are designed to:

1. Prepare you for entry-level positions.
2. Enable you to start a business.
3. Enable you to perform effectively in professional and career positions in management.
4. Prepare you for graduate and professional study in business or management.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles pertinent to all of the functional areas of business, accounting, finance, management and marketing, in an integrated manner and with adequate focus on their international aspects; and
4. The important functional areas of management; including human resources, operations management, organizational behavior and the management process of planning, implementation and control.

**Requirements - Major:**

Entrepreneurship majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics (which also counts as a Religious/Theological Modes of Inquiry), MATH 105(3) or MATH 110(3), and MATH 115(3). All business majors must complete BALT 240.

Majors must complete each of the business core courses with a "C" or better: ACCT 111(3), 112(3); ECON 101(3), 102(3); FINA 300(3); MKTG 300(3); MGT 150(3), MGT 251(3) or BALT 301(3), MGT 300(3) and MGT 380(3).

Majors must complete with a "C" or better: MGT 301(3), ENT 310(3), MKTG 333(3), and MKTG 347(3). Additionally, majors must complete with a "C" or better two courses from among ENT 320(3), ENT 330(3), ENT 340(3) and MGT 347(3).

CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for upper-level (300) courses.

Entrepreneurship majors who elect to earn a second major in the Department of Undergraduate Business must complete "specialization courses" for the second business major. Specialization courses may only be used to satisfy the requirement for one business major.

**Requirements - Minor:**

Only courses in which a student has earned a "C" or better may be applied to the minor. Students are limited to one minor in the Accounting, Business and Economics, Business Analytics, Economics, Entrepreneurship, Finance, International Business and Economics, Management and Organizational Behavior, and Marketing programs. Students (except Bachelor of Arts in Management students) seeking a minor in Entrepreneurship must complete with a grade of "C" or better 21 semester credit hours which must include ECON 101(3); ACCT 111(3); MGT 300(3); MGT 301; and at least three unique 300-level courses from the following (ENT 310, ENT 320, ENT 330, ENT 340, MKTG 333, MKTG 347 and MGT 347). A student who majors in Entrepreneurship may not earn a minor in the Undergraduate Business Department.

**Requirements - Concentration:**

Concentrations in Business Analytics, Digital Marketing, Integrated Marketing Communications, Managing Human Resources, Operations Management, Sports Management, Sports Marketing, and Visualization Techniques are available in combination with this major. Requirements listed below must be completed with a "C" or better.

Business Analytics: BALT 310, BALT 320, BALT 330 and BALT 340.

Digital Marketing: MKTG 345, MKTG 347, MKTG 348 and MKTG 349.

Integrated Marketing Communications: MKTG 330, 333, 334 and GAD 260 or COMM263.

Managing Human Resources: MGT 330, 334, 335 and one of MGT 235, 302 or 320.

Operations Management: MGT 333, BALT 350, MGT 235 and INTB 340 or BALT 325.

Sports Management: MGT 305, MKTG 305 and two courses from MGT 235, 297 or 301.

Sports Marketing: MKTG 305, MGT 305 and two courses from MKTG 297, 330 or INTB 371.

Visualization Techniques: BALT 315, BALT 318, BALT 370 and GAD 260.

## **Environmental Science**

**College:** College of Science

**Department:** Biological Sciences

**Student Type:** Traditional Undergraduate

### **Faculty:**

Robin Pals Rylaarsdam, Ph.D., Department Chair

Lee Ann Smith, Ph.D., Assistant Department Chair

Preston Aldrich, Ph.D.

William Carvell, Ph.D.

Ian Hall, Ph.D.

Leigh Anne Harden, Ph.D.

Cheryl A. Heinz, Ph.D.

Lawrence F. Kamin, Ph.D.

Alfred R. Martin, Ph.D.

Robert C. McCarthy, Ph.D.

Philip Novack-Gottshall, Ph.D.

Mark Poch, Ph.D.

Jayashree Sarathy, Ph.D.

Monica Lee Tischler, Ph.D.

Allison K. Wilson, Ph.D.

John Mickus, Ph.D., Professor Emeritus

Rev. Theodore D. Suchy, O.S.B., M.S., Professor Emeritus†

**The Biological Sciences program, which includes the B.S. in Environmental Science major, has the following program goals:**

1. Teach and assess student learning of the foundational biological concepts of evolution, information flow, structure/function, transformations of energy and matter, and systems at the molecular/cellular, physiological and ecological levels.
2. Teach and assess student learning of core competencies in biological sciences, including the process of science, quantitative reasoning, modeling and simulation, the interdisciplinary nature of science, communication and collaboration, and understanding the relationship between science and society.
3. Foster Scientific literacy for students outside of the Environmental Science major by offering compelling life science courses that engage students in critical-thinking, consideration of stewardship issues and scientific reasoning.

### **Objectives:**

Students who complete the Environmental Science program will:

1. Have a solid, multidisciplinary understanding of environmental problems and solutions;
2. Be able to integrate the many different aspects of environmental science and relate the underlying scientific theory to how environmental considerations affect our everyday lives;

3. Have an understanding of the principles (natural science) and practice (for example-economic, political, ethical, historical) of environmental problems;
4. Have developed critical-reasoning and communication (written and oral) skills.
5. Be able to use current technologies to find information, identify appropriate strategies and select proper tools to address problems; and
6. Have earned Occupational Safety and Health Administration HAZWOPER certification.

**Acceptance into the Environmental Science program:**

A student will gain acceptance to the Environmental Science major by completing BIOL 197, BIOL 198, CHEM 113 and CHEM 123 with a grade of "C" or better in each of these courses, and receiving no more than a total of three "W," "D" or "F" grades in these courses. The entire introductory sequence of BIOL 197, BIOL 198, CHEM 113 and CHEM 123 must be completed prior to taking any 200-level courses in BIOL. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Additionally, a transfer student must complete all major classes (excluding labs) during the first two semesters at Benedictine with no more than a total of two "W," "D" or "F" grades in College of Science coursework in order to be accepted into a Department of Biological Sciences major.

If it is determined at any time that a student cannot gain acceptance to the Environmental Science program or cannot graduate with an Environmental Science degree, the student will be required to change his or her major and seek academic advising outside of that program.

**Requirements - Major:**

The Environmental Science major must complete 66 semester credit hours in program courses with a grade of "C" or better: BIOL 197(3) or 297(4), 198(3), 199(1); CHEM 113(3), 114(1), 123(3), 124(1); MATH 111(3); PHYS 113(3), 114(1), 118(3), 119(1); BIOL 204(3), 229(3), 256(3) or 258(4) BIOL 363(3) 364(1); ENVS 205(3), 210(1), 398(2); PHIL 248(3) or Philosophy core approved ethics; 8 semester credit hours of 200-level chemistry, including 2 labs (TA research literature and selected topics courses do not meet this requirement); and 9 semester credit hours of upper-level science electives at the 200 level or above, including 3 science semester credit hours at the 300 level. Science electives must be approved by the program director. The writing intensive course in the major is ENVS 398.

Transfer students who earn transfer credit for BIOL 197, 198 and 199 are required to take BIOL 299(1). BIOL 299 will count as a 200-level credit in the major.

A student may have only one major in the Biochemistry/Molecular Biology, Biology, Environmental Science, Health Science programs and Medical Humanities.

## **Exercise and Sports Studies**

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

**Department:** Education

**Student Type:** Traditional Undergraduate

**Lecturers:** Regina Schurman, Ed.D.

### **Objectives:**

The Exercise and Sports Studies program provides:

1. Preparation for students, who are interested in careers in athletics, strength/conditioning, personal training, fitness industry, and community health/fitness organizations such as YMCAs and park districts.
2. Skills needed to educate clients, children, and other community members in the areas of health, fitness and sport.
3. Latest technology in fitness assessment, tracking progress and attainment of fitness-related goals, and educational resources for health- and fitness-related topics.
4. Knowledge about sport activities, fitness activities, lifespan growth and development, sport psychology, and lifelong activity and its importance to today's society and culture.
5. Current technologies to find information, demonstrate understanding of problems, identify appropriate strategies and select proper tools to address problems.

### **Requirements - Major:**

Exercise and Sports Studies majors must pass the core courses and the following courses with a "C" or better. The Exercise and Sports Studies major must complete: BIOL 155(4); CHEM 101(3); HLSC 200(4); MATH150(3); NUTR 201(3); PHED 200(3), 201(2), 237(3), 240(2), 241 (2), 249(3), 257(2), 260(3), 261(3), 270(2), 291(3), 299(3), 302(3), 303(3), 310(3), 326(3), 399(6). Students must also complete the following:

Four (4) semester credit hours of 100-level activity courses

One (3) semester credit hours of PHED electives at the 200 level or above

Two (6) semester credit hours of PHED electives at the 300 level

### **Requirements - Other:**

The 4+1 program offers a Bachelor of Arts in Exercise and Sports Studies in four years of full-time study and a Master of Science in Clinical Exercise Physiology after just one additional year of graduate work.

In addition to the University requirements, the student in this 4+1 program must complete with a grade of "C" or better: BIOL 197(3), 198(3), 203(4), 258(4), 358(3); CHEM 101(3), 103(3); HLSC 321(1), 322(1), 360(3), 361(3), 381(3), 382(1), 392(3); MATH 150(3); NUTR 201(3); PHED 200(3), 201(3), 237(3), 249(3), 260(3), 270(2), 299(2), 302(3), 310(3), 399(3). Students must also complete the following:

Two (2) semester credit hours of either PHED 240 or PHED 241

Two (2) semester credit hours of 100-level activity courses

One (3) semester credit hours of PHED electives at the 300 level



Students majoring in the Exercise and Sports Studies 4+1 program must have a cumulative GPA of 3.000 at the end of their sophomore year.

Admission to the graduate part of the program (last year of undergraduate courses) is not automatic. A GPA of 3.250/4.000 and application to Clinical Exercise Physiology program is required for admission consideration.



## **Film Studies (Minor Only)**

**College:** College of Liberal Arts

**Department:** Communication Arts

**Student Type:** Traditional Undergraduate

**Faculty:**

Peter B. Seely, M.A., Department Chair

Elizabeth Kubek, Ph.D.

Jonathan Lewis, Ph.D.

Luigi Manca, Ph.D.

**Lecturers:** Timothy Bates, M.A.

**Advisor:** Peter B. Seely, M.A.

**Objectives:**

The Film Studies minor is designed to:

1. Underscore the cultural importance of narrative film in modern life;
2. Teach students how to interpret film from a variety of historical, cultural and theoretical perspectives;
3. Help students to analyze how meanings are created through representational devices inherent in film; and
4. Develop a pre-professional foundation (in criticism or production) for students who plan to complete advanced studies in film at other universities offering graduate degrees in film studies.

**Requirements - Minor:**

Film Studies minors must complete 21 semester credit hours of courses in the field with a grade of "C" or better. At least 12 semester credit hours of coursework must be completed on the campus of Benedictine University. Students minoring in Film Studies must complete the following requirements: two of the following three courses that take an historical approach to film: COMM 250(3), 251(3), 256(3); three of the following genre-oriented courses: COMM 295(3), 388(3); FREN 291(3); LITR 210(3), 291(3); PSYC 291(3), 292(3); PLSC 291(3); two critical theory/applied studies courses selected from the following: COMM 316(3); LITR 305(3); SOCL 253 or 353(3); or other theoretical courses with a strong focus on films not currently listed in this undergraduate catalog.

## **Finance**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate and Adult Accelerated Undergraduate

**Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Isobel Lobo, Ph.D.

Jeffrey Madura, M.B.A., CPA

Rob Rebman, M.B.A., CPA

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

**Objectives:**

This program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of our culture;
2. Articulate how the functional areas of business interrelate within organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations; and
4. Develop specific skills applicable to the various aspects of the functional areas of business.

This program and major are designed to:

1. Prepare you for entry-level positions;
2. Enable you to perform effectively in professional and career positions in finance; and
3. Prepare you for graduate and professional study in business or finance.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles pertinent to all of the functional areas of business, accounting, finance, management and marketing, in an integrated manner and with adequate focus on their international aspects; and
4. Corporate finance, banking and investments.

The Finance major is also offered through day classes and in time periods and formats that are designed for the needs of adult learners, offered through an evening cohort program.

**Requirements - Major:**

Finance majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics (which also counts as a Religious/Theological Mode of Inquiry) or one Mode of Inquiry-approved philosophy course in ethics, MATH 105(3) or 110(3) and 115(3). All business majors must complete BALT 240.

Majors must complete each of the business core courses with a "C" or better: ACCT 111(3), 112(3); ECON 101(3), 102(3); FINA 300(3); MKTG 300(3), MGT 150(3), MGT 251(3) or BALT 301 (3), MGT 300(3) and MGT 380(3).

Majors must complete with a "C" or better: FINA 310(3) or FINA 370(3), 320(3), 380(3), three courses from among FINA 325(3), 330(3), 335(3), 345(3), 355(3), 365(3), 370(3), 375(3), 385(3), ACCT 211(3), a BALT 300-level course, MGT 235(3) with at least two FINA prefixed courses from the preceding list.

CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for 300-level courses.

Finance majors who elect to earn a second major in the Department of Undergraduate Business must complete unique "specialization courses" for the second business major. Specialization courses may only be used to satisfy the requirements for one business major.

**Requirements - Minor:**

Only courses in which a student has earned a "C" or better may be applied to the minor. Students are limited to one minor in the Accounting, Business and Economics, Economics, Finance, International Business and Economics, Management and Organizational Behavior, and Marketing programs. Students (except Bachelor of Arts in Management students) seeking a minor in Finance must complete with a grade of "C" or better 21 semester credit hours which must include ECON 101(3); ACCT 111(3), 112(3); FINA 300(3); and at least three 300-level courses in Finance. A Bachelor of Arts in Management student seeking a minor in Finance must complete with a grade of "C" or better the following courses and their prerequisites: FINA 300, FINA 310, FINA 320, FINA 380, and any two courses from ACCT 211 and ACCT 212 (for a financial analysts' emphasis) or FINA 370 and ECON 202 (for a banking emphasis). A student who majors in Finance may not earn a minor in the Undergraduate Business Department.

**Requirements - Concentration:**

Concentrations in Business Analytics, Digital Marketing, Integrated Marketing Communications, Managing Human Resources, Operations Management, Sports Management, Sports Marketing and Visualization Techniques are available in combination with this major.

Requirements listed below must be completed with a "C" or better.

Business Analytics: BALT 310, BALT 320, BALT 330 and BALT 340.

Digital Marketing: MKTG 345, MKTG 347, MKTG 348 and MKTG 349.

Integrated Marketing Communications: MKTG 330, 333, 334 and GAD 260 or COMM 263.

Managing Human Resources: MGT 330, 334, 335 and one of MGT 235, 302 or 320.

Operations Management: MGT 333, BALT 325 or INTB340, BALT 350 and MGT 235.

Sports Management: MGT 305, MKTG 305 and two courses from MGT 235, 297 or 301.

Sports Marketing: MKTG 305, MGT 305 and two courses from MKTG 297, 330 or INTB 371.

Visualization Techniques: BALT 315, BALT 318, BALT 370 and GAD 260.

## **Fine Arts**

**College:** College of Liberal Arts

**Department:** Art

**Student Type:** Traditional Undergraduate

**Faculty:**

William Scarlato, M.F.A., Department Chair

Teresa Parker, M.F.A., Curator of the Art Collection

**Adjunct Faculty:**

David Marcet, M.F.A.

Jennifer Scavone, M.A.

Vince Lucarelli, B.A.

Karen Brooks, B.A.

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**Objectives:**

Benedictine University and College of DuPage have established a program to offer students who earn an Associate of Fine Arts degree from College of DuPage the opportunity to attain a Bachelor of Fine Arts, through the completion of an additional two years of study, at Benedictine University.

Students will take many basic skills, humanities, math and sciences courses along with art history and studio courses at College of DuPage before entering Benedictine University. Upon completion of the Associate of Fine Arts degree, students may enter the Benedictine University Bachelor of Fine Arts program where core courses and advanced art courses must be completed. Several of the required upper-level Benedictine University courses will be completed on the College of DuPage campus.

The program will allow students to:

1. Engage in the intellectual and spiritual discovery of the self through a chosen medium;
2. Benefit from the knowledge and experiences of both Benedictine University and College of DuPage faculty;
3. Learn from a variety of philosophical and stylistic approaches to contemporary art;
4. Appreciate the combination of professional training of the visual arts and the analytical depth and breadth of a rigorous liberal arts curriculum;
5. Prepare for continued study in a Master of Fine Arts program of their choosing and;
6. Prepare for an exhibition career and the life of an artist.

**Requirements - Major:**

Please refer to the 2016-17 Undergraduate Checklist for the Bachelor of Fine Arts with the College of DuPage Associate of Fine Arts for specific program requirements.

**Requirements - Fine Arts Minor:**

The University offers a Fine Arts minor with a requirement of 21 semester credit hours, with a grade of "C" or better. Required courses for a Fine Arts minor are: FNAR 101(3), 111(3), 203(3), 204(3), and two 200-level studio arts electives from: any printmaking course(3), 250(3), 210(3), 293(3), 294(3), and one 300-level arts course. Students are advised to take the courses in sequence, beginning with FNAR 101 or FNAR 111.

## **Gender Studies (Minor Only)**

**College:** College of Liberal Arts

**Department:** Interdisciplinary

**Student Type:** Traditional Undergraduate

**Advisor:** Elizabeth Kubek, Ph.D.

### **Objectives:**

This program is designed to:

1. Provide courses from a range of disciplines focused on the construction of gender and categories of men and women in social, historical, political, cultural and economic contexts;
2. Promote diverse ways of experiencing and interpreting the range of issues and conflicts arising from the complex interrelations between gender and society; and
3. Address the interconnection of gender, race, class, ethnicity and religion as constructs through which differences appear in various institutions and societies.

### **Requirements - Minor:**

The gender studies minor consists of at least 21 semester credit hours of courses completed with a "C" or better from designated gender studies courses including GENS 100(3). At least 12 semester credit hours at the 200 level or above, including at least 3 semester credit hours at Benedictine at the 300 level must also be completed.

In addition to GENS 100(3), Introduction to Gender Studies, other courses in the minor program include:

ANTH 212 (3) Personality and Culture  
BIOL 150 (3) Biology of Women  
COMM 290 (3) Images of Men and Women in the Mass Media  
HIST 260 (3) Women in American Society  
HIST 291 (3) Topics: Comparative Women's History  
LITR 281 (3) Gender and Literature  
LITR 305 (3) Critical Theory

LITR 362 (3) Modern Literature  
LITR 381 (3) Theories of Gender in Literary Analysis  
PSYC 292 (3) Psychology of Horror Film  
PSYC 312 (3) Cerebral Effects on Consciousness  
SOCL 234 (3) Sociology of Sport  
SOCL 270 (3) Marriage and the Family  
SPAN 395 (3) Women in Latin American/Spanish Literature  
THEO 281/381 (3) Great Women Theologians

Some sections of IDS seminars may also be designated as approved for the minor. Please refer to the schedule of classes for details.



## **Global Studies**

**College:** College of Liberal Arts

**Department:** Interdisciplinary

**Student Type:** Traditional Undergraduate

### **Faculty:**

Martin Tracey, Ph.D., Department Chair

Wilson Chen, Ph.D., Literature

Steven Day, Ph.D., Foreign Languages

Vincent Gaddis, Ph.D., History

Kaveh Hemmat, Ph.D., History

Joaquin Montero, Ph.D., Foreign Languages

Fannie Rushing, Ph.D., History

Beth Vinkler, Ph.D., Foreign Languages

### **Objectives:**

Global Studies is an interdisciplinary field that examines the forces that tie the world together. This involves analysis of the global connections of the past and careful attention to how these connections developed and changed over the centuries in response to economic and technological innovations. Recognizing pre-national, national and post-national historical conditions, the Global Studies major focuses on the social, economic, cultural and political processes that link disparate regions and localities to one another. Students in this major will learn:

1. The social, economic, historical, cultural and intellectual traditions that inform various regions of the globe;
2. How to live, work and participate in the interrelated and interdependent world of the 21st century;
3. How to apply disciplinary methodologies of analysis and research in Global Studies in their quantitative and qualitative dimensions;
4. How to communicate within and across academic disciplines and cultures;
5. How to confront moral and ethical issues facing the global community to develop a clear understanding of, and commitment to, personal values and beneficial change;
6. How to think critically about the tension between globalizing forces and those that promote regional and cultural identity.

A major in Global Studies will prepare students for a career in law, government service, work with non-governmental organizations, or a career in diplomacy, foreign service or international business. The major is an excellent preparation for graduate and professional schools as well.

### **Requirements - Major:**

The Global Studies major allows students to choose one of four areas of concentration: Latin American, American, Middle Eastern or Asian Studies. General Education elective courses from the program also count toward the major. Students must complete 36 semester credit hours with the major and 12 semester credit hours of foreign language. Students must complete 36 semester credit hours outside of General Education electives with a grade of "C" or better with at least 9 semester

credit hours at the 300 level. General Education elective courses listed are recommended: INTB 101 or ECON 101; RELS 285, 130, 140; PHIL 230; PLSC 210; ANTH 208; MUSIC 207.

**AMERICAN STUDIES CONCENTRATION:**

In addition to the undergraduate General Education requirements, students must complete the following courses with a grade of "C" or better: GBLS 101, 102, 202, 300, 399, INTB 101 or ECON 101, GEOG 106, HIST 111, 112, 265, LITR 255, RELS 285, PHIL 230, AMS 200, AMS 300, PLSC 210 or ECON 102. Two 300-level electives (one in literature and one elective from HIST 360, 364, 367, 380, LITR 364) and SPAN 101, 102, 201, 202. A study abroad experience is also required.

**ASIAN STUDIES CONCENTRATION:**

In addition to the undergraduate General Education requirements, students must complete the following courses with a grade of "C" or better: GBLS 101, 102, 202, 300, 399, INTB 101 or ECON 101, GEOG 106, HIST 180, 281, RELS 120, ANTH 208, PHIL 320, MUSI 207, LITR 264, PLSC 210 or ECON 102, two 300-level electives (one elective from HIST 353, 354, 357, LITR 391, RELS 170, 230, 235), and CHIN 101, 102, 201, 202. A study abroad experience is also required.

**LATIN AMERICAN STUDIES CONCENTRATION:**

In addition to the undergraduate General Education requirements, students must complete the following courses with a grade of "C" or better: GBLS 101, 102, 202, 300, 399, INTB 101 or ECON 101, HIST 212/313, 213/313, 214/314, 215/315, GEOG 106, ANTH 208, ANTH 283 or ECON 102, LITR 264 or SPAN 221, MUSI 207, RELS 140, two 300-level HIST electives or SPAN 310; SPAN 101, 102, 201, 202. A study abroad experience is also required.

**MIDDLE EAST STUDIES CONCENTRATION:**

In addition to the undergraduate General Education requirements, students must complete the following courses with a grade of "C" or better: GBLS 101, 102, 202, 300, 399, INTB 101 or ECON 101, GEOG 106, HIST 259, 251, 252, RELS 130, ANTH 208, PHIL 320, MUSI 207, LITR 264, PLSC 210 or ECON 102, two 300-level electives (one elective from HIST 357, 353, 354, LITR 391, RELS 170, 230, 235), and ARAB 101, 102, 201, 202. A study abroad experience is also required.

**Requirements - Minor:**

Students seeking a Global Studies minor must complete 21 semester credit hours to include GBLS 101, 102, 300, plus 12 semester credit hours within the area of concentration, of which 3 semester credit hours must be at the 300 level.

## **Graphic Arts and Design**

**College:** College of Liberal Arts

**Department:** Art

**Student Type:** Traditional Undergraduate

### **Faculty:**

William Scarlato, M.F.A., Department Chair

Hai Ri Han, M.F.A.

Christopher Birks, M.A.

Luigi Manca, Ph.D.

Teresa Parker, M.F.A.

Pete Seely, M.A.

### **Lecturers:**

Stacy Jo Barber, M.A.

Vincent Lucarelli, B.A.

David Marcet, M.F.A.

Lynn Mackenzie, M.A.

Jennifer Scavone, M.A.

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### **Objectives:**

The goals of the Graphic Arts and Design program reflect the liberal arts tradition of Benedictine University, the two disciplines of Communication Arts and Fine Arts, and a most adequate facility to realize our goals in.

### **Major Requirements:**

The Graphic Arts and Design major must complete each of the following courses with a grade of "C" or better: FNAR 101(3) or FNAR 105(3), FNAR 111(3), FNAR 203(3), FNAR 204(3), FNAR 293 (3), GAD 205(3), choice of one course from FNAR 120(3) or FNAR 294(3); GAD 230(3), GAD 260(3), GAD 360(3), GAD 300(3), COMM 208(3), COMM 353(3), COMM 381(3), GAD 297(2-6), GAD 393(3), 3 semester credit hours in a three-dimensional course, and one of the following art courses: FNAR 240(3), FNAR 241(3), FNAR 242(3), FNAR 243(3) or FNAR 250(3).

**Cognate Course:** (3) semester credit hours in a modern language.

### **Requirements for three Minor programs:**

**Fine Arts:** FNAR 101(3), FNAR 111(3), FNAR 203(3), FNAR 204(3), choice of two 200-level Studio Art courses, choice of one 300-level Art Courses.

**Graphic Design:** FNAR 111(3), GAD 205(3), GAD 230(3), choice of one art history course, GAD 260(3), choice of GAD 360(3) or GAD 300(3), GAD 393(3).

**Art History:** FNAR 203(3), FNAR 204(3), FNAR 205(3), FNAR 206(3), FNAR 209(3), Choice of one GAD 205(3) or FNAR 207(3) or FNAR 208(3); FNAR 398(3).

## **Health Science**

**Campus:** Lisle Main Campus

**College:** College of Science

**Department:** Biological Sciences

**Student Type:** Traditional Undergraduate

### **Faculty:**

Robin Pals Rylaarsdam, Ph.D., Department Chair  
Lee Ann Smith, Ph.D., Assistant Department Chair  
Preston Aldrich, Ph.D.  
William Carvell, Ph.D.  
Pedro del Corral, Ph.D., M.D.  
Ian Hall, Ph.D.  
Leigh Anne Harden, Ph.D.  
Cheryl A. Heinz, Ph.D.  
Lawrence F. Kamin, Ph.D.  
Alfred R. Martin, Ph.D.  
Robert C. McCarthy, Ph.D.  
Philip Novack-Gottshall, Ph.D.  
Mark Poch, Ph.D.  
Jayashree Sarathy, Ph.D.  
Monica Lee Tischler, Ph.D.  
Allison K. Wilson, Ph.D.  
Fr. Edmund J. Jurica, O.S.B., Ph.D., Professor Emeritus†  
Fr. Hilary S. Jurica, O.S.B., Ph.D., Professor Emeritus†  
John Mickus, Ph.D., Professor Emeritus  
Rev. Theodore D. Suchy, O.S.B., M.S., Professor Emeritus†

**Program Director:** Pre-professional Health Programs

Alice N. Sima, RN, M.S.N., M.B.A.,

### **Lecturers:**

Christine Beatty, Ph.D.  
Jesse Biehl, Ph.D.  
Pat Blaney, D.D.S.  
Vandana Chinwalla, Ph.D..  
Thomas Cornwell, M.D.  
Dominic Costabile, D.O.  
Susan Darby, Ph.D.  
Jenna Eisenberg, D.C.  
Peter Gallos, D.D.S.  
Amy Hebert, Ph.D.  
Kathryn Kennedy, D.D.S.

Tom Knutson, M.S.  
Sharon Luckhardt, O.D.  
Amie Luna, M.S.  
David Maze, O.D.  
Greg Munie, Ph.D.  
Daniel Olson, Ed.D.  
Scott Padalik, M.D.  
Aimee Paran, M.S.  
Tiara Perez-Morales, Ph.D.  
David Piazza, M.D.  
Leonard Piazza, M.D.  
Joseph Podojil, Ph.D.  
Roli Prasad, Ph.D.  
Terrence Puryear, Ph.D.  
Adam Reimel, M.S.  
Stephen Rowley, M.D.  
Jeffery Samburg, M.S. CES  
Brian Saso, M.S.  
Nancy Schubert, D.O.  
Regina Schurman, Ed.D., RCEP, CPA  
Elizabeth Shaffer-McCarthy  
Anne Marie Smith, M.S.  
Veronica Stellmach, Ph.D.  
Greg Stevens, D.M.D.  
Julie Swartzendruber, Ph.D.  
Paula Tomczak, Ph.D.  
Sarah Ware, Ph.D.  
Daryl Wilson, M.D.  
Susan Yazdanmehr, M.D., M.P.H.  
Emily Yip, Ph.D.  
Dave Zanghi, M.S., MBA, ATC/L, CSCS, FFACVPR

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**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

**The Biological Sciences program, which includes the B.S. in Health Science major, has the following program goals:**

1. Teach and assess student learning of the foundational biological concepts of evolution, information flow, structure/function, transformations of energy and matter, and systems at the molecular/cellular, physiological and ecological levels.

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

2. Teach and assess student learning of core competencies in biological sciences, including the process of science, quantitative reasoning, modeling and simulation, the interdisciplinary nature of science, communication and collaboration, and understanding the relationship between science and society.
3. Foster Scientific literacy for students outside of the Health Science major by offering compelling life science courses that engage students in critical-thinking, consideration of stewardship issues and scientific reasoning.

The Health Science degree program is designed to:

1. Prepare students for professional study in medicine, dentistry, veterinary medicine, other biomedical specialties and related health careers;
2. Expose students to current biological issues within a liberal arts context;
3. Introduce the range of biological levels of organization – from molecular and cellular biology to systemic biology; and
4. Integrate physical, chemical and mathematical principles in the study of biological systems.

#### **Acceptance into the Health Sciences program:**

A student will gain acceptance to the Health Science major by completing BIOL 197, BIOL 198, CHEM 113, and CHEM123 with a grade of "C" or better in each of these courses, and receiving no more than a total of three "W," "D" or "F" grades in these courses. The entire introductory sequence of BIOL 197, BIOL 198, CHEM 113 and CHEM123 must be completed prior to taking any 200-level courses in BIOL. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Transfer students must complete their first two semesters with no more than two "W," "D" or "F" grades in College of Science lecture courses to be accepted to the degree program.

If it is determined at any time that a student cannot gain acceptance to the Biological Sciences program or cannot graduate with a Biological Sciences degree, the student will be required to change his or her major and seek academic advising outside of that program.

#### **Requirements - Major:**

The minimum Health Science major requirements consist of 68 semester credit hours of coursework completed with grades of "C" or better. The health science major must complete: BIOL 197(3) or 297(4), 198(3), 199(1), 203(4), 208(4), 229(3), 250(3), 258(4), 340(3) CHEM 113(3), 114(1), 123(3), 124(1), 242(3), 243(1), 247(3), 248(1); PHYS 113(3), 114(1), 118(3), 119(1); MATH 111(3) or proficiency in MATH 111 or higher; BCHM 261(3) or 361(3); 9 semester credit hours of natural science electives at the 200 level or above, including 5 semester credit hours at the 300 level. Research in any College of Science department does not count toward the 300 level requirement. BCHM 361 is considered a 300-level course, but not a science elective in this major. All Health Science majors are required to take the capstone writing intensive course, BIOL 393(1) or BIOL 394(1).

Practicum is considered a science elective and is strongly encouraged for students intending to attend professional schools. Approved Nutrition electives are: NUTR 200(3) or 241(3), 341(3), 345 (3), 371(4) and selected 390(1-3). We encourage students to further their learning by assisting in labs. However, only two credits in BIOL 292, CHEM 295 and PHYS 296 will count toward the Health Science major.



Transfer students who earn transfer credit for BIOL 197, 198 and 199 are required to take BIOL 299(1). BIOL 299 will count as a 200-level credit in the major. BIOL 389 and other 300-level College of Science research classes do not count toward elective credit in the Health Sciences major.

A student majoring in Health Science may only earn one major in the Biochemistry/Molecular Biology, Biology, Chemistry, Environmental Science, Health Science, Physics and Medical Humanities programs.

**Requirements - Other:**

The 4+1 program offers a Bachelor of Science degree in Health Science in four years of full-time study and a Master of Science degree in Clinical Exercise Physiology after just one additional year of graduate work.

In addition to the University requirements and admission to the Masters of Science in Clinical Exercise Physiology Program, the student in this 4+1 program must complete with a grade of "C" or better: BCHM 261 or 361(3); BIOL 197(3), 198(3), 199(1), 203 (4), 229 (3), 258 (4), 358 (3), 368 (3), 393(1); CHEM 113 (3), 114 (1), 123 (3), 124 (1), 242 (3), 243 (1), 247 (3), 248 (1); HLSC 321 (1), 322 (1), 360 (3), 361 (3), 381 (1), 382 (1), 390 (2), 392 (3); MATH 111 (3); NUTR 241 or 200 (3); PHYS 113 (3), 114 (1), 118 (3), 119 (1), and an ethics course (QPL).

Admission to the graduate part of the program (last year of undergraduate courses) is not automatic. A GPA of 3.200/4.000 and application to Clinical Exercise Physiology program is required for admission consideration. "B" or better grades in BIOL 258 and BIOL 358 are marks of strong candidates.

## **History**

**Campus:** Lisle Main Campus

**College:** College of Liberal Arts

**Department:** History, Philosophy and Religious Studies

**Student Type:** Traditional Undergraduate

### **Faculty:**

Martin Tracey, Ph.D., Department Chair

Vincent Gaddis, Ph.D.

Kaveh Hemmat, Ph.D.

Susan Mikula, Ph.D.

Fannie Rushing, Ph.D.

### **Lecturers:**

Coral Carlson, Ph.D.

Jilana Ordman, Ph.D.

Robert Sampson, Ph.D.

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**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

### **Objectives:**

History is a vital part of any liberal arts education, providing students with a perspective of events that have shaped the contemporary world. The study of history also develops practical skills. At Benedictine University, History students learn how to conduct research, write clearly and persuasively, think logically and read documents critically. Students completing the History program are well prepared to apply to professional schools, tackle advanced study in areas such as law, business or history, and work in almost any career.

Courses in History are designed to:

1. Provide you with an opportunity to understand humanity by studying its experiences;
2. Encourage you to analyze the systems of ideas and institutions developed over the centuries;  
and
3. Offer you a historical perspective in dealing with contemporary social problems.

The program for History majors is designed to:

1. Develop your understanding of western civilization, both European and American;
2. Acquaint you with non-Western areas of the world;
3. Expose you to the richness and vigor of conflicting viewpoints on historical questions;
4. Develop critical skills of analysis, evaluation and synthesis;
5. Develop your research, organization and writing abilities; and
6. Develop your own personal philosophy of history.

**Requirements - Major:**

Students majoring in History must complete at least 36 semester credit hours in this field with a grade of "C" or better. At least 24 semester credit hours must be at the 200 level or above, of which at least 9 semester credit hours must be at the 300 level. The 36 semester credit hours must include HIST 111(3), 112(3), 203(3), 220(3), 230(3), 240(3), 259(3) and 399(3). In courses above 203(3), students must take at least one course each in American, European and non-Western history. History majors are required to demonstrate competency in a foreign language by completion of at least one foreign language course at or above the 202 level.

**History major for pre-law students:**

There is no single major that is either required or recommended for admission to law school, according to the "Statement on Pre-legal Education of the Association of American Law Schools." Instead, that statement recommends an education for: "Comprehension and expression in words; critical understanding of the human institutions and values with which the law deals; and, creative power in thinking." The American Bar Association issued, in 1980, a report on Law Schools and Professional Education in which it applied the above skills to various areas of the university curriculum. In applying them to history, the report stated that: "A separate, distinct justification for the study of history is sometimes offered. Law students often encounter concepts that are intelligible only in terms of their historical roots." If you are interested in law school and choose history as a major, you are advised to take as your advanced history electives: HIST 223(3) and 253(3). The following courses are strongly recommended: ECON 101(3), ACCT 111(3) and a statistics course.

**Requirements - Minor:**

A History minor consists of at least 21 semester credit hours of courses completed with a "C" or better from History courses. At least 12 semester credit hours must be at the 300 level. Students must complete HIST 111(3), 112(3) and 203(3).

## **Human Resource Management**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate

**Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Jeffrey Madura, M.B.A., CPA

Rob Rebman, M.B.A., CPA

**Objectives:**

This program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of our culture;
2. Articulate how the functional areas of business interrelate within organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations; and
4. Develop specific skills applicable to the various aspects of the functional areas of business.

This program and major are designed to:

1. Prepare you for entry-level positions;
2. Enable you to perform effectively in professional and career positions in management; and
3. Prepare you for graduate and professional study in business or management.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles pertinent to all of the functional areas of business, accounting, finance, management and marketing, in an integrated manner and with adequate focus on their international aspects; and
4. The important functional areas of management; including human resources, operations management, organizational behavior and the management process of planning, implementation and control.

**Requirements - Major:**

Human Resource Management majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics or one Modes of Inquiry Philosophical course in ethics, and MATH 115(3). All business majors must complete BALT 240(3).

Majors must complete each of the business core courses with a "C" or better: ACCT 111(3), 112(3); ECON 101(3), 102(3); FINA 300(3); MKTG 300(3); MGT 150(3), MGT 251(3) or BALT 301(3), MGT 300(3), and MGT 380(3).

Majors must complete with a "C" or better: MGT 303(3), 330(3), 334(3), 335(3) and 336(3). Additionally, majors must complete with a "C" or better one course from among BALT 310, BALT 320, MGT 302(3), 320 (3) or 347(3).

CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for 300-level courses.

Human Resource Management majors who elect to earn a second major in the Department of Undergraduate Business must complete "specialization courses" for the second business major. Specialization courses may only be used to satisfy the requirement for one business major.

#### **Requirements - Minor:**

Only courses in which a student has earned a "C" or better may be applied to the minor. Students are limited to one minor in the Accounting, Business and Economics, Economics, Entrepreneurship, Finance, Human Resource Management, International Business and Economics, Management and Organizational Behavior, and Marketing programs. A student who majors in Human Resource Management may not earn a minor in the Department of Undergraduate Business. Students must complete with a grade of "C" or better 21 semester credit hours which must include; MGT 300, MGT 330, MGT 334, MGT 335 and at least three unique 300-level courses in Management.

#### **Requirements - Concentration:**

Human Resource Management majors may select a concentration (main campus only). Concentrations in Business Analytics, Digital Marketing, Integrated Marketing Communications, Operations Management, Sports Management, Sports Marketing and Visualization Techniques are available in combination with this major.

Requirements listed below must be completed with a "C" or better.

Business Analytics: BALT 310, BALT 320, BALT 330 and BALT 340.

Digital Marketing: MKTG 345, MKTG 347, MKTG 348 and MKTG 349.

Integrated Marketing Communications: MKTG 330, 333, 334 and GAD 260 or COMM 263.

Operations Management: MGT 333, BALT 350, BALT 325 or INTB 340 and MGT 235.

Sports Management: MGT 305, MKTG 305 and two courses from MGT 235, 297 or 301.

Sports Marketing: MKTG 305, MGT 305 and two courses from MKTG 297, 330 or INTB 371.

Visualization Techniques: BALT 315, BALT 318, BALT 370 and GAD 260.

## **Intensive English Program (IEP)**

**College:** College of Liberal Arts

**Department:** Languages and Literature

**Student Type:** International, preparing to enter traditional undergraduate programs

**Program Director:** Olga D. Lambert, Ed.D.

### **Objectives:**

The two-semester IEP is designed to provide a clear pathway to an undergraduate degree for international students who do not yet meet Benedictine University's English proficiency admission requirements. The first semester provides students with 20 hours per week of intensive instruction in academic English and study skills, as well as familiarizes them with the U.S. academic culture. The second semester combines intensive English instruction with opportunities to take general education or major courses and earn credit toward an undergraduate degree at Benedictine University.

### **Student Learning Outcomes:**

At the end of one or two semesters (depending on individual proficiency, needs, and performance), students will demonstrate a level of academic English proficiency equivalent to that required for admission to traditional undergraduate programs at Benedictine University and will have the skills necessary to succeed in U.S. higher education settings.

### **Admission into the program:**

- 61 TOEFL iBT (500 paper-based) or 6.0 IELTS (official test score reports required)
- New students are admitted in Fall and Spring

### **Two-semester IEP course sequence**

- All classes are limited to 15 students
- Only Semester I courses offered in Fall 2016; thereafter, both Semester I and Semester II courses offered in both Fall and Spring terms
- College credit for Semester II courses
- Students are given the Institutional TOEFL (TOEFL ITP) at the end of each semester

### Semester I

<b>Course Title</b>	<b>Contact Hours/Week</b>	<b>Credit Toward Degree?</b>
Reading for College Success I	4	No
Academic Writing I	4	No
Grammar I	4	No
Listening and Speaking	4	No
Culture and Communication	2	No
Study Skills and Test-Taking Strategies	2	No
<b>Total</b>	<b>20</b>	

- Students who fail to achieve grades of C or better in all courses, regardless of their TOEFL ITP score, are required to repeat the semester. Those who fail to achieve grades of C or better in all courses for the second time are dismissed.
- TOEFL ITP score of  $\geq 550$ ; grades of C or better in all courses → regular degree program
- TOEFL ITP Score of  $< 550$ ; grades of C or better in all courses → IEP Stage II

## Semester II

Course Title	Contact Hours/Week	Credit Toward Degree?
Reading for College Success II	4	Yes
Academic Writing II	4	Yes
Grammar II	4	Yes
Academic course of student's choice*	3	Yes
Academic course of student's choice*	3	Yes
<b>Total</b>	<b>18</b>	<b>18 hours toward degree</b>

\* The course may satisfy Modes of Inquiry or major requirements. Students will choose courses in consultation with IEP faculty and their academic advisor.

- Students who fail to achieve grades of C or better in all courses, regardless of their TOEFL ITP score, are required to repeat the semester. Those who fail to achieve grades of C or better in all courses for the second time are dismissed.
- TOEFL ITP score of  $\geq 550$ ; grades of C or better in all courses **OR** score of  $< 550$ ; grades of B or better in all courses → regular degree program, no restrictions
- TOEFL ITP score of  $< 550$ ; grades of C or better in all courses → regular degree program, but must take ADU 101: Introduction to Academic Discourse and ADU 102: Success in the American Classroom during the first year (ADU courses are credit-bearing, 3-hour courses). No WRIT 101 in the first semester; afterward, WRIT 101 SA, SL, LA, or AD (Structured Learning Assistance sections) recommended.



## **International Business and Economics**

**College:** College of Business

**Department:** International Business and Economics

**Student Type:** Traditional Undergraduate

**Faculty:**

J. Timothy Goines, Ph.D., Department Chair

Isobel Lobo, Ph.D.

Soyon Lee, Ph.D., CPA, Professor Emeritus

Margaret Roth, Ph.D., Professor Emerita

**Objectives:**

The program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of different cultures;
2. Articulate how the functional areas of business interrelate within multinational organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations;
4. Develop specific skills applicable to the various aspects of the functional areas of business; and
5. Show how culture influences business attitudes and behaviors.

The program and major are designed to:

1. Prepare you for entry-level positions;
2. Enable you to perform effectively in professional and career positions in management; and
3. Prepare you for graduate and professional study in business and international business related fields.

All students in these programs will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles pertinent to all of the functional areas of business, accounting, finance, management and marketing, in an integrated manner and with adequate focus on the international aspects of each; and
4. The study and appreciation of international cultural backgrounds and in the skills needed for international business.

Anthropology courses are offered as a service to fulfill requirements of the International Business and Economics program, and to broaden the range of social science available to other interested students.

**Study Abroad Requirements:** To ensure an international experience for International Business and Economics majors, the International Business and Economics degree will require students to participate in a study abroad (short-term faculty led, semester or year-long) program.

**Student Learning Outcomes:** To obtain a firsthand look at the topics that affect and are affected by international business and economics.

**Requirements - Major:**

International Business and Economics majors must complete the University's General Education requirements. Majors in this program must also complete MATH 115(3). In addition, majors must complete with a grade of "C" or better the following courses, some of which fulfill core requirements: at least 18 semester credit hours of modern language and/or cultural studies\*, 3 semester credit hours of history\*, 6 semester credit hours of political science\*, 3 semester credit hours of anthropology/sociology\*, and ECON 101(3) and 102(3). In addition, the following program courses must be completed with a grade of "C" or better: MGT 150(3), ECON 202(3), ACCT 111(3), INTB 380(3); and at least four 300-level INTB courses, one of which can be substituted by a course in ECON, FINA, MGT or MKTG with the consent of the department chair.

\*These courses must have an international focus and be approved by the program faculty.

CLEP, life experience, work experience, and advanced placement do not substitute for upper-level (300) courses.

An internship may substitute for one 300-level course with the approval of the department chair.

A student may have only one major in the Accounting, Business and Economics, Economics, Entrepreneurship, Finance, Health Administration, Human Resource Management, International Business and Economics, Management and Organizational Behavior, and Marketing programs.

The International Business and Economics major may elect to minor in Accounting, Business and Economics, Economics, Entrepreneurship, Finance, Health Administration, Human Resource Management, Management and Organizational Behavior, or Marketing. Please see program requirements for each of these minors.

**ASIAN STUDIES CONCENTRATION:**

International Business and Economics majors must complete the University's General Education requirements. Majors in this program must also complete MATH 115(3). In addition, majors must complete with a grade of "C" or better the following courses, some of which fulfill core requirements: CHIN 101, 102, 201, 202, two additional Chinese language or Asian cultural studies courses, 3 semester credit hours of Asian history, 6 semester credit hours of political science\*, 3 semester credit hours of anthropology/sociology\*, and ECON 101(3) and 102(3). In addition, the following program courses must be completed with a grade of "C" or better: MGT 150(3), ECON 202(3), ACCT 111(3), INTB 380(3); and at least four 300-level INTB courses, one of which can be substituted by a course in ECON, FINA, MGT or MKTG with the consent of the department chair. Students will be required to do a study abroad in Asia.

**LATIN AMERICAN STUDIES CONCENTRATION:**

International Business and Economics majors must complete the University's core requirements. Majors in this program must also complete MATH 115(3). In addition, majors must complete with a grade of "C" or better the following courses, some of which fulfill core requirements: SPAN 101,

102, 201, 202, two additional Spanish language or Latin American cultural studies courses, 3 semester credit hours of Latin American history, 6 semester credit hours of political science\*, 3 semester credit hours of anthropology/sociology\*, and ECON 101(3) and 102(3). In addition, the following program courses must be completed with a grade of "C" or better: MGT 150(3), ECON 202(3), ACCT 111(3), INTB 380(3); and at least four 300-level INTB courses, one of which can be substituted by a course in ECON, FINA, MGT or MKTG with the consent of the department chair. Students will be required to do a study abroad in Latin America.

#### **MIDDLE EASTERN STUDIES CONCENTRATION:**

International Business and Economics majors must complete the University's core requirements. Majors in this program must also complete MATH 115(3). In addition, majors must complete with a grade of "C" or better the following courses, some of which fulfill core requirements: ARAB 101, 102, 201, 202, two additional Arabic language or Middle East cultural studies courses, 3 semester credit hours of Middle East history, 6 semester credit hours of political science\*, 3 semester credit hours of anthropology/sociology\*, and ECON 101(3) and 102(3). In addition, the following program courses must be completed with a grade of "C" or better: MGT 150(3), ECON 202(3), ACCT 111(3), INTB 380(3); and at least four 300-level INTB courses, one of which can be substituted by a course in ECON, FINA, MGT or MKTG with the consent of the department chair. Students will be required to do a study abroad in the Middle East.

#### **Requirements - Minor:**

Students seeking a minor in International Business and Economics must complete with a grade of "C" or better 21 semester credit hours which must include ECON 101(3), 102(3), and either ECON 202(3) or INTB 380(3); and at least two 300-level courses in international business; one 200- or 300-level anthropology\* course; and one political science\* or history course\*.

Students with majors in Accounting, Business Analytics, Business and Economics, Business with Science Applications, Entrepreneurship, Finance, Human Resource Management, Management and Organizational Behavior or Marketing seeking an International Business and Economics minor must complete with a grade of "C" or better 21 semester credit hours which must include: three 300-level courses in International Business beyond the requirements for the major program, INTB 380 and three courses from cultural studies, anthropology\*, political science\* or history\* beyond the core requirements.

\*These courses must have an international focus and be approved by the program faculty.

#### **Requirements - Other:**

The study abroad experience may be a short-term, faculty-led study tour, a semester or year-long (Fall, Spring or Summer) abroad at a foreign university, a mission trip or a business internship abroad.

#### **Other Information:**

The International Business and Economics major is designed so that the entire degree is available through day classes. The International Business and Economics major is also offered in time periods and formats that are designed for the needs of adult learners, offered through evening and weekend classes.

**What does the major in International Business and Economics at Benedictine University offer?**

The International Business and Economics major offers you a combination of liberal arts and business education with an international focus. When you major in International Business and Economics at Benedictine University, you will:

Become knowledgeable in international marketing, finance, trade and economics; a foreign language, history, international relations, international organizations and law; be introduced to the cultural and socio-economic background of international business practices; and learn the skills needed to carry out business activities in the United States and abroad through the study of economics and accounting.

Students, usually in their junior year, will have the opportunity to study abroad in an established program and earn credit for the coursework they complete. Benedictine University has exchange programs with universities in Bolivia, China, South Korea, Taiwan, Mexico, Japan, Denmark, Spain and France. Benedictine also has agreements with several third-party providers. These independent organizations allow Benedictine University to expand students' opportunities to study abroad in areas such as South America, Asia, Eastern Europe and Australia.

**What careers are available with an international business and economics degree?**

Career opportunities for students in the International Business and Economics program are numerous since many companies in the United States have overseas operations.

Jobs in export/import, international marketing, production, finance and banking are increasing and foreign companies are operating in the United States at an accelerated rate. Jobs in government agencies and nonprofit organizations are also plentiful. Graduates of the International Business and Economics program at Benedictine University have a tradition of success in obtaining employment in their chosen field and many have pursued graduate studies upon completion of their undergraduate program or through their places of employment.

## **International Studies**

**College:** College of Liberal Arts

**Department:** Political Science

**Student Type:** Traditional Undergraduate

**Faculty:**

Tammy Sarver, Ph.D., Department Chair

Phil Hardy, Ph.D.

Joel Ostrow, Ph.D.

**Objectives:**

To provide a Social Science approach to the study of the political, economic, social and business aspects of globalization, and the inter-connections between politics, economics and culture.

Student learning outcomes: To develop social science analytic skills to understand, explain and address the complexities of the increasing international inter-connections between politics, economics and culture.

**Requirements - Major:**

International Studies majors must complete, with a grade of "C" or better, the following courses: ECON 101(3), 102(3); PLSC 210(3), 215(3); ANTH 200(3) and 208(3) or 210(3); GEOG 106(3); INTB 300(3); two PLSC electives numbered 310-329; one 300-level ECON course from ECON 305(3), ECON 351(3), or ECON 360(3). In addition, all students must complete an approved study abroad experience, which may be satisfied by ANTH 283, 292 or INTB 320 when these include a study abroad experience, or by another experience approved by the program faculty. A semester-length or longer experience is strongly recommended. All students must successfully complete either one foreign language sequence with a 212 foreign language course, or successfully complete two separate foreign language course sequences with a 202 foreign language course. Note: Requirements for one foreign language course sequence up to the 202 course may be satisfied through a placement or proficiency exam.

**Requirements - Minor:**

21 semester credit hours with a grade of "C" or better are required. These must include ECON 101(3), PLSC 210(3); INTB 300(3), and one course each from the ECON, PLSC and ANTH courses listed above required for the major. In addition, one foreign language through the 202-level is required, as is a short-term study abroad experience.

**Latin American Studies (Minor Only)**

**College:** College of Liberal Arts

**Department:** Interdisciplinary

**Student Type:** Traditional Undergraduate

**Faculty:**

J. Timothy Goines, Ph.D.

Rafael Iglesias, Ph.D.

Joaquin Montero, Ph.D.

Jack Thornburg, Ph.D.

Beth Vinkler, Ph.D.

**Objectives:**

The program and courses are designed to:

1. Provide courses from a range of disciplines focused on Latin America;
2. Provide an interdisciplinary approach to the study of Latin America; and
3. Prepare students from any major at the University for work in Latin America or with Latin American colleagues, clients, patients and business partners by increasing their sensitivity to, and knowledge of, Latin American cultures.

**Requirements - Minor:**

The Latin American Studies minor consists of 24 semester credit hours of courses completed with a "C" or better from designated courses. At least 12 semester credit hours must be at the 200 level of which at least 3 semester credit hours must be at the 300 level.

Required courses (18 semester credit hours): ANTH 210(3); SPAN 201(3)/202(3); INTB 320(3) or ECON 391(3); ANTH 283(3) or HIST 191(3); and PLSC 391(3).

Elective Courses (six semester credit hours): SPAN 221(3), 231(3), 291(1), 232(3); INTB 391(1).  
Students are encouraged to study abroad or do an internship abroad.

## **Management (Bachelor of Arts)**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Adult Accelerated Undergraduate

### **Objectives:**

This program and courses are designed to:

1. Articulate how the functional areas of business interrelate within organizations;
2. Improve skills in communication, analytical thinking and appreciating the human element in organizations;
3. Evaluate the role of economics and business in the social environment of our culture; and
4. Develop specific skills applicable to various aspects of the functional areas of business.

This program is designed to:

1. Enable you to perform effectively in professional and career positions in management; and
2. Prepare you for graduate and professional study in business or management.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics (the tool for the discipline); and
3. The principles pertinent to all of the functional areas of business, accounting, management, information technology and marketing, in an integrated manner and with adequate focus on strategic management.

The Management program is offered in a learning team/blended format through evening classes, as well as in a fully online format. These options provide time periods and formats designed for the needs of adult learners. Management students must complete a minimum of 120 semester credit hours for degree completion.

### **Requirements - Business Cognates**

Management students must complete the following cognate courses with a grade of 'C' or better: ECON 101(3), PSYC 100(3) And PHIL 245(3).

### **Requirements - Major**

Management students must complete the following major courses with a grade of "C" or better: MGT 217(3), which must be the first course taken, CIS 127(3), ACCT 111(3), ACCT 112(3), ECON 102(3), MGT 300(3), MGT 150(3), MGT 237(3), MKTG 300(3), MGT 320(3), BALT 301(3), MGT 235(3), MGT 333(3), MGT 330(3), INTB 302(3), MGT 347(3), FINA 300(3) and MGT 387(3) which should be the last major course taken.

### **Transfer Credits**

Transfer credits for major courses and MATH 105(3) will not be accepted after a student is admitted into the Bachelor of Arts in Management program. The following courses must be completed at Benedictine University: MGT 217(3), IDS 202(3), IDS 304(3) and MGT 387(3).



**Work/Life Experience Credits**

General elective credit hours may be demonstrated through the Prior Learning Assessment (PLA) program by the submission and approval of a Work/Life Experience portfolio. Students need to complete all of the requirements of the PLA program within one year of starting their degree program. The maximum number of credits that may be obtained through work/life experience is 18 semester credit hours.

**Concentrations**

For Management students, optional concentrations provide an opportunity to expand knowledge in different areas. Each concentration is composed of four courses for a total of 12 semester credit hours of credit. In order to qualify for a concentration, a grade of "C" or better must be obtained for each course. The following three concentrations are available:

- The Human Resources Management concentration requires completion of the following courses: MGT 262(3), MGT 264(3), MGT 266(3) and MGT 270(3). It is recommended that students complete MGT 330 prior to taking the concentration courses.
- The Marketing concentration requires completion of the following courses: MKTG 310(3), MKTG 330(3), MKTG 331(3) and MKTG 350(3).
- The Digital Marketing for Working Professionals concentration requires completion of the following courses: MKTG 241(3), MKTG 242(3), MKTG 243(3) and MKTG 244(3).

## **Management and Organizational Behavior**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate and Adult Accelerated Undergraduate

**Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Jeffrey Madura, M.B.A., CPA

Rob Rebman, M.B.A., CPA

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate and Adult Accelerated Undergraduate

**Objectives:**

This program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of our culture;
2. Articulate how the functional areas of business interrelate within organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations; and
4. Develop specific skills applicable to the various aspects of the functional areas of business.

This program and major are designed to:

1. Prepare you for entry-level positions;
2. Enable you to perform effectively in professional and career positions in management; and
3. Prepare you for graduate and professional study in business or management.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles pertinent to all of the functional areas of business, accounting, finance, management and marketing, in an integrated manner and with adequate focus on their international aspects; and
4. The important functional areas of management; including human resources, operations management, organizational behavior and the management process of planning, implementation and control.

**Requirements - Major:**

Management and Organizational Behavior majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics (which also counts as Religious/Theological Mode of Inquiry) or one Mode of Inquiry-Philosophical course in ethics, MATH 105(3) or MATH 110(3), and MATH 115(3). All business majors must complete BALT 240(3).

Majors must complete each of the business core courses with a "C" or better: ACCT 111(3), ACCT 112(3); ECON 101(3), ECON 102(3); FINA 300(3); MKTG 300(3); MGT 150(3), MGT 251(3) or BALT 301(3), MGT 300(3) and MGT 380(3).

"Majors must complete with a "C" or better: MGT 320(3), 330(3) 333(3), and MGT 235 (3) or BSCI 210 (3) Additionally, majors must complete with a "C" or better two courses from among BALT 310(3), 320(3), 340(3), 350(3), 360(3), MGT 237(3), 301(3), 302(3), 303(3), 305(3), 315(3), 334(3), 335(3), 347(3) or an international business elective at the 300-level.

CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for 300-level courses.

Management and Organizational Behavior majors who elect to earn a second major in the Department of Undergraduate Business must complete "specialization courses" for the second business major. Specialization courses may only be used to satisfy the requirement for one business major.

**Requirements - Minor:**

Only courses in which a student has earned a "C" or better may be applied to the minor. Students are limited to one minor in the Accounting, Business and Economics, Economics, Finance, International Business and Economics, Management and Organizational Behavior, and Marketing programs. Students (except Bachelor of Arts in Management students) seeking a minor in Management and Organizational Behavior must complete with a grade of "C" or better 21 semester credit hours which must include ECON 101(3), 102(3); ACCT 111(3); MGT 300(3); and at least three unique 300-level courses in Management. A Management student may not minor in Management and Organization Behavior. A student who majors in Management and Organizational Behavior may not earn a minor in the Undergraduate Business Department.

**Sports Management minor:** intended for traditional undergraduate students who are in a major outside of the Department of Undergraduate Business. This program provides an opportunity for non-business majors to gain a focus on and hone essential skills in the sports management field.

Requirements: Seven courses; 21 semester credit hours to be completed as follows: MKTG 305, MGT 235, 300, 301, 305, 320 and 330.

**Requirements - Concentration:**

Management and Organizational Behavior majors must select a concentration (main campus only). Concentrations in Business Analytics, Digital Marketing, Integrated Marketing Communications, Managing Human Resources, Operations Management, Sports Management, Sports Marketing, and Visualization Techniques are available in combination with this major. Requirements listed below must be completed with a "C" or better.

Business Analytics: BALT 310, BALT 320, BALT 330 and BALT 340.

Digital Marketing: MKTG 345, MKTG 347, MKTG 348 and MKTG 349.

Integrated Marketing Communications: MKTG 330, 333, 334, and GAD 260 or COMM 263.

Managing Human Resources: MGT 330, 334, 335 and one of MGT 235, 302 or 320.

Operations Management: MGT 333, BALT 350, BALT 325 or INTB 340 and MGT 235.

Sports Management: MGT 305, MKTG 305 and two courses from MGT 235, 297 or 301.

Sports Marketing: MKTG 305, MGT 305 and two courses from MKTG 297, 330 or INTB 371.

Visualization Techniques: BALT 315, BALT 318, BALT 370 and GAD 260.

## **Marketing**

**College:** College of Business

**Department:** Undergraduate Business

**Student Type:** Traditional Undergraduate

**Faculty:**

Deborah Cernauskas, Ph.D., M.S., M.B.A., Department Chair

Larissa Adamiec, M.S.

Donald Henschel, M.B.A., CPA

Vicki Jobst, D.B.A., M.B.A., CPA

Nona Jones, Ph.D.

Todd Kelsey, Ph.D.

Jeffrey Madura, M.B.A., CPA

Rob Rebman, M.B.A., CPA

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

**Objectives:**

This program and courses are designed to:

1. Evaluate the role of economics and business in the social environment of our culture;
2. Articulate how the functional areas of business interrelate within organizations;
3. Improve skills in communication, analytical thinking and appreciating the human element in organizations; and
4. Develop specific skills applicable to the various aspects of the functional areas of business.

This program and major are designed to:

1. Prepare you for entry-level positions;
2. Enable you to perform effectively in professional and career positions in management; and
3. Prepare you for graduate and professional study in business or management.

All students in this program will receive a thorough grounding in:

1. Economics (the theoretical basis for the discipline);
2. Mathematics and statistics (the tool subjects);
3. The principles pertinent to all of the functional areas of business, accounting, finance, management and marketing, in an integrated manner and with adequate focus on their international aspects; and
4. Marketing strategy involving decisions on markets, product, price, promotion and place of distribution.

**Requirements - Major:**

Marketing majors must complete the University's Modes of Inquiry requirements, which are partially satisfied by MGT 252 Business Ethics (which also counts as a Religious/Theological Mode of Inquiry) or one Mode of Inquiry-Philosophical course in ethics, MATH 105(3) or MATH 110(3), and MATH 115 (3). All business majors must complete BALT 240(3).

Majors must complete each of the business core courses with a "C" or better: ACCT 111(3), 112(3); ECON 101(3), 102(3); FINA 300(3); MKTG 300(3); MGT 150(3), MGT 251(3) or BALT 301(3), MGT 300(3) and MGT 380(3).

Majors must complete with a "C" or better: MKTG 310 (3), 330(3), 360(3) 380(3); and two from among MKTG 305 (3), 320(3), 333(3), 334(3), 345(3), 347(3), 348(3), 349(3), 350(3), MGT 301(3), 305(3), COMM 208(3), GAD 260(3), BALT 340(3) or COMM 263(3).

Students in a second major program housed outside of the department must complete the ethics, mathematics and computer science requirements of the first paragraph above and all of the requirements of the second and third paragraphs above.

CLEP, life experience, work experience, internships, advanced placement and other external credit do not substitute for 300-level courses.

Marketing majors who elect to earn a second major in the Department of Undergraduate Business must complete the unique specialization courses for the second business major. Specialization courses may only be used for satisfying the requirements for one business major.

**Requirements - Minor:**

The Marketing minor is intended for traditional undergraduate students who are in a major outside of the Department of Undergraduate Business. Only courses in which a student has earned a "C" or better may be applied to the minor. Students are limited to one minor in Accounting, Business and Economics, Finance, Management and Organizational Behavior, or Marketing. Students who are seeking a minor in Marketing must complete with a grade of "C" or better, 21 semester credit hours, which must include ECON 101(3); 102(3); ACCT 111(3); MKTG 300(3), and at least three unique 300-level courses in Marketing. A student who majors in Marketing may not earn a minor in the Department of Undergraduate Business.

**Sports Marketing minor:** intended for traditional undergraduate students who are in a major outside of the Department of Undergraduate Business. This program provides an opportunity for non-business majors to gain a focus on and hone essential skills in the sports marketing field. Requirements: Seven courses; 21 semester credit hours to be completed as follows: MKTG 305, 330, INTB 385, MGT 235, 305, 300 and MKTG 300.

Concentrations in Business Analytics, Digital Marketing, Integrated Marketing Communications, Managing Human Resources, Operations Management, Sports Management, Sports Marketing, and Visualization Techniques are available in combination with this major. Requirements listed below must be completed with a "C" or better.

**Requirements - Concentration:**

Business Analytics: BALT 310, BALT 320, BALT 330 and BALT 340.

Digital Marketing: MKGT 345, MKTG 347, MKTG 348 and MKTG 349.

Integrated Marketing Communications: MKTG 330, 333, 334 and GAD 260 or COMM 263.

Managing Human Resources: MGT 330, 334, 335 and one of MGT 235, 302 or 320.

Operations Management: MGT 333, BALT 350, BALT 325 or INTB 340 and MGT 235.

Sports Management: MGT 305, MKTG 305 and two courses from MGT 235, 297 or 301.

Sports Marketing: MKTG 305, MGT 305 and two courses from MKTG 297, 330 or INTB 371.

Visualization Techniques: BALT 315, BALT 318, BALT 370 and GAD 260.

Only students who major in Accounting, Business and Economics, Entrepreneurship, Finance, Human Resource Management, Marketing or Management and Organizational Behavior may complete the concentration.



## **Mathematics**

**College:** College of Science

**Department:** Mathematical and Computational Sciences

**Student Type:** Traditional Undergraduate

### **Faculty:**

Jeremy Nadolski, Ph.D., Department Chair  
Ellen Ziliak, Ph.D., Assistant Department Chair  
Timothy Comar, Ph.D.  
Anthony DeLegge, Ph.D.  
Manmohan Kaur, Ph.D.  
Thomas Wangler, Ph.D.  
Rose A. Carney, Ph.D., Professor Emerita†  
Rev. Paul Tsi, Ph.D., Professor Emeritus†  
Phyllis M. Kittel, Ph.D., Professor Emerita  
James M. Meehan, D.A., Professor Emeritus†

### **Lecturers:**

Andrea Holba, M.Ed.  
Hillary Holecek, M.S.  
Ken Leszczynski, M.S.  
Tim Ling, M.S.  
Chris Nelson, M.S.  
Candice Nielsen, M.S.  
Rita Patel, Ph.D.  
Kathleen Ramsey, M.A.  
Viola Vajdova, M.Sc., M.Ed.

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### **Objectives:**

General education courses in mathematics are designed to develop the quantitative skills you will need as an educated person and for use in other disciplines. The program for majors is designed to:

1. Develop your abilities in disciplined mathematical reasoning and problem solving;
2. Teach you the basic techniques and models of the mathematical sciences; and
3. Prepare you for graduate study in pure mathematics, applied mathematics, statistics, operations research, or computer science, as well as for careers as actuarial scientists, as high school or college teachers or careers in industry that use quantitative skills of which there are several options including mathematical analysts, market research analyst, and operations research.

**Acceptance into the Mathematics Program:**

A student will gain acceptance to the Mathematics program by completing the introductory sequence of MATH 210, 211, 212 with a GPA of 2.500 or above and a grade of "C" or better in each of these courses. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Additionally a transfer student must earn a GPA of 2.500 or above in all major classes (excluding labs) during the first semester at Benedictine in order to be accepted into the Mathematics program.

If it is determined at any time that a student cannot gain acceptance to the Mathematics program or cannot graduate with a Mathematics degree, the student will be required to change his or her major and seek academic advising outside of that program.

**Requirements - Major:**

Students seeking a major in Mathematics must complete, with a grade of "C" or better, a minimum of 37 semester credit hours of mathematics coursework at the 200 level or above, including MATH 200(4) or 210(5) or 220(5), 211(4) or 224(4), 212(4), 260(4), 300(3), 331(3), 341(3), and 6 more semester credit hours at the 300 level. This coursework must include one sequence from the following: 331-332, 341-342, 260-361, 310-350 or 371-373. In the second course of the sequence, students must complete a written report and an oral presentation on a topic related to the subject matter of the course. MATH 399(3-6), Internship, does not count as 300-level coursework. MATH 397(1-3), Mathematical Research I, will count for 300-level coursework up to a maximum of 3 semester credit hours after the student has completed 15 semester credit hours at the 300 level. Students must also take a comprehensive mathematics examination and achieve the proficiency level set by the department.

**Requirements - Minor:**

Students seeking a minor in Mathematics must complete, with a grade of "C" or better, at least 21 semester credit hours of mathematics coursework at the 200 level or above, including 6 semester credit hours at the 300 level. MATH 399 does not count as 300-level coursework. MATH 397 can be counted toward the 21 semester credit hours, but only if the student has 6 semester credit hours of mathematics coursework at the 300 level.

**Requirements - Concentration:**

Students seeking a concentration in Actuarial Science must satisfy the requirements for a math major and complete the following courses with a "C" or better: MATH 370(3), 371(3), 373(3) and either ECON 101(3) or 102(3). Actuarial Science students are encouraged to minor in one of the following areas: Accounting, Business and Economics, Economics, Finance, International Business and Economics, Management and Organizational Behavior or Marketing. In addition to completing a minor in one of the above areas, students are encouraged to take the actuarial exams as early as possible, usually in their junior year. It is strongly recommended that students pass the first two actuarial exams before graduation.

**Requirements - Teaching License:**

Students who desire to be licensed to teach mathematics at the secondary level (grades 9-12) are to declare themselves as Mathematics majors and Education minors and register with the Benedictine University Education Program as teaching licensure candidates. Advising is then a joint responsibility of the Department of Mathematics and the School of Education. Students must complete MATH

240(4), 310(3), 312(3), 371(3) and 373(3) as part of the major requirements and CMSC 180(2) and CMSC 185(2) in addition to the other course requirements for a major in Mathematics. Students must also complete the requirements of the Teacher Licensure Program in Education which includes the Education minor (See Education [Elementary Education, Special Education and Minors in Education and Special Education] section).

## **Medical Humanities**

**College:** College of Liberal Arts

**Department:** Interdisciplinary

**Student Type:** Traditional Undergraduate

**Administrators:** Elizabeth Kubek, Ph.D., Program Director

### **Objectives:**

The Medical Humanities major is designed to prepare students for medical school, graduate work in interdisciplinary science/humanities programs, global scientific research, patient advocacy, or other careers that require advanced work at the intersections of the life sciences and the humanities. Within the major, the Pre-Medical concentration reflects the emergence of Medical Humanities as a graduate-level discipline at highly selective medical schools, as well as the increased preference of all medical schools for applicants with a significant background in the humanities and social sciences.

The goals of the Medical Humanities program at Benedictine University are as follows:

- To foster students' awareness of the interconnectedness and relevance to life of the disciplines that are the object of academic study;
- To expose students to current ideas and practices that humanize the medical sciences;
- To encourage students to make productive connections between their practical knowledge, daily activities and ethical values, and relations with others and the environment;
- To foster a spirit of collaboration between students and faculty, and provide students with opportunities to work closely with faculty and professionals;
- To educate future professionals who are accomplished in their fields and engaged, responsible global citizens;
- To promote the creation of a medical and research community that includes regard for the patient and practitioner as whole persons;
- To provide future professionals with critical and ethical tools that will enable them to transform their profession, and to remain informed and engaged throughout their lives.

### **Requirements - Major:**

Science Core sequence: MATH 111(3), CHEM 113(3), 114(1), 123(3), 124(1), 242(3), 243(1), 247(3), 248(1); BIOL 197(3), 198(3), 199(1), 203(4), 250(3), 251(1); BCHM 261(3) or 361(3); PHYS 113(3), 114(1), 118(3), 119(1).

1. Proficiency in a modern language to 202 (up to 12 semester credit hours); or 6 semester credit hours of Latin and 6 semester credit hours of Greek (no proficiency option, although Advanced Placement credit can be applied).
2. MDHM 200(3) and 399 (3);
3. Self-Designed Humanities sequence: Eight courses from the College of Liberal Arts, at least three of which must be at the 300 level (including MDHM 399). For the Pre-Medical concentration, calculus and/or biostatistics may be included in the Self-Designed sequence, with approval from the program director. The sequence should add up to a concentration in a field or topic appropriate to the Medical Humanities discipline (for examples, students should refer to such

professional resources as the Medical Humanities central website at <http://medhum.med.nyu.edu> or the peer-reviewed journal *Medical Humanities* at <http://mh.bmj.com>). By the junior year, all majors must submit a written rationale and plan of study to the Medical Humanities program director. The student's plan of study should be based on a reasonable expectation that the courses selected will be offered within the timeframe proposed for completion of the degree. This sequence must total at least 30 semester credit hours including MDHM 200 and 399. Language courses below 211 do not count toward these hours.

**For the Pre-Medical concentration, additional requirements are as follows (12-14 semester credit hours):**

1. BIOL 258(4), 259(1), 340(3), 341(1); MATH 210(5) or 220(5) or BIOL 229(3).

**Music**

**College:** College of Liberal Arts

**Department:** Music

**Student Type:** Traditional Undergraduate

**Faculty:**

Luis E. Loubriel, D.M.A., Department Chair

Allen R. Legutki, Ph.D.

**Lecturers:**

Jeremiah Benham, M.M.

Br. Augustine Mallak, O.S.B.

Patrick Infusino

Ricardo Castaneda, M.M.

Jue He, D.M.

Juan Pastor, M.M.

Fr. John Moulder, M.M.

Victoria VerHoven, M.M.

Olga Ridgeway, D.M.A.

Christopher Windle, M.M.

Rev. John Palmer, C.S.V., Mus.M., A.R.C.T., L.Mus., F.T.C.L., Professor Emeritus

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**Objectives:**

The music program and its courses are designed to:

1. Provide a strong foundation in music theory, aural skills, performance, music history, literature, technology and education.
2. Provide opportunities to better understand and appreciate various kinds of music and their relationships to culture, education and history;
3. Combine musicianship with a liberal arts education to establish a base for both artistic and intellectual growth in a manner by which the student can understand, experience and articulate musical artistry within a variety of perspectives, and in which their skills can be of use to themselves and to society;
4. Provide an environment – through well-defined course offerings and nationally and internationally known music faculty – that guides the learning process and improves students' practicing, rehearsing and performance skills while developing the disciplinary knowledge of history, repertoire, pedagogy and technology;
5. Develop a mastery of performance practice through ensemble experiences;

6. Develop a closer association with the audience and an increased understanding of the impact their music-making has on the community;
7. Create musicians who are equipped with the skills and confidence necessary to be successful in any music career.

**Requirements - Major:**

Music majors are required to:

1. Audition for the department to show competencies in solo performance, scales and sight-reading;
2. Take a music entrance exam in theory, keyboard and aural skills;
3. Perform a music jury each semester.

The music major must complete at least 49 semester credit hours in music courses in performance, history, and theory. Required major and cognate courses are:

1. MUSI 101 Music Theory I (3); MUSI 102 Music Theory II (3); MUSI 112 Aural Skills I (1); MUSI 113 Aural Skills II (1); MUSI 194 Keyboard Skills I (1); MUSI 195 Keyboard Skills II (1); MUSI 200 Applied Music (4); MUSI 201 Music Theory III (3); MUSI 202 Music Theory IV (3); MUSI 205 Music History I (3); MUSI 206 Music History II (3); MUSI 212 Aural Skills III (1); MUSI 213 Aural Skills IV (1); MUSI 300 Applied Music (2); MUSI 303 Technology for Music Teachers (3); MUSI 350 Senior Recital (2); MUSI 365 Senior Seminar (0); MUSI 397 Internship (2-6).
2. 6 semester credit hours Ensemble Requirement from the following; MUSI 121 Concert Band; MUSI 122 Concert Choir; MUSI 128 Jazz Ensemble or MUSIC 129 Chamber Orchestra (6).
3. Students must complete at least 6 semester credit hours in a secondary language.
4. 13 elective semester credit hours must be completed outside of the Department of Music.

**Requirements - Minor:**

Music minors are required to:

1. Audition for the department to show competencies in solo performance, scales and sight-reading;
2. Take MUSI 101 and MUSI 112 during the first fall semester;
3. Perform a music jury each semester.

Minor in Music (23 semester credit hours): 4 semester credit hours of Applied music (200-level Applied – must be continuously enrolled prior to MUSI 250), MUSI 101 Music Theory I (3), MUSI 112 Aural Skills I (1), MUSI 204 Music Literature (1), MUSI 205 Music History I (3), MUSI 206 Music History II (3), MUSI 300 elective (3), Ensembles (4 semesters minimum), MUSI 250 – Junior Recital (1).



## **Music Education**

**College:** College of Liberal Arts

**Department:** Music

**Student Type:** Traditional Undergraduate

**Faculty:**

Luis E. Loubriel, D.M.A., Department Chair

Allen R. Legutki, Ph.D.

**Objectives:**

The primary objectives and practical purpose of the Music Education major and the Departments of Music and Teacher Education offerings are to provide a well-rounded, liberal arts education for students who wish to engage in a career as music educators in private or public elementary, middle and high school educational institutions. The primary objectives for the Music Education major include the acquisition of the essential conceptual knowledge in music history, music theory and music performance, coupled with the development of the technical skills necessary for composing and producing, interpreting, performing, listening, assessing and teaching music with excellence.

Through this program, students will:

1. Develop the knowledge and understanding that concerns the structure and history of music in relation to composing and producing, interpreting, performing, listening, assessing and teaching.
2. Produce and perform with meaningful artistic expression and musical sensitivity in their final recital performance.
3. Develop the technical skills necessary for composing and producing, interpreting, performing, listening, assessing and teaching music.

**Requirements – Major:**

Music Education majors must complete each of the following with a grade of "C" or better:

1. MUSI 101 Music Theory I (3); MUSI 102 Music Theory II (3); MUSI 112 Aural Skills I (1); MUSI 113 Aural Skills II (1); MUSI 201 Music Theory III (3); MUSI 202 Music Theory IV (3); MUSI 205 Music History I (3); MUSI 206 Music History II (3); MUSI 212 Aural Skills III (1); MUSI 213 Aural Skills IV (1); MUSI 250 Junior Recital (1); MUSI 351 Principles and Procedure in Music Education (3); MUSI 352 Instrumental and Choral Conducting (3); MUSI 353 Instrumental and Choral Ensemble Literature (3); MUSI 365 Senior Seminar (0).
2. 4 semester credit hours from the following: Applied Piano, Keyboard Skills or voice (Applied Piano for Vocalists, Voice Lessons for Pianists, and Keyboard Skills for Instrumentalists) - MUSI 144 Applied Keyboard (1), MUSI 148 Applied Voice (1), MUSI 194 Keyboard Skills (2), or MUSI 195 Class Instruction in Piano II (1).
3. 10 semester credit hours from the following: Applied Music - MUSI 140 Applied Instrumental: Non-Keyboard (1), MUSI 144 Applied Keyboard (1), or MUSI 148 Applied Voice (1) and Applied Music - MUSI 240 Applied Instrumental: Non Key-board (2), MUSI 244 Applied Keyboard (2), MUSI 248 Applied Voice (2), MUSI 340 Applied Instrumental: Non-Keyboard (2), MUSI 344 Applied Keyboard (2), or MUSI 348 Applied Voice (2).

4. 8 semester credit hours 8 or 0 credits options from the following; MUSI 121 Concert Band (0-1); MUSI 122 Concert Choir (0-1); MUSI 128 Jazz Ensemble (0-1); MUSI 129 Music Orchestra (0-1).
5. 8 semester credit hours - MUSI 130 Woodwind Methods (2); MUSI 131 Brass and Percussion Methods (2); MUSI 132 String Methods (2); MUSI 133 Diction/Vocal Methods (2).
6. 6 semester credit hours of MDLG to 202.

In order to graduate with a Music Education major, you must complete the Education minor as specified below:

MUSI 241 Preclinical Level I (1); MUSI 242 Practicum Instrumental (1); MUSI 303 Technology for Teachers (3); MUSI 342 Practicum Vocal (1); MUSI 354(3) Teaching K-12 Classroom; EDUC 205 Educational Foundations (3); EDUC 207 Intro to Education Seminar (0); EDUC 210 Educational Psychology; EDUC 234 Preclinical Experience Level 2 with Seminar (1); EDUC 236 Preclinical Experience Level 3 with Seminar (1); EDUC 260 Educating Students with Exceptionalities (3); EDUC 308 Creating an Inclusive Learning Environment (3); EDUC 310 Measurement and Evaluation (3); EDUC 364 Methods of Reading and Writing in the Content Area; PHED 257 Wellness (2); EDUC 374 Student Teaching K-8 Elementary Music Education (6); EDUC 375 Student Teaching 6-12 Secondary Music Education (6).

## **Nuclear Medicine Technology**

**College:** College of Science

**Department:** Pre-Professional Health

**Student Type:** Traditional Undergraduate

### **Clinical Lecturers:**

Lisa Riehle, M.S., CNMT, RT(N), Program Director - Northwestern Memorial Hospital  
Stewart Spies, M.D., Medical Director, School of Nuclear Medicine - Northwestern Memorial Hospital

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**Advisor:** Alice N. Sima, M.S.N., M.B.A., RN

### **Objectives:**

The Nuclear Medicine Technology program is designed to prepare students to:

1. Provide patient care which includes concern for radiation safety, understanding patient concerns and fears concerning their illness and pending procedures and recognizing emergency patient conditions;
2. Develop technical skills which include quality control and assurance for the preparation and administration of radiopharmaceuticals, performance of in-vivo and in-vitro diagnostic procedures and operation of related equipment;
3. Develop administrative capability which includes supervisory and record keeping functions and radionuclide accountability; and
4. Become a certified nuclear medicine technologist by passing the national certifying examinations.

### **Requirements - Major:**

Students in the Nuclear Medicine Technology program must complete at least 90 semester credit hours with a minimum GPA of 2.800 at Benedictine University. Students **MUST APPLY** for admission to Northwestern Memorial Hospital, our clinical education program affiliate hospital, during their junior year. The admissions process is competitive. Your senior year is a 13-month, 36-semester-credit-hour clinical education curriculum in an American Medical Association accredited hospital program affiliated with the University. Upon completion of this program, the student is eligible to take certifying examinations administered by the Nuclear Medicine Technology Certification Board and by the American Registry of Radiologic Technologists and the Board of Registry of the American Society of Clinical Pathologists. Students majoring in Nuclear Medicine Technology must complete the following courses with a grade of "C" or better: CHEM 113(3), 114(1), 123(3), 124(1); BIOL 197(3), 198(3), 199(1), 203(4), 229(3), 250(3), 251(1), 258(4); MATH 111(3); CMSC 180(2), 182(1); PHIL

245(3); PHYS 113(3), 114(1), 118(3), 119(1); and NMTC 331(2), 332(3), 333(3), 334(9), 335(3), 336(3), 337(2), 339(3), 340(2), 342 (1), 344(4), 345(3), 348(2), 349(1).

Students who may wish to attend graduate or professional school should take CHEM 242 and 243; 247 and 248; and BCHM 361 instead of the Introduction to Organic and Biochemistry courses.

## **Nursing**

**Campus:** Lisle Main Campus

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

**Department:** Nursing and Health

**Student Type:** Adult Accelerated Undergraduate

### **Faculty:**

Joan Libner, Ed.D., M.S.N., FRE, RN-BC, CNE, Chair  
Patricia Brown, D.N.P., APN, CNS, CCRN-K, RN to BSN Program Director  
Margaret Delaney, Ed.D.(c), M.S., RN, PNP-BC  
Valerie Ellinger, M.S.N., RN, Springfield Branch Campus  
Susan Hovey, Ph.D., M.S.N., RN, Coordinator of Nursing Programs, Springfield Branch Campus  
Deborah Jesuit, Ph.D., RN  
Margaret Kipta, DNP, RN, FNP-BC, CRNA  
Ethel C. Ragland, Ed.D., M.N., RN, Dean, College of Education and Health Services  
Margaret Richey, Ed.D., M.S.N., RN  
Alison Ridge, D.N.P., M.S.N., RN, CNE, M.S.N. Program Director  
Elizabeth Ritt, Ed.D., M.S.N., RN, CNE, NEA-BC  
Sherry Roper, Ph.D., RN  
Margaret Young, M.S.N., RN, CPHQ, CPPS

### **Lecturers:**

Shelly Baldwin, M.S.N., RN, CWOCN  
Mary Barnes, M.S.N., RN, CCRN  
Jeffrey Coleman, M.S.N., RN, CMSRN, CNML  
Ellen Davel, Ed.D., M.S.N., RN  
Kelly Guzlas, M.S.N., RN, FND  
Hillary Holecek, M.B.A., M.S.  
Laura Holland, M.S.N., RN, CNE  
Dhananjay Joshi, M.S.  
Beverly Kawa, M.S., RN  
James Kralik, M.A., NBCT  
Nancy Kuzmich, M.S.N., RN  
Vicki McMahon, M.S.N., RN  
Cheryl Pope, M.S., RN, TNS, ECRN  
Roberta Ryszotogi, M.S., RN, CCRN-CMC  
Barbara Simmons, Ph.D., RN  
Mary Stewart, M.S.N., RN  
Denise Top Rhine M.Ed., RN  
Aline Tupa, M.S.N., RN  
Kathy Vaca, M.S.N., RN  
Karen Vercellino, M.S.M., RN-BC, CNE  
Scott Winders, M.A.

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**Campus:** Springfield Branch Campus

**Student Type:** Adult Accelerated Undergraduate

**Objectives:**

The Nursing program is designed to prepare graduates who will:

1. Synthesize theories and concepts from the arts and humanities, and the natural and social sciences in professional practice.
2. Apply critical-thinking, decision-making and clinical-reasoning skills in providing quality nursing care to individuals, families, groups and communities.
3. Translate research findings to provide evidence-based practice of nursing.
4. Manage information and technology to deliver quality patient care in a variety of settings.
5. Use leadership skills and knowledge of the health care, financial and regulatory systems to advance high quality, safe professional practice.
6. Demonstrate effective inter-professional communication and collaboration to provide quality, patient-centered care.
7. Apply principles of prevention and health promotion in providing care to individuals, families, groups and communities.
8. Integrate Benedictine and professional values and ethical, moral and legal aspects of nursing into one's professional practice.
9. Apply a process of lifelong learning in the development of one's self, nursing practice and the profession.
10. Demonstrate evolving competence in professional role within a dynamic, multicultural, global society.

**Admission Requirements**

1. A minimum 2.500/4.000 cumulative GPA from all colleges and universities attended.
2. A current, unencumbered Illinois RN license.
3. 83 designated semester credit hours documented by official college transcripts.
4. Letter of recommendation from a supervisor. New graduates may obtain letter from a clinical nursing instructor.
5. Basic skills in word processing, internet use, and email communication.
6. Completion of all prerequisite coursework prior to enrolling in Benedictine nurse cohort courses and/or an approved academic plan finalized with the academic advisor within one month of notification of program admission.

**Requirements - Major:**

The Nursing major is offered in an accelerated format designed for the adult learner.

Nursing majors must:

1. Complete the following prerequisite courses or their equivalent: BIOL 203(4); BIOL 208(4); BIOL 258(4); CHEM 101(3); CHEM 102(1); PHIL 245(3); PSYC 100(3); PSYC 200(3) and PSYC

202; SOCL 100(3); MATH 150(3) or NRHL 250(3) meets quantitative skills requirement "C" or better is required.

2. Successfully complete the following courses with a grade of "C" or better: NRHL 315(4); NRHL 330(3); NRHL 335(3); NRHL 340(3); NRHL 345(3); NRHL 350(3); NRHL 360(3); NRHL 361(3); NRHL 370(3); NRHL 371(3)
3. Meet schedule for submission of all program-designated health and safety requirements, including selected immunizations and screening tests, CPR certification, flu shot, health insurance, professional liability insurance, and clinical site-specific requirements.
4. Complete all program requirements within three years after commencing nursing cohort classes.
5. Students must earn a total of 120 semester credit hours. At least 37 semester credit hours of the degree must be completed through coursework at Benedictine University. Degree completion students (75 or more transfer semester credit hours with at least 15 semester credit hours from a four-year institution) must complete at least 30 semester credit hours at Benedictine University. The cumulative GPA from Benedictine University must be at least 2.000.

Up to 30 semester credit hours of lower division nursing credits can be accepted as transfer credit.

### **Degree Status**

Registered nurses who have previously earned a bachelor's degree from Benedictine University may enroll in the RN to BSN Completion Program as degree-seeking students and earn a second bachelor's degree upon completion of the Program.

### **Accreditation**

The baccalaureate program for the registered nurse has received accreditation through June 2023 from the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle NW, Suite 530, Washington, DC 20036-1120, 202-887-6791).

## **Nutrition**

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

**Department:** Nutrition

**Student Type:** Traditional Undergraduate

### **Faculty:**

Catherine Arnold, Ed.D., RDN, LDN, Department Chair

Bonnie Beezhold, Ph.D., CHES

Julie Davis, M.S., RDN, LDN

Stephanie Ellis, M.P.H., RDN, LDN

Karen Plawecki, Ph.D., RDN, LDN

### **Lecturers:**

Traci Beierwaltes, M.S., RDN, LDN

Shiela Campbell, Ph.D., RDN

LouAnn Chvatal, M.S., RDN, LDN

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

Lynn Dugan, M.S., RDN, LDN

Michel Harris, M.S., RDN, LDN, CDE

Amy Kelly, M.S., RDN, LDN

Kelly Knopf, M.S., RDN, LDN

Annie Murphy, M.P.H., RDN, LDN

Linda Roberts, M.S., RDN, LDN

Amie Luna, M.S.

Laurie Schubert, Ph.D., RDN, LDN

Anna Shlachter, M.S., RDN, LDN

Jodie Shield, M.Ed., RDN, LDN

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

### **Nutrition Major Student Learning Goals:**

Upon completion of the Nutrition major, the student will successfully:

1. Demonstrate knowledge, application and integration of principles of health promotion and disease prevention with normal nutrition, medical nutrition and public health nutrition for varied populations.
2. Demonstrate behaviors for professional practice, including:
  - a. Effective and professional communication skills.
  - b. Application of education principles.
  - c. Applied knowledge of ethical principles.
3. Apply principles of food science and techniques of food preparation.



4. Demonstrate use of scientific information and research.
5. Develop teamwork, cultural competence and critical-thinking skills.

**Requirements - Major:**

The Nutrition major must complete, with a "C" or better:

Basic Skills and Inquiry General Education Curriculum: WRIT 101(3) and 102(3), SPCH 110(3); PSYC 100(3); and an approved ethics course (PHIL 245, 248, 346, or THEO 252).

Cognates: CHEM 101(3) and 102(1) [or CHEM 113(3), 114(1), 123(3), and 124(1)]; CHEM 103(3) and 104(1) [or 242(3), 243(1), 247(3), and 248(1)]; BIOL 197(3), 198(3), 199(1), 208(4), and 258(4); and BIOL 229(3) or PSYC 250(3).

**Nutrition Science Courses - Foundation:**

NUTR 150(1), 241(3), 244(3), 245(1), 271(3), 280(3), 298(2), 315(3) and 392(2).

**Major Electives:**

Students must also complete at least 24 additional semester credit hours from one of four options below, with a grade of a "C" or better.

- Nutrition major with Clinical Dietetics concentration: Students accepted into the Clinical Dietetics program must complete all of the following courses with a grade of "C" or better: BIOL 203(4) or BIOL 359(3); MGT 300(3); NUTR 246(1), 250(3), 345(3), 350(2), 371(4), 372(2), 373(1), 374(3), 391(1), and 395(1). Students accepted into the Clinical Dietetics concentration must maintain a cumulative GPA of 3.000/4.000. Enrollment in this concentration is limited; students must apply for acceptance. Students should contact the Department of Nutrition for acceptance criteria and application information. Priority for PIN go to those students who are accepted into this concentration. Due to course sequencing, the students accepted into this concentration should expect to need at least four terms to complete the required courses after acceptance into this concentration. *All of the medical nutrition and counseling courses unique to this concentration are available only on the Lisle main campus.*
- OR Nutrition major with an Exercise Biology concentration: Students in pursuit of this concentration must complete all of the following courses with a grade of "C" or better: NUTR 300(4) and 345(3); MGT 300(3); BIOL 368(3); HLSC/BIOL 358(3); HLSC 321(1), 322(1), 360(3), 361(3), 381(1), 382(1) and 392(3). Enrollment in this concentration is limited; students must apply for acceptance. It is expected that those seeking this concentration have a 3.000 GPA or better for acceptance. This is a "4+1" between the Bachelor of Science in Nutrition and Master of Science (M.S.) in Clinical Exercise Physiology programs. A student who is interested in this concentration should apply for acceptance into the M.S. in Clinical Exercise Physiology program in his/her junior year. Students must receive permission numbers (PIN) to enter select HLSC courses; priority for these PIN go to those students who are seeking this concentration and are accepted into the Master of Science in Exercise Physiology program.
- OR Nutrition major with a Health and Fitness concentration. Students in pursuit of this concentration must complete all of the following courses with a grade of "C" or better: NUTR 300(4) and NUTR 345(3); BIOL 203(4); PHED 103(1), 107(1), 198(1), 201(2), 302(3); HLSC 200(4); PHED 303(3) or MGT 300(3); and one of the following courses PHED 200(3), 240(2), 241(2), 261(3) or 270(3). Enrollment in this concentration is limited. Students must apply for acceptance (to the Department of Nutrition). Due to course sequencing, the students accepted into this

concentration should expect to need at least four terms to complete the required courses after acceptance into this concentration. Priority for acceptance will be given to those who have higher Benedictine GPAs (minimum of 3.000/4.000). Only those accepted in this concentration may receive permission numbers (PINs) to enter these PHED and HLSC courses. With the exception of PHED 302(3) Kinesiology, PHED courses, if taken individually and not as this entire concentration, do not count toward the Nutrition major electives for the 'no concentration' option.

- Or Nutrition major with a Self-Designed Track: MGT 300(3); NUTR 300(4); plus at least 3 additional semester credit hours of 300-level NUTR; and an additional 14 semester credit hours of 200-level or above coursework in one or more of the following areas: NUTR, BIOL, ENVS, HLSC, COMM, MGT, MKTG or PSYC. The following courses in SPAN are allowed to count toward this option: SPAN 215, 216, 230, 313, 350 and 360 only. In addition, up to 3 semester credit hours at the 100-level with non-redundant content in one of the aforementioned areas may count toward this option only with written approval of the Nutrition Academic Advisor and Nutrition Department Chair.

#### **Requirements – Minor:**

Students seeking the Nutrition minor must complete, with a grade of "C" or better, CHEM 101(3) and 102(1) [or CHEM 113(3), 114(1), 123(3), and 124(1)]; CHEM 103(3) and 104(1), [or 242(3), 243(1), 247(3), and 248(1)]; BIOL 258(4); and at least 16 semester credit hours in NUTR including: NUTR 200(3) or 201(3) or 241(3); NUTR 315(3); two courses from among the following: NUTR 271(3), 280(3), and/or 345(3); and one of the following: NUTR 300(4) or 371(4).

#### **Nutrition Major with Clinical Dietetics Concentration Student Learning Goals:**

The learning goals for the students in the DPD extend beyond that of the Nutrition Major goals. To meet the core Knowledge for the RDN (KRDN), outlined by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, by completion of the DPD, the student will:

1. Demonstrate knowledge, application and integration of principles of health promotion and disease prevention with normal nutrition, medical nutrition therapy and public health nutrition for varied populations across the lifespan.
2. Demonstrate behaviors for professional practice, including:
  - a. Effective and professional communication skills.
  - b. Application of education and behavior change principles.
  - c. Effective counseling methods.
  - d. Applied knowledge of ethical principles.
3. Apply principles of food science and techniques of food preparation and modification.
4. Apply principles of food systems.
5. Demonstrate knowledge and strategic application of principles of management theories and systems. Demonstrate use of scientific information and research for evidence-based practice.
6. Develop teamwork, cultural competence, problem-solving and critical-thinking skills.

#### **Clinical Dietetics Concentration Application Requirements (Lisle Campus only):**

Candidates desiring to enter the Clinical Dietetics concentration consult with their academic advisors early in their academic career to ensure that they enroll for the appropriate courses needed for admission to the Clinical Dietetics concentration. Nutrition majors must apply to the Nutrition department for acceptance into this concentration using the required form. Students meeting the

following eligibility criteria have the opportunity to apply to enter the Clinical Dietetics concentration at Benedictine University:

1. Completion of the following courses with a grade of "C" or better: CHEM 101 [or CHEM 113 and 123], CHEM 103 [or CHEM 242 and 247], BIOL 197, BIOL 198, BIOL 199, and NUTR 241.
2. Completion of Basic Skills Courses (with a grade of "C" or higher).
3. Completion of 24 semester credit hours of Benedictine courses/6 semester credit hours for transfer students.
4. Benedictine University cumulative GPA of at least 3.000/4.000.
5. Evidence of membership in the Academy of Nutrition and Dietetics required prior to receipt of the DPD Verification Statement.
6. Evidence that all vaccinations are completed, required prior to NUTR 372.
7. No negative incidents reported on a background check, required prior to NUTR 372.

Students who do not maintain a Benedictine University cumulative GPA of at least 3.000/4.000 will be dropped from the Clinical Dietetics concentration; such students can continue to pursue the Nutrition major, as well as reapply to the pursue the Clinical Dietetics concentration if eligible in the future. Permission to enroll in and/or completion of courses required for the Clinical Dietetics concentration does not imply acceptance into the Clinical Dietetics concentration of the Nutrition major.

Students in the Clinical Dietetics concentration are strongly encouraged, although not required, to maintain a cumulative GPA of 3.400 or higher if considering applying for a position in a Dietetic Internship program in the future.

#### **Didactic Program in Nutrition and Dietetics (DPD) Verification Statement (Lisle main campus only):**

Candidates seeking a career as a registered dietitian (RDN) should have a sincere desire to provide individualized counseling, which could include medical nutrition, show intellectual promise, and display personal, professional and academic characteristics indicative of registered dietitians. The requirements for attaining the RDN credential are established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and include completion of academic course requirements prescribed by a Didactic Program in Nutrition and Dietetics (DPD) (Plan III and IV are not accepted) and an ACEND accredited Dietetic Internship Program, then passing of the Registration Examination for Registered Dietitian Nutritionist.

To qualify for receipt of the Didactic Program in Nutrition and Dietetics Verification Statement, Benedictine University students must have earned a minimum of a bachelor's degree with a cumulative GPA of at least 3.000/4.000, and met all the requirements (e.g., NUTR courses, cognates, skills, grades, Clinical Dietetics concentration application requirements) of the Benedictine University Clinical Dietetics concentration in the Bachelor of Science (B.S.) in Nutrition program.

Credits to be transferred from other regionally accredited institutions are evaluated on the basis of their equivalence at Benedictine University. Benedictine University accepts transfer course credit from regionally accredited colleges and universities if the courses are comparable in scope and level of difficulty to courses offered at Benedictine University. Acceptance of transfer credit to be applied

to the areas of nutrition, food and/or dietetics is determined by the DPD director. Courses taken prior to specific dates may be unacceptable as transfer credit because of substantial subsequent developments.

Those seeking DPD verification of coursework after completing a baccalaureate degree granted by another United States regionally accredited college or university, or equivalent as determined by an independent foreign degree evaluation agency, must have earned a minimum cumulative GPA of at least 3.000/4.000 on all undergraduate college/university coursework. These individuals must meet all the requirements (e.g., NUTR courses, cognates, skills, grades, Clinical Dietetics concentration application requirements) of the Benedictine University Dietetics Program in the B.S. in Nutrition program, as determined by the undergraduate DPD director at Benedictine University on the Lisle main campus. To have transcripts evaluated and accepted, the prospective student must first apply to the Enrollment Center at Benedictine University as a second degree candidate and submit an original copy of all college and university transcripts, along with his/her application materials. At the time of course acceptance, courses completed must meet the Course Acceptance and Validation Policy, as stated in the Nutrition Major Guide. Students accepted into this program are required to successfully complete at least 12 semester credit hours of 200/300 level classroom courses at Benedictine University within a seven-year time period. Typically, more than 12 semester credit hours are required for completion of the DPD. Upon successful completion of all of the requirements, the Didactic Program in Nutrition and Dietetics (DPD) Verification Statement will be awarded. A second degree will be awarded to those completing the Second Baccalaureate Degree program.

**Accreditation Information (Lisle main campus only):**

Those accepted into the Clinical Dietetics concentration of the Nutrition major on the Lisle main campus are enrolled in a Didactic Program in Dietetics, which is externally accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, (312) 899-0040). The Didactic Program in Nutrition and Dietetics (DPD) curriculum meets the specific required knowledge and skills competencies as listed in the *2012 Standards for Didactic Programs in Nutrition and Dietetics*, which can be found at [eatrightacend.org/ACEND](http://eatrightacend.org/ACEND).

**Fitness Certification Information (Lisle main campus only):**

With some additional coursework, students completing the Exercise Biology concentration have the option to seek certification as an American College of Sports Medicine (ACSM) Health Fitness Specialist after graduation. Completion of the M.S. in Clinical Exercise Physiology meets the academic requirements for the ACSM Health Fitness Specialist and the ACSM Registered Clinical Exercise Physiologist. More information about the requirements for these certifications is available at: [certification.acsm.org/acsm-certified-health-fitness-specialist](http://certification.acsm.org/acsm-certified-health-fitness-specialist).

Students completing the Health and Fitness concentration have the option to seek external certification as a certified Strength and Conditioning Specialist after graduation. More information about the requirements for this certification is available at: [nsca.com/CSCS\\_Certification\\_2/](http://nsca.com/CSCS_Certification_2/).

Fitness trainers and instructors lead, instruct and motivate individuals or groups in exercise activities, including cardiovascular exercise (exercises for the heart and blood system), strength training and stretching. They work with people of all ages and skill levels.

**Affiliation with Graduate Programs (Lisle main campus only):**

With careful planning of the undergraduate course sequence, the Nutrition program offers the student the possibility of completing select cross-listed courses to meet some of the requirements of the following graduate programs while an undergraduate student. These graduate programs include: The Master of Science in Nutrition and Wellness, Master of Public Health and Master of Science in Clinical Exercise Physiology. Space in these cross-listed courses is limited. Permission to enroll in and/or completion of cross-listed graduate nutrition courses does not imply acceptance into the Clinical Dietetics concentration of the Nutrition program. Admission to the graduate program is not automatic. The student must meet program requirements, apply and receive acceptance into the respective graduate program in his/her junior year in order to have the opportunity to take NTR (cross-listed as NUTR) courses during his/her undergraduate senior year.

## **Organizational Leadership**

**College:** College of Liberal Arts

**Department:** Psychology, Sociology, Criminal Justice and Clinical Psychology

**Student Type:** Adult Accelerated Undergraduate

### **Objectives:**

This program and its courses are designed to prepare graduates who will:

1. Assume functions and roles in leadership and management in organizations in local and global communities;
2. Acquire the analytical skills necessary to assess the behavioral aspects of groups and organizations; and be prepared for graduate study, particularly in the behaviorally-oriented management programs.

The Organizational Leadership program is offered in a learning-team/blended format through evening and weekend classes, as well as in a fully online format. These options provide time periods and formats designed for the needs of adult learners. Organizational Leadership students must complete a minimum of 120 semester credit hours for degree completion. The online courses are restricted to students admitted into the adult online program.

### **Requirements - Cognates**

Organizational Leadership students must complete the following cognate courses: PHIL 245(3) and PSYC 100(3).

### **Requirements - Major**

Organizational Leadership students must complete the following major courses with a grade of "C" or better: INTB 292(3), INTB 371(3), MGT 237(3), MGT 247(3), MGT 268(3), MGT 300(3), MGT 323(3), MGT 330(3), MGT 334(3), PSYC 250(3), PSYC 298(3), PSYC 320(3), SOCL 290(3) and PSYC 389(3), which should be the last major course taken immediately following PSYC 298(3).

### **Transfer Credits**

Transfer credits for major courses and MATH 105(3) will not be accepted after a student is admitted into the Organizational Leadership program. The following courses must be completed at Benedictine University: PSYC 298 and PSYC 389.

### **Work /Life Experience Credits**

General elective semester credit hours may be demonstrated through the Prior Learning Assessment program by the submission and approval of a Work/Life Experience portfolio. Students need to complete all of the requirements of the Prior Learning Assessment program within one year of starting their degree program. The maximum number of credits that may be obtained through work/life experience is 18 semester credit hours.

### **Concentrations**

For Organizational Leadership students, optional concentrations provide an opportunity to expand knowledge in different areas. Each concentration is composed of four courses for a total of 12

semester credit hours. In order to qualify for a concentration, a grade of "C" or better must be obtained for each course. The following two concentrations are available:

- The Human Resources Management concentration requires completion of the following courses: MGT 262(3), MGT 264(3), MGT 266(3) and MGT 270(3). It is recommended that students complete MGT 330 prior to taking the concentration courses.



## **Philosophy**

**College:** College of Liberal Arts

**Department:** History, Philosophy and Religious Studies

**Student Type:** Traditional Undergraduate

**Faculty:**

Martin Tracey, Ph.D., Department Chair

Patrick Flynn, Ph.D.

Bernard Toussaint, Ph.D., Professor Emeritus

**Lecturer:**

Karl Schudt, Ph.D.

**Objectives:**

Philosophy seeks answers to such fundamental questions as: What is ultimately real? What is the nature and extent of our knowledge? What is the source and nature of our moral obligations? What form of government is the best? Is beauty only in the eye of the beholder? Our aim is to assist students (1) in developing an appreciation of the various answers to these questions and (2) in formulating their own answers in a way that can be defended in the arena of reasoned controversy. Philosophy draws on material from all areas of human endeavor – science, the arts, religion and politics, for example. Thus, philosophy is uniquely suited to equip students with not only an appreciation for the examined life, but also with the critical-thinking, writing and communication skills necessary for success.

Courses in philosophy are designed to:

1. Investigate the ultimate principles of knowledge, reality and human conduct;
2. Establish rational methods of evaluating ideas and arguments;
3. Explore the underlying unity and diversity of experience;
4. Provide an historical survey of philosophical ideas;
5. Offer a systematic treatment of major philosophical questions;
6. Afford you a general enrichment in philosophy; and
7. Prepare you for graduate work in philosophy or for advanced study in law, theology or education.

**Requirements - Major:**

Students majoring in Philosophy must complete a minimum of 36 semester credit hours of courses toward their major, with a grade of "C" or better. Of these 36 semester credit hours, these courses must include at least 24 semester credit hours of formally registered philosophy courses, and may include up to 12 semester credit hours of department-approved courses. The latter refers to department-agreed substitutions for formally registered philosophy courses from related academic fields. Of the formally registered philosophy courses, 24 semester credit hours must be at the 200 level or above and 9 semester credit hours must be at the 300 level or above. Courses toward the Philosophy major must also include: PHIL 120(3), 200(3), 210(3), either 225/325(3) or 235/335(3), 399(3) and one of PHIL 245(3), 246(3), 247(3), 248(3), 249(3) or RELS 250(3). In addition, if a student is



contemplating attending graduate school in philosophy following their bachelor's program, we strongly recommend that they also take all or most of the following course offerings: PHIL 205(3)/305, 315(3), 320(3), 325(3), 330(3), 335(3), 355(3) and 365. Philosophy majors are also required to demonstrate competency in a modern or classical language by completion of at least one modern language course at or above the 202 level, or by completing 12 semester credit hours of New Testament Greek I and II, and Ecclesiastical Latin I and II.

**Philosophy Major for Pre-law Students:**

"The free and spirited consideration of philosophical questions is almost the classic model for legal training" (Statement on Pre-legal Education of the Association of American Law Schools). While no single major is required for admission to law school, philosophy has long been recognized as excellent preparation for the study of law. Pre-law students who choose philosophy as a major may choose to also take ACCT 111(3), 112(3); HIST 111(3); and PLSC 230(3) or 312(3). Some or all of these courses may count as philosophy approved courses.

**Requirements - Minor:**

Students desiring the Philosophy minor must complete a minimum of 21 semester credit hours toward the minor with a grade of "C" or better. Of these 21 semester credit hours, these courses must include at least 15 semester credit hours of formally registered philosophy courses, and may include up to 6 semester credit hours of department-approved courses. Of the formally registered philosophy courses, 12 semester credit hours must be at the 200 level or above and 3 semester credit hours must be at the 300 level or above. Courses toward the Philosophy minor must also include: PHIL 200(3), 210(3), and one of 245, 246, 247, 248, 249, or RELS 250(3).

**Philosophy as a Second Major:**

Philosophy majors are encouraged to combine their major with a second major in another academic field related to their particular philosophical interests, or to combine the Philosophy major with one or more academic minors, related to their particular interests in philosophy. Philosophy has always been an intrinsically interdisciplinary academic field. Philosophical reflection presupposes the knowledge of a wide variety of many different (academic and non-academic) fields and topics. It is this presupposed knowledge that provides the critical starting point for philosophical reflection. We wish to encourage our philosophy students to engage, as fully as they are capable, in this basic interdisciplinary, philosophical spirit.

## **Physical Education**

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

**Department:** Education

**Student Type:** Traditional Undergraduate

### **Objectives:**

The Physical Education program is designed to prepare students to teach Physical Education in elementary, middle and high school levels. The program includes studies in education as well as the sciences. The program also emphasizes the importance of physical activity and the ability to teach such activities. Field experiences are included in the program at all levels of K-12 education.

Students who complete the program successfully will:

1. Be licensed as teachers in physical education for grades K-12.
2. Understand and demonstrate success methods to teaching physical education.
3. Demonstrate knowledge in the areas of health education and adaptive/corrective physical education.
4. Integrate science and health-related knowledge in the areas of kinesiology, anatomy, exercise physiology and nutrition.

### **Requirements for the Major:**

Physical Education majors must complete the following requirements. These align with, but are not totally inclusive of, all of the Modes of Inquiry requirements for an undergraduate degree at Benedictine University.

### **Requirements - Major:**

Physical Education majors must pass the Modes of Inquiry courses and the required courses for the physical education major with grades of "C" or better. The Physical Education major with license requires 48 semester credit hours which includes 38 semester credit hours within the department (PHED and HLSC) and 10 semester credit hours of required cognates. Within the department this includes 23 semester credit hours at the 200 level and 15 semester credit hours at the 300 level. The major courses are PHED 200, 201, 240, 241, 243, 258, 260, 270, 300, 302, 305, 308, 320, and HLSC 200. The cognates are BIOL 155, CHEM 101, and NUTR 201.

### **Requirements - Teaching License:**

Students who desire to be licensed to teach Physical Education at grades K-12 are to declare themselves as Physical Education majors and Education minors and register with the Benedictine University Education Program as teaching licensure candidates. Advising is then a joint responsibility of the Physical Education Department and the School of Education.

Students must complete the requirements for a major in Physical Education as well as the requirements of the Teacher Licensure Program in Education which includes the Education minor (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section).

## **Physics**

**College:** College of Science

**Department:** Physics/Engineering

**Student Type:** Traditional Undergraduate

### **Faculty:**

Andrew Wig, Ph.D., Department Chair  
Cheryl M. Mascarenhas, Ph.D., Assistant Department Chair  
Darya Aleinikava, Ph.D.  
Joseph C. Bowe, Ph.D. Professor Emeritus  
Duane J. Buss, Ph.D. Professor Emeritus<sup>†</sup>  
Ralph D. Meeker, Ph.D., Professor Emeritus  
Fr. William J. Shonka, O.S.B., Ph.D., Professor Emeritus<sup>†</sup>  
John J. Spokas, Ph.D. Professor Emeritus

### **Laboratory Coordinator:**

Timothy W. Marin, Ph.D.

### **Lecturers:**

John Baliga, Ph.D.  
David Baran, Ph.D.  
Kevin Beyer, Ph.D.  
Jean-Paul Carneiro, Ph.D.  
Arturo Gutierrez, Ph.D.  
Athanasios Hatzikoutelis, Ph.D.  
Hoai Ngugen, Ph.D.  
Mel Swieton, M.S.

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### **Objectives:**

The courses in Physics are designed to:

1. Develop a scientific style of reasoning; and
2. Increase one's understanding of our physical environment.

The program is designed to:

1. Provide students with a thorough introduction to classical physics and to the basic concepts of quantum physics;
2. Provide students with the mathematical foundation required to study physics in a rigorous manner at the introductory level and beyond;

*The information contained on this page is from the 2016-2017 Undergraduate Catalog and is valid until August 1, 2017.*

3. Develop students' laboratory skills and to expose them to modern experimental techniques needed to study physics in a laboratory setting;
4. Provide sound, coherent and complete collegiate programs so as to accommodate a wide range of student interests; and
5. Prepare majors for physics research, engineering, law, medicine or high school teaching, or graduate school.

**Acceptance into the Physics Program:**

A student will gain acceptance to the Physics program by completing the introductory sequence of PHYS 211, PHYS 212, MATH 210, and MATH 211 with a GPA of 2.500 or above and a grade of "C" or better in each of these courses. A transfer student will gain acceptance by meeting these requirements through equivalent transfer courses. Additionally, a transfer student must earn a GPA of 2.500 or above in all major classes (excluding labs) during the first semester at Benedictine in order to be accepted into the Physics program.

If it is determined at any time that a student cannot gain acceptance to the Physics program or cannot graduate with a Physics degree, the student will be required to change his or her major and seek academic advising outside of that program.

**Requirements - Major:**

Within the Physics major, you may select from three options:

**PHYSICS MAJOR:**

This program is designed to provide a rigorous introduction to the concepts of physics through a mix of theoretical and experimental coursework, which will prepare students for graduate studies, a career in engineering or applied physics.

**PHYSICS MAJOR WITH BIOPHYSICS CONCENTRATION:**

This program provides students with an interdisciplinary introduction into the field of biophysics designed to prepare students for graduate work in biophysics or biomedical engineering. The program combines mathematics, physics and biology in an unusual and exciting opportunity for undergraduates.

**PHYSICS MAJOR WITH A MINOR IN EDUCATION:**

The Physics Education program is a physics degree combined with a Teacher Licensure in Secondary Education for Physics which includes the Education minor. The focus is on fundamental physics combined with educational theory.

**Requirements for a Physics major are:**

Majors are required to present a minimum of 36 semester credit hours in physics courses numbered 200 or above, including PHYS 205(1), 206(1), 207(1), 211(4), 212(4), 213(3), 220(3), 264(3), 313(3), 314(1), 315(3), 316(1), 340(3), and 398(2); and a 300-level Physics Elective (may substitute MATH 361). Students must also complete MATH 210(5) or 170(5) plus 200(4), 211(4), 212(4), 260(4); CHEM 113(3), 114(1) or 115(1); CHEM 123(3), 124(1) or 125(1), and CMSC 180(2), 185(2). Only courses in which a student earns a grade of "C" or better may be counted toward the major. Students planning graduate studies are advised to take MATH-300(3), 350(3), 361(3), 365(3); PHYS 323(4), 374(2).

**PHYSICS MAJOR WITH BIOPHYSICS CONCENTRATION:**

Majors are required to complete; BIOL 197(3), 198(3), 199(1), 250(3), 251(1), CHEM 113(3), 114(1), or 115(1), 123(3), 124(1), or 125(1), MATH 220(5) or 170(5) plus 200(4), 224(4), 212(4), PHYS 211(4), 212(4), 213(3), 205(1), 206(1), 207(1), 313(3), 315(3), 323(4), 398(1) plus 3 additional semester credit hours at the 200 to 300 level in Physics, and 3 additional semester credit hours at the 300 level in any of BIOL, BCHM, CHEM, MATH or PHYS. Only courses in which a student earns a grade of "C" or better may be counted toward the major.

**PHYSICS MAJOR WITH A MINOR IN EDUCATION****Requirements - Teaching License:**

Requirements to be a high school physics teacher: Students who desire to be licensed to teach physics at the secondary level (grades 9-12) are to declare themselves as Physics majors and Education minors and register with the Benedictine University Education Program as teaching licensure candidates. Advising is then a joint responsibility of the Physics department and the School of Education. Students must complete the following courses with a grade of "C" or higher: PHYS 205(1), 206(1), 207(1), 211(4), 212(4), 213(3), 220(3), 264(3), 313(3) and 315(3). Students must also complete MATH 210(5) or 220(5) or 170(5) plus 200(4), 211(4) or 224(4), 212(4), 260(4); CHEM 113(3), 114(1) or 115(1); CHEM 123(3), 124(1) or 125(1), and CMSC 180(2), 185(2), as well as the requirements of the Teacher Licensure Program in Secondary Education which includes the Education minor (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section). Students must also complete PHYS 107(3), NTSC 111(3) and PHIL 290(3). Students must also complete the requirements of the Teacher Licensure Program in Education which includes the Education minor (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section).

*A student cannot major in both Health Science and Physics.*

**Requirements - Minor:**

Students seeking the Physics minor must complete, with a grade of "C" or better: PHYS 211(4), 212(4), 213(3), 205(1), 206(1), 207(1) and 6 semester credit hours in physics courses numbered 200 and above, including at least 3 semester credit hours at the 300 level. Only courses in which a grade of "C" or better was earned may be counted toward the minor.

## **Political Science**

**College:** College of Liberal Arts

**Department:** Political Science

**Student Type:** Traditional Undergraduate

**Faculty:**

Tammy Sarver, Ph.D., J.D., Department Chair

Phil Hardy, Ph.D.

Joel Ostrow, Ph.D.

**Lecturers:**

Damir Kovacevik, M.A.

Maureen Lowry-Fritz, J.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.*

**Objectives:**

Political Science students at Benedictine University learn both theoretical and practical material about political systems and their processes, both domestic and international, as part of our overarching goal to develop a strong understanding of the concept of citizenship and commitment to service. Our faculty take pride in challenging our students and helping them to developing critical research, writing and oral communications skills. The department houses nationally recognized Mock Trial and Model United Nations programs, and the Center for Civic Leadership, directed by Phil Hardy, associate professor of Political Science. The Center's mission is to inspire students to consider careers in public service and help them to become effective citizens. The program prepares students to pursue career opportunities in national, state and local governments, journalism, education, nonprofit organizations, and international development, among others, and graduate study in political science, law, public administration, business or other advanced study.

The program is designed to:

1. Provide theoretical and practical knowledge about politics in the United States and political systems and processes around the world;
2. Prepare students to pursue careers in law, journalism, business, advocacy groups, nonprofit organizations, politics and public service, and government and international organizations and agencies, among others;
3. Provide students an opportunity to choose from concentrations in pre-law or international affairs;
4. Develop writing and research ability and critical-thinking essential for success in any career choice;

5. Develop a strong understanding of the concept of citizenship and a commitment to public service;
6. Provide internships and other non-classroom learning experiences in government, law and business, and other opportunities under the Center for Civic Leadership led by Hardy.
7. Encourage participation in our award-winning Model United Nations and Mock Trial teams.

**Requirements - Major:**

Political Science majors must complete the following cognate courses: ECON 101(3) PSYC 100(3) and SOCL 100(3). The major itself consists of a minimum of 36 semester credit hours in Political Science, including PLSC 102(3), 105(3) or 205(3), 201(3), 210(3), 299(3), 399(3), and 18 semester credit hours in other political science courses, nine semester credit hours of which must be at the 300 level. All major and cognate courses must be completed with a grade of "C" or better. Although repeatable for credit, both PLSC 215(3) and 237(3) courses can be counted only once toward completion of the 36-semester-credit-hour Political Science major requirement. HIST 111(3) and 112(3) are strongly recommended. Also recommended are 12 semester credit hours in a modern language and HIST 223(3).

Global Studies (PLSC 101) will not count toward Political Science major or minor requirements.

Credit will not be granted for both PLSC 105 and PLSC 205. Senior standing and additional prerequisites are required for enrollment in PLSC 299. A student who has completed PLSC 399 Thesis Research and Writing, and earned a letter grade, may not repeat the course.

**PRE-LAW CONCENTRATION:**

In response to law school recommendations, the Pre-Law concentration does not require a specific course of study but focuses on a broad range of offerings out of six academic programs. The thrust is a broad liberal arts background, which makes the student aware of pressing social problems, knowledgeable about the American system of government and capable of reading critically and writing in a clear, concise manner.

The student in the Pre-Law concentration is required to complete the following courses in Political Science with a grade of "C" or better: PLSC 102(3), 105 or 205(3), 201(3), 210(3), 230(3)/330(3), 231(3)/331(3), 299(3) and 399(3), ECON 101(3), a political theory/thought related PLSC elective, and six electives from the following courses: ACCT 111(3), 112(3); COMM 317(3); ENVS 205(3); GENS 100(3); HIST 112(3), 260(3), 265(3); MGT 235(3), 236(3), PHIL 200(3), 240(3), 245(3), 250(3), 260(3), 355(3); PSYC 210(3); SOCL 205(3), 240(3), 260(3), 306(3), 321(3), 391(3); other courses related to the law, as approved by the Pre-Law advisor; or any PLSC 200- or 300-level course. Senior standing and additional prerequisites are required for enrollment in PLSC 299. A student who has completed PLSC 399 Thesis Research and Writing and earned a letter grade may not repeat the course.

**Requirements - Minor:**

21 semester credit hours, with a grade of "C" or better, are required for the Political Science minor. These 21 semester credit hours must include PLSC 102(3), 201(3), 105(3) or 205(3), 210(3), 299(3) and six additional semester credit hours at the 200-level or above, including three semester credit hours

at the 300 level. PLSC 215 and PLSC 237, while repeatable for credit, may only be counted once toward satisfying requirements for the minor.

**Requirements - Teaching License:**

Note: If you desire to teach political science, you may also earn an endorsement in Social Science-Political Science by completing the Illinois State Board of Education licensure requirements for this endorsement.

**Other Information:**

A student who has completed PLSC 399 Thesis Research and Writing and earned a letter grade may not repeat the course.



## **Pre-Professional Health Programs**

**College:** College of Science

**Department:** Pre-Professional Health

**Student Type:** Traditional Undergraduate

**Faculty:** Alice N. Sima, M.S.N., M.B.A., RN, Director

### **Objectives:**

The Office of Pre-Professional Health Programs is responsible for the supervision of the baccalaureate degree program in related health professions. This office also coordinates all health science practica and is responsible for clinical affiliations, external funding and accreditation of the University's health care education programs. The office is the primary advising center within the University for the health professions and provides career information to students interested in medicine (allopathic and osteopathic), pharmacy, dentistry, optometry, podiatry, chiropractic, veterinary science, occupational therapy and physical therapy.

### **Career Path:**

#### **Pre-Chiropractic Program:**

To enter chiropractic school, it is strongly recommended that students complete four years at Benedictine University. Suggested programs for the Biochemistry/Molecular Biology, Health Science or Biology major should be followed as most chiropractic schools require semester credit hours in biology, chemistry, physics (all with labs), and a minimum of 30 semester credit hours of humanities and social sciences. Interviews by, and a recommendation letter from, the Health Science Recommendations Committee should be arranged for during the spring semester of the junior year or fall semester of the senior year.

#### **Pre-Dental Program:**

Although it is possible to enter dental school after three years of college, it is strongly recommended that students complete four years at Benedictine University. Suggested programs for the Biology, Health Science or Biochemistry/Molecular Biology major should be followed. Most dental schools require one year of organic chemistry; one year of physics; and biology courses including genetics, anatomy, embryology and physiology. It is also recommended that the student take the Dental Aptitude Test (DAT) during the spring semester of the junior year. Interviews by, and a recommendation letter from, the Health Science Recommendations Committee should be arranged for during the spring or fall semesters of the junior or senior year respectively.

#### **Pre-Medical Program:**

A student seeking a career in allopathic or osteopathic medicine should plan to complete four years at Benedictine University. The well-qualified candidate should have a strong foundation in basic science and mathematics and advanced science courses should emphasize biology or biochemistry. We offer a wide selection of appropriate advanced courses, including histology, immunology, endocrinology, cell biology, nutrition, microbiology, biochemistry and intermediary metabolism. Medical schools are now placing increased emphasis on humanities courses and volunteerism in the

community and at the University. It is also recommended that the student take the Medical College Admissions Test (MCAT) during the spring semester of the junior year. Interviews by, and a recommendation letter from, the Health Science Recommendations Committee should be arranged for during the spring or fall semesters of the junior or senior year respectively. We recommend that you apply to medical school through the American Medical College Application Service or to osteopathic medical school through the American Association of Colleges of Osteopathic Medicine Application Service the summer prior to your senior year.

**Pre-Occupational Therapy Program:**

Students seeking a career in occupational therapy should plan to complete the Health Science or Psychology degree with a concentration in Occupational Therapy, and then continue their education in a master's program in occupational therapy. In addition to your set curriculum, you will be required to complete a medical terminology course, a minimum of 50 clinical hours of observation, CPR certification and a first aid course. Graduates from these programs are qualified to sit for the American Occupational Therapy Association Certification Examination. Interviews by, and a recommendation letter from, the Health Service Recommendations Committee should be arranged for during the spring or fall semesters of the junior or senior year.

**Pre-Optometry Program:**

A student seeking a career in optometry should plan to complete four years at Benedictine University. The well-qualified candidate should have a strong foundation in basic science and mathematics and advanced science courses should emphasize biology or biochemistry. Suggested programs for the Biology, Health Science or Biochemistry/Molecular Biology major should be followed. It is also recommended that the student take the Optometry College Admissions Test (OAT) during the spring semester of the junior year. The mean OAT score for a student accepted into optometry school is the 50th percentile or better and a mean cumulative GPA is 3.500 (on a 4-point scale). Interviews by, and a recommendation letter from, the Health Science Recommendations Committee should be arranged for during the spring or fall semesters of the junior or senior years respectively.

**Pre-Pharmacy Program:**

Students interested in entering pharmacy school should complete the first two years of the pre-pharmacy program. To apply for pharmacy school, we recommend that you earn a minimum GPA of 3.300 (on a 4-point scale). You should apply to pharmacy school between January 1 and May 1 of your sophomore year. See the director of the Pre-Professional Health Programs for further information. It is also recommended that the student take the Pharmacy College Admissions Test (PCAT) during the fall semester of the sophomore year. Benedictine University offers a Dual Acceptance Program with Midwestern University-Chicago College of Pharmacy (CCP) for selected students who successfully complete the specified coursework; such students will be granted an early acceptance to CCP. Eligible students must rank in the top 20 percent of their high school graduating class; must score in the top quartile on a college entrance exam (ACT of 25 or higher; SAT of 1700 or higher); be accepted by Benedictine University; and be selected for an interview by the CCP Admissions Committee.

Successful applicants will be ensured a seat at CCP upon successful completion of the Pre-Pharmacy requirements at Benedictine University within two years; achievement of a minimum cumulative GPA of 3.200; and earning a grade of "C" or better in all required courses. Students are not permitted to

repeat courses for a higher grade. The PCAT is waived for students who successfully complete the Pre-Pharmacy Program at Benedictine University and who are admitted to CCP via the Dual Acceptance Program. Any student who fails to complete the program can apply to CCP via the traditional route.

**Pre-Physical Therapy Program:**

Students seeking a career in physical therapy should plan to complete a Health Science or Psychology degree, and then continue their education in master's degree or doctoral programs in physical therapy in order to be eligible to apply for and complete the licensing examination in Illinois and other states. Interviews by, and a recommendation letter from, the Health Science Recommendations Committee should be arranged for during the spring or fall semesters of the junior or senior year.

**Pre-Physician Assistant Program:**

Students seeking a career as a physician assistant should plan to complete four years of college. You should have a strong foundation in basic sciences of biology, chemistry, physiology, anatomy and microbiology, and a balance of studies in the applied behavioral sciences. A GPA of 3.400/4.000 (on a 4-point scale) and a graduate admissions exam may be required. Most physician assistant schools require prior health care experience (example, 2,000 work hours). Students should arrange for interviews with the Health Sciences Recommendations Committee during the spring or fall of your junior year. The majority of the applicants to the pre-physician programs apply through the Central Application Service for Physician Assistants the summer prior to senior year.

**Pre-Podiatry Program:**

Although it is possible to enter podiatry school after three years of college, it is strongly recommended that students complete four years at Benedictine University. Suggested programs for the Biochemistry/Molecular Biology, Health Science or Biology major should be followed as most podiatry schools require 8 semester credit hours of biology, 16 semester credit hours of chemistry, 8 semester credit hours of physics and a minimum of 30 semester credit hours of humanities and social sciences. It is also recommended that the student take the Medical College Admissions Test (MCAT) during the spring semester of the junior year. The mean MCAT score for students accepted in colleges of podiatric medicine is approximately 25 and the mean GPA is 3.400 (on a 4-point scale). Applications should be made through the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS). Interviews by, and a recommendation letter from, the Health Science Recommendations Committee should be arranged for during the spring or fall semesters of the junior or senior year respectively.

**Pre-Veterinary Program:**

Students may apply to the University of Illinois College of Veterinary Medicine after completing three years of college, but the majority of students accepted have earned their bachelor's degree. Suggested programs for the Biology, Health Science or the Biochemistry/Molecular Biology major should be followed as the minimum requirements for admission are 8 semester credit hours of biology, 16 semester credit hours of chemistry, 8 semester credit hours of physics, 3 semester credit hours in animal science and at least 30 semester credit hours of humanities and social sciences. The University of Illinois college of Veterinary medicine recommends that you complete courses in genetics and biochemistry. It is also strongly recommended that the student take the Graduate Record Exam (GRE) during the spring semester of the junior year. Interviews by, and a

recommendation letter from, the Health Science Recommendations Committee should be arranged for during the spring or fall semesters of the junior or senior year respectively.

**The Health Science Recommendations Committee:**

The purpose of this committee is to send out letters of recommendation for students seeking admission to professional programs in the health care areas such as medicine, dentistry, optometry, podiatry and veterinary medicine. To carry out this work, the committee meets two times each year, in October and February, to interview applicants.

Announcements as to the procedures to be followed in making an application to the committee for interviews will be posted online. All students seeking admission to professional schools should plan to interview with the members of this committee during the junior year or at the beginning of the senior year.

## **Psychology**

**Campus:** Lisle Main Campus

**College:** College of Liberal Arts

**Department:** Psychology, Sociology, Criminal Justice, and Clinical Psychology

**Student Type:** Traditional Undergraduate

**Faculty:**

Brian Patterson, Ph.D., Department Chair

Sandra Chmelir, Ph.D.

Dianne Moran, Ph.D.

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate and Adult Accelerated Undergraduate

**Objectives:**

Psychology is a science that studies individual, group and societal behaviors and investigates them using experimental, clinical and social-developmental methods. The professional psychologist uses principles derived from research to solve individual, group and organizational problems. This program is designed to:

1. Inform students of results from the experimental, clinical and social developmental areas of research;
2. Introduce the student to the statistics and research methods of psychology;
3. Provide a sound background applicable to the wide variety of careers available with a bachelor's degree; and
4. Serve as a basis for graduate work in psychology or other related professional careers such as medicine, law, social work and business.

**Requirements - Major:**

Majors are required to complete, with a grade of "C" or better, the departmental core: PSYC 100(3), 250, 351(3), 395(3), one 4 credit-hour lab course (experimental) PSYC 314/315, PSYC 316/317, or PSYC 318/319, one 4 credit-hour lab course (applied) PSYC 354 or PSYC 356, three courses at the 200 level exclusive of PSYC 250, and 17 semester credit hours at the 300 level, exclusive of PSYC 351 and 395. PSYC 351 must be completed at Benedictine University.

Internships require a minimum GPA of 3.000.

**Concentrations:**

Psychology majors with concentrations in Pre-Physical Therapy or Pre-Occupational Therapy must complete at least 81 semester credit hours in this interdisciplinary program. It includes SOCL 213(3), MATH 111(3), 18 semester credit hours in Biology: BIOL 197(3), 198(3), 199(1), 203(4), 258(4), and a 300-level elective(3); 8 semester credit hours in Chemistry: CHEM 113/114(4), 123/124(4); and 8

semester credit hours in Physics: PHYS 113/114(4), 118/119(4). Recommended courses: Practicum (303A-OT or 307A-PT); HLSC 291 Medical Terminology; and First Aid. PSYC 351 must be completed at Benedictine University. If a 200-level transfer course is determined to be equivalent to a 300-level course at Benedictine University, an additional 300-level course may have to be completed in order to meet graduation requirements. (Note that the Natural Science core is fulfilled by this program's requirements). There are 41 semester credit hours required in Psychology (see the list above).

**Requirements - Minor:**

The Psychology minor consists of a program of courses totaling at least 21 semester credit hours with a grade of "C" or better, submitted to and approved by the department chair, including at least 12 semester credit hours at the 200 level or above, of which at least 3 semester credit hours must be at the 300 level. PSYC 250 and 351 may not be included for the minor.

Note: If you desire to teach psychology, you may also earn an endorsement in Social Science-Psychology by completing the Illinois State Board of Education licensure requirements for this endorsement.

## **Radiation Therapy**

**College:** College of Science

**Department:** Pre-Professional Health

**Student Type:** Traditional Undergraduate

**Lecturers:**

Bharat Mittal, M.D., Medical Director, Radiation Oncology - Northwestern Memorial Hospital  
Heather Mallet, MBA, R.T.(T.), Program Director - Northwestern Memorial Hospital

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**Advisor:** Alice Sima, M.S.N., M.B.A., RN, Director

**Objectives:**

Radiation therapy uses high energy X-rays, electron beams or radioactive isotopes as cancer-killing agents. These therapies change the direct physical process of individual cells. The radiation therapist is a highly specialized health care professional who is an important part of the health care team. The team includes physicians, physicists and nurses. Radiation therapy is one of the most effective treatments today for many cancers and an increasing number of other medical conditions. The radiation therapist delivers highly technical skills to patients requiring high-touch care.

Radiation therapy has a great deal of patient contact; patients are usually seen 15-40 different times over the course of their treatment. The program for Radiation Therapy majors is designed to prepare students to: Interact compassionately and effectively with people who range from healthy to terminally ill.

Professional responsibilities include, but are not limited to:

1. Performing radiation therapy simulations (setting the patients up for their daily treatments);
2. Delivering daily radiation treatments;
3. Evaluating and monitoring treatment delivery equipment;
4. Performing radiation dose calculations;
5. Working under supervision as a member of the medical team, and
6. Collaborating with physicians and other members of the health care team. The Radiation Oncology Team includes physicians, nurses, dosimetrists, radiation therapists, physicists, social workers and administrative staff.

**Requirements - Major:**

Students in the Radiation Therapy program must complete at least 90 semester credit hours with a minimum GPA of 2.800 at Benedictine University. The admissions process is competitive. Your senior year is a 12-month, 33-semester-credit-hour clinical education curriculum at Northwestern Memorial

Hospital, an accredited hospital program affiliated with the University. Upon completion of this program, the student is eligible to sit for the National Registry Examination in Radiation Therapy administered by the American Registry of Radiologic Technologists. Transfer students must complete 30 semester credit hours at Benedictine University to be considered an affiliate in the application process.

Radiation Therapy students must complete the following courses: MATH 111(3); CMSC 180(2), 182(1); PHIL 245(3); CHEM 113(3), 114(1), 123(3), 124(1); BIOL 197(3), 198(3), 199 (1), 203(4), 229(3), 250(3), 251(1), 258(4); PHYS 113(3), 114(1), 118(3), 119(1). In addition, the following courses must be completed with a "C" or better: RADT 330(2), 331(3), 332(2), 333(2), 334(3), 335(2), 336(2), 337(2), 338(3), 339(2), 340(2), 341(2), 342(2), 343(2), 345(2).



## **Religious Studies (Minor Only)**

**College:** College of Liberal Arts

**Department:** History, Philosophy and Religious Studies

**Student Type:** Traditional Undergraduate

### **Faculty:**

Martin Tracey, Ph.D., Department Chair

John Kloos, Ph.D.

Christine M. Fletcher, M.A.(Oxon), Ph.D.

Rita George-Tvrtković, Ph.D.

Fr. Philip Timko, O.S.B., S.T.D., Professor Emeritus

### **Lecturers:**

Fr. Julian von Duerbeck, O.S.B., M.A.

Bernarr Newman, M.A.

William Toma, S.T.D.

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### **Objectives:**

Religious Studies minors will:

1. Show knowledge of how different religions view humanity, the natural world and the divine;
2. Understand the study of religion as an interdisciplinary task, relating to the arts and humanities on the one hand, and the social and natural sciences on the other;
3. Recognize the diversity of viewpoints and practices in the contemporary world of religious pluralism. Problem-solve claims related to "the One and the Many";
4. Engage ethical problems thoughtfully and actively, and contribute to the work of peace and justice.

### **Requirements - Minor:**

Religious Studies minors: 21 semester credit hours through any of the following courses:

RELS 100(3), RELS 120(3), RELS 130(3), RELS 140(3), RELS 150(3), RELS 160(3), RELS 165(3),

RELS 220(3), RELS 221(3), RELS 250(3), RELS 285(3), THEO 104(3), THEO 225(3), THEO 235(3),

THEO 250(3) and must include a 300-level course arranged with faculty, with a grade of "C" or better. At least 12 semester credit hours at the 200 level or above, including at least 3 semester credit hours at Benedictine at the 300 level, must also be successfully completed.

## **Social Science**

**College:** College of Liberal Arts and College of Business

**Department:** Interdisciplinary

**Student Type:** Traditional Undergraduate

**Advisor:** Susan Mikula, Ph.D.

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

### **Objectives:**

This major provides you with a broad introduction to the various social sciences. It is designed for both teaching certificate candidates and those not interested in becoming teachers.

The courses in this program for students in the Teacher Education program were selected to meet the requirements of the Illinois State Board of Education for Social Studies Teachers. The basic major for teachers consists of a 24-semester-credit-hour history field, covering both world and American history, a 9-semester-credit-hour political science field and 3 semester credit hours each in anthropology, geography and sociology.

The general Social Science major (for those not pursuing the teacher licensure program) consists of a 21-semester-credit-hour option in history, economics, political science, psychology, sociology, anthropology or criminal justice along with either an 18-semester-credit-hour option in another of the above fields, or two 9-semester-credit-hour options in two of the above fields.

### **Requirements - Major:**

The advisor for this program depends on the track chosen: teacher education or general, and in the latter case, on the 21-semester-credit-hour option.

For Social Science/Teacher Education or History, see Susan Mikula, Ph.D.

For Political Science, see Joel Ostrow, Ph.D.

For Economics, see Tim Goines, Ph.D.

For Psychology, Sociology-Anthropology or Criminal Justice, see Brian Patterson, Ph.D.

Students desiring to teach Social Science-History at the secondary level (grades 9-12) complete the Social Science/Teacher Education program. Students must complete, with a grade of "C" or better, 24 semester credit hours in history, 9 semester credit hours in political science and 3 additional courses in the social sciences. At least 24 semester credit hours have to be at the 200 level or above, including 9 semester credit hours at the 300 level. The major will ordinarily consist of the following:

I. History - 24 semester credit hours: HIST 111(3), 112 (3), 203/303(3), 240(3), 399(3), 9 additional semester credit hours, 3 semester credit hours each from American, European and world history, at least three of which are to be at the 300 level.

II. Political Science - 9 semester credit hours: PLSC 101(3), 102(3), 201(3).

III. 9 semester credit hours consisting of these courses: ANTH 200(3), GEOG 106(3) and SOCL 100(3).

Students who desire to be licensed to teach social science-history at the secondary level (grades 9-12) are to declare themselves as Social Science majors and Education minors and register with the Benedictine University Education Program as teaching licensure candidates. Advising is then a joint responsibility of the Department of Social Science and the School of Education.

Students must complete the requirement for a major in Social Science-History as well as the requirements of the Teacher Licensure Program in Education which includes the Education minor (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section).

Social Science majors who are not going to be teachers will complete at least 42 semester credit hours with a grade of "C" or better. At least 24 semester credit hours must be at the 200 level or above, of which at least 9 semester credit hours must be at the 300 level. In this program, students have two options: a 21-semester-credit-hour concentration combined with an 18-semester-credit-hour secondary concentration, selected from the fields of economics, history, political science, psychology, sociology-anthropology, or criminal justice OR a 21-semester-credit-hour concentration and two areas of study of 9 semester credit hours each, selected from the above fields. Requirements for the 21-, 18- and 9-semester-credit-hour options are:

#### 1. ECONOMICS

- a. If 21 semester credit hours, then ECON 101(3), 102(3), 202(3), 310(3), 3 additional 200-level and 6 additional 300-level economics semester credit hours are required.
- b. If 18 semester credit hours, then ECON 101(3), 102(3), 202(3), 310(3) are required.
- c. If 9 semester credit hours, then ECON 101(3), 102(3) are required.

#### 2. HISTORY

- a. If 21 semester credit hours, then HIST 111(3), 112(3), 203(3) and 399(3), and 9 additional semester credit hours of history, of which 6 semester credit hours are to be from European or world history (3 semester credit hours at the 300 level).
- b. If 18 semester credit hours, then HIST 111(3), 112(3), 203(3) and 9 additional semester credit hours of history at the 200 level or above, of which 3 semester credit hours must be from world history.
- c. If 9 semester credit hours, then HIST 240(3) and an additional 6 semester credit hours of world history, or HIST 111(3), 112(3) and another 3-semester-credit-hour American history course.

3. POLITICAL SCIENCE

- a. If 21 semester credit hours, then PLSC 102(3), 105/205(3), 210(3), 201(3), 299(3), and an additional 6 semester credit hours at the 200 level of which one course must be at the 300 level are required.
- b. If 18 semester credit hours, then PLSC 102(3), 105/205(3), 210(3), 201(3), 299(3) are required.
- c. If 9 semester credit hours, then PLSC 102(3), 201(3) and 210(3) are required.

4. PSYCHOLOGY

- a. If 21 semester credit hours, then PSYC 100(3), and 9 semester credit hours in psychology at the 200 level and 9 semester credit hours in psychology at the 300 level.
- b. If 18 semester credit hours, then PSYC 100(3), and 9 semester credit hours in psychology at the 200 level and 6 semester credit hours in psychology at the 300 level.
- c. If 9 semester hours, then PSYC 100(3) and 6 semester credit hours in psychology at the 200 level.

5. SOCIOLOGY-ANTHROPOLOGY

- a. If 21 semester credit hours, then SOCL 100(3), and 18 additional semester credit hours, including 9 semester credit hours in sociology or anthropology at the 300-level, are required.
- b. If 18 semester credit hours, then SOCL 100(3), and 15 additional semester credit hours from sociology and anthropology are required.
- c. If 9 semester credit hours, in sociology, then SOCL 100(3) and 6 semester credit hours in sociology at the 200 level; or, if solely in anthropology, then ANTH 200(3), 208(3) and 3 additional semester credit hours in anthropology are required.

6. CRIMINAL JUSTICE

- a. If 21 semester credit hours, then CJUS 260(3), and 18 additional semester credit hours, including 9 semester credit hours in criminal justice at the 300-level.
- b. If 18 semester credit hours, then CJUS 260(3), and 15 additional semester credit hours from criminal justice.
- c. If 9 semester credit hours, then CJUS 260(3), and 6 semester credit hours in criminal justice at the 200 level.

## **Sociology**

**Campus:** Lisle Main Campus.

**College:** College of Liberal Arts

**Department:** Psychology, Sociology, Criminal Justice, and Clinical Psychology

**Student Type:** Traditional Undergraduate

### **Faculty:**

Brian Patterson, Ph.D., Department Chair

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

Jonathan Lewis, Ph.D.

James Crissman, Ph.D., Professor Emeritus

**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

### **Objectives:**

Sociology is the scientific study of the variety of ways in which people organize themselves in society and behave. It offers a cross-cultural perspective to understand human behavior. The professional sociologist researches aspects of society, such as changing family life, or applies sociological research methods and principles to the solution of social problems. This program is designed to:

1. Inform students of sociological research into family, human diversity, neighborhoods, communities and various organizational systems;
2. Introduce students to the statistics and research methods of sociology;
3. Provide a broad background applicable to the wide variety of careers available with a bachelor's degree, focusing especially on social and police agency opportunities; and
4. Serve as a basis for graduate work in sociology, social work, criminal justice or life span services.

### **Requirements - Major:**

All majors are required to complete a core of: SOCL 100(3), 205(3), 250(3), 350(3), 351(3) and 395(3) with a grade of "C" or better. SOCL 351 must be completed at Benedictine University.

Majors must select one of the two concentrations within the program that have the following requirements, which must be completed with a grade of "C" or better:

The Sociology major must complete three of the following - SOCL 210(3), 213(3), 231(3), 234(3), 235(3), 240(3), 245(3), 260(3), 265(3), 270(3), 290(3), 291(3); three of the following - 301(3), 306(3), 310(3), 321(3), 356(4), 371(3), 394(3), 397(3); one additional elective either 200 or 300 level. SOCL 356 is required for internship.

**Requirements - Minor:**

A Sociology minor consists of a program of courses totaling at least 21 semester credit hours, submitted to and approved by the program director, including at least 12 semester credit hours of courses at the 200 level or above, of which at least 3 semester credit hours must be at the 300 level and must be completed with a "C" or better. SOCL 250 and 351 may not be included for the minor.

**Requirements for a Social Work Minor:**

A Social Work minor consists of 25 semester credit hours of courses including SOCL 265(3), 301(3), 356(4), 392(3-6), 270(3), PSYC 202(3) or SOCL 310(3) and SOCL 306(3) and one of the following sociology electives: SOCL 210(3), 240(3), 290(3), 245(3) and 231(3). For non-sociology majors, the elective must be SOCL 350(3).

**Requirements for a Life Span Services Minor:**

A Life Span Services minor consists of a minimum of 22 semester credit hours of courses, including SOCL 213(3); SOCL 231(3); SOCL/PSYC 310(3), 356(4), 371(3), 386(3), 398(3-6), which must be completed with a "C" or better and approved by the director of Life Span Services. Non-sociology majors must take SOCL 350(3).

**Requirements - Teaching License:**

Note: If you desire to teach sociology and anthropology, you may also earn an endorsement in Social Science-Sociology and Anthropology by completing the Illinois State Board of Education licensure requirements for this endorsement.

## **Spanish**

**College:** College of Liberal Arts

**Department:** Language and Literature

**Student Type:** Traditional Undergraduate

**Faculty:**

Rafael Iglesias, Ph.D., Department Chair

Joaquin Montero, Ph.D.

Beth Vinkler, Ph.D.

**Objectives:**

The faculty members who teach in the Spanish program firmly believe that, for the person who possesses the ability to communicate in another language and who shows sensitivity toward and understanding of other cultures, the world will have fewer boundaries. The development of language skills and cultural understanding and sensitivity will stimulate students' intellectual and personal growth and broaden their perspective, thus enabling them to become responsible citizens and leaders in the world community.

We currently offer several major and minor options:

- Bachelor of Arts in Spanish
- Bachelor of Arts in Spanish with Minor in Education
- Bachelor of Arts in Spanish with Medical Spanish Concentration
- Minor in Spanish
- Minor in Medical Spanish
- Minor in Medical Spanish Interpretation

In addition, students can combine the Spanish major with a major or minor in another discipline such as global studies, social sciences, international business and economics, education, pre-law, health sciences, or social work.

The faculty subscribes to the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) and uses them as a basis for instruction.

Courses in Spanish are designed to enable students to:

1. Initiate and progressively develop skills in listening comprehension, speaking, reading, writing, and cultural understanding;
2. Recognize the close relationship between language and culture, enabling them to become culturally sensitive to non-English speaking peoples and societies;
3. Be able to use highly specialized terminology from a variety of professional fields, including, but not limited to, health care, business and finance, foreign language education, translation and interpretation, and law and law enforcement; and
4. Broaden their career opportunities and marketability in an increasingly globalized and interdependent world.

The majors in Spanish are designed to:

1. Enable students to develop at least Intermediate-High level proficiency in all four skills, as described in the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). At this level students will be able to:
  - a. Create with the language;
  - b. Handle successfully most uncomplicated communicative tasks and social situations;
  - c. Initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, although errors may still be evident;
  - d. Ask and answer questions;
  - e. Demonstrate emerging evidence of connected discourse, particularly for simple narration and/or description; and
  - f. Be generally understood even by interlocutors not accustomed to dealing with intermediate-high level speakers;
2. Immerse students in the culture of a Spanish-speaking country through a study abroad experience;
3. Familiarize students with Spanish and Latin American culture, literature, art, and current political issues and their international ramifications; and
4. Enable students to use effectively Spanish in a variety of professional contexts (health care, business, foreign language education, etc.).

The minors in Spanish are designed to:

1. Enable students to develop at least Intermediate-Mid level proficiency in all four skills, as described in the ACTFL guidelines. At this level students will be able to:
  - a. Create with the language;
  - b. Handle successfully a variety of uncomplicated, basic and communicative tasks and social situations;
  - c. Talk simply about self and family members;
  - d. Ask and answer questions and participate in simple conversations on topics beyond the most immediate needs, such as personal history and leisure time activities; and
  - e. Be generally understood by sympathetic interlocutors, although misunderstandings may still arise; and
2. Expose students to the traditions, values and lifestyles of a culture different from their own.
3. Introduce students to the grammatical structures and terminology most commonly used in a variety of professional settings (health care, business, foreign language education, etc.).

### **Requirements – Bachelor of Arts in Spanish:**

A Spanish major must complete at least 36 semester credit hours from among Spanish courses numbered 201 or above, all with a grade of "C" or better. The 36 semester credit hours (typically 12 classes) must include all of the following courses or equivalents: SPAN 201 (3), SPAN 202 (3), SPAN 211 (3), SPAN 212 (3) [heritage speakers may seek departmental approval in order to replace this class with any course above SPAN 212 (3)], SPAN 230 (3), SPAN 231 (3), SPAN 311 (3) and SPAN 312 (3); and a 6-semester-credit-hour literature requirement consisting of one of the following three options: a) SPAN 220 (3) and SPAN 310 (3), b) SPAN 221 (3) and SPAN 307 (3), or c) SPAN 307 (3) and SPAN 310 (3). In order to satisfy the 36-semester-credit-hour graduation requirement, Spanish majors must also take two additional elective classes. At least one must be taken at the 300-level, but the other can be any class above SPAN 212 (both need to be pre-approved by the Department of Languages and Literature).



Students are also required to participate in a study abroad experience in a Spanish-speaking country, but in some extraordinary circumstances a waiver of this requirement may be requested from the chair of the Department of Languages and Literature (in place of studying abroad, these students may be required to participate in an internship and/or service-learning experience with an agency, educational institution or company where Spanish is used extensively, in which case they must earn a minimum of 3 semester credit hours for the internship).

Majors must also demonstrate Intermediate-High level proficiency in spoken Spanish according to the ACTFL guidelines. Students should arrange to take an oral proficiency exam during the semester PRIOR to the semester in which they plan to graduate. This ACTFL oral proficiency exam is administered online for a modest fee. After taking the test, students receive a nationally-recognized certificate of their oral language ability from ACTFL. For information on the ACTFL online test, contact Rafael Iglesias at (630) 829-6268. The interview may be repeated for an additional fee until the required level of proficiency is demonstrated.

**Requirements – Bachelor of Arts in Spanish with Medical Spanish Concentration:**

To earn a major in Spanish with a concentration in Medical Spanish, students must complete at least 36 semester credit hours from among Spanish courses numbered SPAN 201 or better, all with a grade of "C" or better. The 36 semester credit hours (typically 12 classes) must include all of the following courses or equivalents: SPAN 201 (3), SPAN 202 (3), SPAN 211 (3), SPAN 212 (3) [heritage speakers—students who grew up in a Spanish-speaking home—may seek departmental approval to take a 200- or 300- level SPAN elective in lieu of SPAN 212 (3)], SPAN 215 (3), SPAN 216 (3), SPAN 230 (3) or SPAN 231 (3), SPAN 311 (3), SPAN 313 (3) or SPAN 360 (3), and SPAN 350 (3). In addition, students must complete a 6-semester-credit-hour literature requirement consisting of one of the following three options: a) SPAN 220 (3) and SPAN 310 (3), b) SPAN 221 (3) and SPAN 307 (3), or c) SPAN 307 (3) and SPAN 310 (3).

All students pursuing a Spanish major are required to participate in a study abroad experience in a Spanish-speaking country, but in some extraordinary circumstances a waiver of this requirement may be requested in writing from the chair of the Department of Languages and Literature (students who are granted a study abroad waiver will normally be required to participate in a 3-semester-credit-hour internship and/or service-learning experience with an agency, educational institution, or company in the United States where Spanish is used extensively). Students pursuing a Spanish major with a Medical Spanish concentration are strongly encouraged to participate in an internship or service-learning opportunity either as part of their study abroad experience or in the United States (SPAN 297 and/or SPAN 397).

To earn a Bachelor of Arts in Spanish with a Medical Spanish concentration, students must earn a rating of Intermediate-High level proficiency or above in spoken Spanish according to ACTFL guidelines. Students should arrange to take the ACTFL oral proficiency exam during the semester PRIOR to the semester in which they plan to graduate. The ACTFL oral proficiency exam is administered online for a modest fee. After taking the test, students receive a nationally-recognized certificate of their oral language proficiency rating from ACTFL. For information on the ACTFL online test, contact Rafael Iglesias at (630) 829-6268. The ACTFL oral proficiency exam may be repeated for an additional fee until the required level of proficiency is demonstrated.

**Requirement - Minor in Spanish:**

A minor in Spanish consists of at least 21 semester credit hours of Spanish courses at or above the 200 level completed with a "C" or better. Students must complete all of the following courses or equivalents approved by the department: SPAN 201 (3), SPAN 202 (3), SPAN 211 (3) and SPAN 212 (3) (heritage speakers may seek departmental approval in order to replace this class with any course above SPAN 212). Students must also complete three more courses above the SPAN 212 level (9 semester credit hours), at least 3 semester credit hours of which must be at the 300 level. Only 2 of the 3 courses can be chosen from among the Medical Spanish courses (SPAN 215, SPAN 216, SPAN 313, SPAN 350 and SPAN 360). Minors in Spanish must also demonstrate Intermediate-Mid level proficiency in spoken Spanish according to the ACTFL guidelines. The interview may be repeated for an additional fee until the required level of proficiency is demonstrated.

**Requirement - Minor in Medical Spanish:**

To complete the minor in Medical Spanish, a student must earn at least 21 semester credit hours in Spanish (typically 7 classes). The requirements for the minor are SPAN 202, SPAN 211, SPAN 212 (heritage speakers may seek departmental approval to take a 200- or 300- level SPAN elective in lieu of SPAN 212), SPAN 215 or SPAN 216, SPAN 350 or SPAN 360, plus two more elective courses (6 semester credit hours) chosen from classes above the SPAN 212 level, one of which (3 semester credit hours) must be in the area of Medical Spanish (currently, SPAN 215, SPAN 216, SPAN 313, SPAN 350, SPAN 360, or any medically-related Spanish class or internship preapproved by the department).

The second elective must be chosen from among non-Medical Spanish courses (SPAN 220, SPAN 221, SPAN 230, SPAN 231, SPAN 305, SPAN 307, SPAN 310, or any Spanish class or internship preapproved by the department). In order for a course to count toward this minor, the student must earn a grade of "C" or better. In order to graduate with a minor in Spanish, students must earn a rating of Intermediate-Mid level or above on the ACTFL oral proficiency exam. The online ACTFL oral proficiency interview may be repeated for an additional fee until the required level of proficiency is demonstrated.

**Requirement - Minor in Medical Spanish Interpretation:**

This minor is designed for students interested in the fast-growing profession of Medical Interpretation. It enables graduates to demonstrate to potential employers or professional graduate programs (for example, in medicine, law or business) a high level of linguistic proficiency in Spanish, mastery of the concept of cultural competency, and a deep understanding of and appreciation for various Latino and Hispanic cultures, in particular as they relate to health care beliefs and practices.

This minor program will prepare graduates with native or near-native proficiency in Spanish to undertake advanced coursework and seek official Certified Medical Interpreter (CMI) certification from the National Board of Certification for Medical Interpreters (NBCMI) because this Benedictine program has been carefully designed to take into account the Medical Interpreting Standards of Practice of the International Medical Interpreters Association (IMIA), as well as those outlined in two documents created by the National Council on Interpreting in Health Care (NCIHC): 1) the National Standards of Practice for Interpreters in Health Care, and 2) the Program Content Standards of the 2011 National Standards for Healthcare Interpreter Training Programs.

To complete the minor in Medical Spanish Interpretation, a student must earn at least 22 semester credit hours in Spanish (typically 7 classes + a 1 semester credit hour internship). Required courses include: SPAN 211, SPAN 212 (heritage speakers may seek departmental approval to take a 200- or 300-level SPAN elective in lieu of SPAN 212), SPAN 215 or SPAN 216, SPAN 350, SPAN 360, plus two SPAN elective courses (6 semester credit hours) above the SPAN 212 level. At least one of the SPAN electives must be chosen from among non-Medical Spanish courses (SPAN 220, SPAN 221, SPAN 230, SPAN 231, SPAN 307, SPAN 310, or any Spanish class or internship preapproved by the Department). In order for a course to count toward this minor, the student must earn a grade of "C" or better.

Students pursuing the minor in Medical Spanish Interpretation are **REQUIRED** to participate in an internship (SPAN 297/SPAN 397) for a minimum of 1 semester credit hour. While students in this minor program are strongly encouraged to study abroad, they are **NOT REQUIRED** to do so.

In order to graduate with the minor in Medical Spanish Interpretation, students must earn a rating of Intermediate-High or above on the online ACTFL oral proficiency interview.

#### **Requirements - Teaching License:**

Students who desire to be licensed to teach Spanish at grades K-12 are to declare themselves as Spanish majors and Education minors and register with the Benedictine University Education Program as teaching licensure candidates. Advising is then a joint responsibility of the Spanish Department and the School of Education.

Students must complete the requirements for a major in Spanish as well as the requirements of the Teacher Licensure Program in Education which includes the Education minor (see Education [Elementary Education, Special Education and Minors in Education and Special Education] section).

#### **Other Information:**

##### **Demonstrating Proficiency in Spanish and Placement Credit through Department:**

A Spanish placement exam is required for students who have taken any Spanish classes in high school. The placement test is also required for students who have acquired a level of proficiency in Spanish in a non-classroom setting (e.g., native speakers, heritage speakers – home use – of Spanish or study abroad), and for those students who have a lapse of a year or more in their language studies.

If a student takes the Benedictine University placement exam, is placed into SPAN 102 or above, **AND** completes at least one Spanish course at Benedictine above the SPAN 101 level in which he/she earns a grade of "C" or better, the student should submit a "Petition for External Credit" form (available in the Academic and Career Enrichment Center and online on the New Student Advising Center page of the Benedictine University website). After completing and signing the appropriate form, the student should obtain an unofficial copy of his or her transcript and attach it to the form. The form and the attachment should then be given to the chair of the Department of Languages and Literature for approval of placement credit. Under **NO CIRCUMSTANCES** will academic credit or waiver of a language requirement be awarded on the basis of performance on the placement exam alone.

Students seeking a major or minor in Spanish should be aware that courses below the SPAN 201 level, although they count as hours toward graduation, do NOT fulfill any requirement for the major or minor. All students should be aware that a maximum of 6 hours of proficiency credit are allowed per student. Therefore, if a student places into SPAN 202 or better and has already received AP, CLEP or IB credit for SPAN 101 and SPAN 102, that student cannot also receive departmental placement credit for SPAN 201 or better. Once posted to the student's transcript, AP, CLEP or IB credit cannot be removed, therefore it is highly recommended that students pursuing a major or minor in Spanish consult with the Chair of the Department of Languages and Literature BEFORE posting AP, CLEP or IB credit. The granting of external credit for courses at or above the SPAN 211 level will only be considered in exceptional circumstances. Students should also be aware that SPAN 211 and SPAN 212 are parallel courses and not sequential courses and that completing 212 does not imply proficiency in 211.

**Demonstrating Language Proficiency in Languages Other than Spanish:**

Candidates for the B.A. degree in some programs (e.g., English Language and Literature, History, Philosophy, Writing and Publishing, Theology) are required to demonstrate competency in a second language by successful completion of at least one language course at or above the 202 level. Students in the Scholars Program are required to demonstrate the ability to speak, read and write a second language at a level equivalent to six semesters of college study (completion of 211 and 212). In addition to the major and minor programs in Spanish, the Department of Languages and Literature offers courses in Arabic and a minor in Chinese. Benedictine University students can also use the University's consortium agreements with North Central College and Aurora University to take courses in languages not offered at Benedictine. Students who want to take advantage of these agreements must obtain a "Consortium Exchange Course Authorization" form from the Office of the Registrar (approval from the student's academic advisor and the consortium University's registrar is necessary before a student may register for a course at the host institution).

While the final decision regarding fulfillment of a student's second language proficiency requirement rests with the student's program, the Department of Languages and Literature has traditionally helped students in other programs satisfy these requirements by proctoring online-based proficiency examinations in Arabic, Chinese (Mandarin), French, German, Korean, Pashto, Persian, Punjabi, Russian and Spanish. Writing (online-based or paper and pencil exams) and/or oral proficiency examinations (conducted by phone interviews) in dozens of other languages can also be arranged through LTI (Language Testing International), a partner of the American Council on the Teaching of Foreign Languages (ACTFL). For information on the ACTFL language proficiency tests, contact Rafael Iglesias at (630) 829-6268 or Beth Vinkler at (630) 829-6264.

**Placement Tests versus Language Proficiency Examinations:**

It is important to understand that placement tests and language proficiency examinations are fundamentally different.

[Placement exams \(via WebCAPE\)](#) and/or interview with instructor) simply allow academic advisors to identify a language course offered at Benedictine University (in Arabic, Chinese, or Spanish) in which students are most likely to succeed given their current level of proficiency, but under no circumstances are they used by themselves to grant credit and/or to fulfill any graduation requirement. Only if a student takes a Benedictine University language placement exam, is placed into a 102-level class or better, AND completes at least one language course at Benedictine above

the 101 level in which he/she earns a grade of "C" or better, can he/she then petition for up to 6 semester credit hours of departmental external credit (in addition to any credit earned by passing the course itself). If, for example, a student is placed in CHIN 202 (3 semester credit hours), and he/she passes this course with a "C" or better, credit for CHIN 102 (3) and CHIN 201 (3) can be requested by submitting a "Petition for External Credit" form as long as no AP, CLEP or IB credit has been posted to the student's transcript.

ACTFL language proficiency examinations, on the other hand, are closely proctored and more comprehensive and rigorous than placement tests. As such, they are designed to determine whether students have reached the proficiency level necessary to satisfy the language requirement of a particular program.

For more information about language proficiency testing procedures, please contact the department chair, Rafael Iglesias at [riglesias@ben.edu](mailto:riglesias@ben.edu).

### **Study Abroad and Internships:**

All majors and minors in languages are strongly encouraged to spend at least a summer, and preferably a semester, studying abroad. This experience is vital in that it gives the student the opportunity to experience firsthand the culture he or she has been studying at Benedictine. It also provides intensive real-life language exposure and practice that simply cannot be replicated in the classroom.

Benedictine students have access to a variety of internship opportunities (required for Medical Spanish Interpretation students) and study abroad programs through Benedictine University and other accredited institutions. The languages faculty, in cooperation with the staff of the Office of International Programs and Services, will assist each student in selecting the program best suited to his or her interests, and scheduling and financial needs.

### **Departmental Distinction:**

Students majoring in English Language and Literature or Spanish in the Department of Languages and Literature who meet the following criteria may apply for Departmental Distinction: 1) GPA in the major of 3.5 or better; 2) Overall GPA of 3.25 or better; 3) Successful completion of a senior thesis or a senior capstone project; 4) Presentation of a paper at either a regional undergraduate conference or a conference or colloquium sponsored by the University or the department; 5) Active participation in department activities; and 6) At least 25 semester credit hours of service-learning related to the field (e.g. volunteer tutoring in the Academic and Career Enrichment Center, community literacy volunteer, work at an area social service agency serving the Hispanic community, etc.).

Students interested in working toward Departmental Distinction should speak with their advisor and contact the chair of the Department of Languages and Literature as early as possible in their academic career. Students must apply for Departmental Distinction during the semester BEFORE the semester in which they plan to graduate (October or February).

## **Special Education**

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

**Department:** Teacher Education

**Student Type:** Traditional Undergraduate

**Requirements - Major:** See Education [Elementary Education, Special Education and Minors in Education and Special Education] section

**Requirements - Minor:** See Education [Elementary Education, Special Education and Minors in Education and Special Education] section

## **Studio Art**

**College:** College of Liberal Arts

**Department:** Art

**Student Type:** Traditional Undergraduate

### **Faculty:**

William Scarlato, M.F.A., Department Chair

Teresa Parker, M.F.A.

Hai Ri Han, M.F.A.

### **Lecturers:**

Stacy Jo Barber, M.A.

Karen Brooks, B.A.

Vince Lucarelli, B.A.

Lynn Mackenzie, M.A.

David Marcet, M.F.A.

Jennifer Scavone, M.A.

*The adjunct faculty 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.*

### **Objectives:**

Courses in art are designed to:

1. Train students to produce works of art within the traditional and contemporary traditions of Western Art, and to achieve an acceptable level of individual competency within at least one chosen medium of specialization;
2. Educate students within the Catholic liberal arts tradition, recognizing the ultimately interrelated nature of all knowledge and its ability to foster the mental and spiritual life of each individual;
3. Instill in each student a recognition that the process of education and artistic development is an ongoing, lifelong endeavor worth of setting future developmental goals; and
4. Provide students with an educational background sufficient for entry into graduate study or for entry-level employment in an art or art-related field.

### **Requirements - Major:**

The Studio Art major must complete the following courses with a "C" or better: FNAR 101(3) or FNAR 105(3), FNAR 111(3), FNAR 110(3), FNAR 203(3), FNAR 204(3), FNAR 206(3), FNAR 210(3), FNAR 211(3), FNAR 250(3), choice of two 200-level Printmaking from FNAR 240(3), FNAR 241(3), FNAR 242(3), or FNAR 243(3); FNAR 293(3), FNAR 294(3), FNAR 311(3), FNAR 350(3), FNAR 398(3).



**Medium Discipline:**

A student will choose a medium discipline from the following. After the sophomore year, two courses must be taken from an artistic medium in the following selection: Painting: FNAR 260(3), FNAR 305(3); Printmaking: FNAR 244(3), FNAR 340(3); Photography FNAR 295(3), FNAR 394(3).

A course in sculpture or another 3-D course can be taken at the College of DuPage or consortium institutions for completion of the 3-Dimensional degree requirement.

The student will be expected to provide his/her own transportation to the off-site campuses.

**Cognate requirements:**

Students in the Studio Art program are also required to take three additional courses in the following disciplines: one course in Modern Language; one course in Graphic Arts; choice of one course from Graphic Arts or Communication Arts.

**Requirements for three Art Minor Programs:**

21 credit hours (seven courses) are required for each minor.

**Fine Arts:** FNAR 101(3), FNAR 111(3), FNAR 203(3), FNAR 204(3), choice of two 200-level Studio Art courses and choice of one 300-level Art course.

**Graphic Design:** FNAR 111(3), GAD 205(3), GAD 230(3), choice of one Art History course, GAD 260(3), choice of GAD 360(3) or GAD 300(3); GAD 393(3).

**Art History:** FNAR 203(3), FNAR 204(3), FNAR 205(3), FNAR 206(3), FNAR 209(3), choice of one GAD 205(3) or FNAR 207(3) or FNAR 208(3); FNAR 398(3).



## **Theology**

**Campus:** Lisle Main Campus

**College:** College of Liberal Arts

**Department:** History, Philosophy and Religious Studies

**Student Type:** Traditional Undergraduate

### **Faculty:**

Martin Tracey, Ph.D., Department Chair

Christine Fletcher, Ph.D.

Rita George-Tvrtković, Ph.D.

### **Lecturers:**

Fr. Julian von Duerbeck, O.S.B., M.A.

William Toma, S.T.D.

Fr. Philip Timko, O.S.B., S.T.D., Professor Emeritus

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**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

### **Objectives:**

Our program is designed for a layperson who wishes to apply Catholic theology to the great questions of human life. Our goal is to prepare students for an intellectual engagement with the Catholic tradition which they will bring to their workplace, home and community.

Students in Theology will:

1. Show knowledge of the fundamentals of Catholic Scripture and Tradition, and what they say about God, humanity, the natural world and virtuous living.
2. Understand the study of religion as an interdisciplinary task, relating to the arts and humanities on the one hand, and the social sciences on the other;
3. Show knowledge of Catholic views on religious diversity.
4. Engage ethical problems thoughtfully and actively, and contribute to the work of peace and justice.

**Requirements - Major:**

All majors must submit at least 36 semester credit hours in major courses, with a grade of "C" or better, including THEO 104; one from THEO 101, 102 or 103; THEO 235; a Scripture course from THEO 150(3) or THEO 201(3) or THEO 202(3); two Ethics electives from THEO 206(3)/306(3), THEO 207(3)/307(3), THEO 208(3)/308(3), THEO 252(3)/MGT 252(3); and THEO 399; in addition, the student must complete either four semesters of a single language (other than English) or two semesters each of two different languages (other than English). MDLG to 202 requirement does not count toward the 36 semester credit hours for the major.

One Writing Intensive course must be completed within the major.

**Requirements - Minor:**

Theology minors must complete, with a grade of "C" or better, 21 semester credit hours including; THEO 104; THEO 101, or THEO 102, or THEO 103; a Scripture course; THEO 235; 9 additional semester credit hours at the 200 level or above including 3 semester credit hours at the 300 level.

## **Writing and Publishing**

**Campus:** Lisle Main Campus

**College:** College of Liberal Arts

**Department:** Communication Arts

**Student Type:** Traditional Undergraduate

### **Faculty:**

Peter B. Seely, M.A., Department Chair

Zubair Amir, Ph.D.

Christopher Birks, M.A.

Wilson Chen, Ph.D.

Jean Marie Kauth, Ph.D.

Elizabeth B. Kubek, Ph.D.

Luigi Manca, Ph.D.

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**Campus:** Springfield Branch Campus

**Student Type:** Traditional Undergraduate

### **Objectives:**

The program is designed to:

1. Develop the student's critical and imaginative thinking, reading and writing skills;
2. Develop skills to empower the student to communicate ideas effectively, through speaking, writing and the use of technology;
3. Develop textual interpretation skills media;
4. Foster aesthetic understanding in both production and interpretation of literary and media texts;
5. Develop knowledge of the methods to make responsible social and personal decisions;
6. Develop primary and secondary research methods;
7. Prepare graduates for careers in advertising, electronic and print media, journalism, public relations, publishing, writing or other careers requiring sophisticated communications skills;
8. Prepare for graduate or professional studies;
9. Develop an appreciation and understanding of literature in English and in translation;
10. Increase understanding of significant writers, periods, genres and literary traditions;
11. Teach methodologies for interpreting literary texts;
12. Emphasize the vital role of imagination in cultures;
13. Develop an understanding of the history, structure and operation of the mass media;

14. Provide an understanding of the impact of mass media and messages on the individual and society;
15. Develop professional communication skills for a variety of media and audiences;
16. Develop professional-level production skills for both print and electronic media;
17. Encourage the development of creative expression; and
18. Help the student develop a professional media portfolio.

**Requirements - Major:**

Writing and Publishing majors must complete 39 semester credit hours of courses offered in the Communication Arts and Languages and Literature departments, with a grade of "C" or better, including courses in the following categories:

1. A core of the following Communication Arts courses: COMM 207(3), 208(3), 209(3), 253(3), 317(3), 353(3).
2. A core of the following five language and literature courses: LITR 298(3), 299(3), 269(3); one course from LITR 264(3), 279(3), 280(3) or 281(3); and one course from LITR 362(3) or SPAN 310(3).
3. One theory elective from the following courses: COMM 303(3), 304(3), 384(3), 385(3), 388(3), 390(3); LITR 305(3), 381(3).
4. One elective from the following courses: COMM 337(3), 381(3); LITR 369(3), 370(3).

Through working with advisors, majors will be guided in the selection of courses within and outside the departments to plan a program of studies tailored to individual educational and career goals. Writing and Publishing majors are also required to demonstrate proficiency in a second language by completing at least one language course at the 202 level or higher or by passing a proficiency exam. The second language requirement does not count towards the 39 semester credit hours for the major. LITR 299 must be taken at Benedictine University.

**Requirements - Other:**

Writing and Publishing major for Pre-Law minors: While stating that no single major is recommended for admission to law school, the "Statement on Prelegal Education of the Association of American Law Schools" emphasizes the necessity for the "need to master, at the undergraduate level, advanced writing skills and effective oral communication ... Truly, the law-trained man or woman, to perform effectively the tasks expected, must be a precisionist in the use of language." Students interested in law school who choose Communication Arts, English Language and Literature or Writing and Publishing as a major are advised to take, in addition to requirements, the following courses, some of which may be applicable to the Modes of Inquiry requirements: PHIL 260 or 355(3) and a history course; ECON 101(3), ACCT 111(4), PLSC 202(3) and Statistics; CMSC 100(3), BIOL 197(3) or 198(3), and BCHM C100(3).

**Requirements - Concentration (Springfield Branch Campus):**

The Writing and Publishing program offers areas of focus in creative writing and film studies. Creative Writing consists of 12 semester credit hours of selected courses, one of which must include LITR 269 Introduction to Creative Writing. Film Studies consists of 12 semester credit hours of selected courses.

## AREAS OF EMPHASIS

### Emphasis in Advanced Digital Marketing for the Working Professional

**Student Type:** Adult Accelerated Degree-Seeking Undergraduate

**Objectives:**

1. Program prepares students to create, implement and evaluate digital marketing strategic plans in the workplace.
2. Program provides practice with authentic digital marketing tools and software used in workforce setting.
3. Program provides opportunities to complete authentic industry certifications in the process of taking courses, such as an official certification from Google Analytics.

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from the following: MKTG 336(3), MKTG 337 (3), MKTG 338(3), MKTG 339(3).

### Emphasis in Digital Marketing for the Working Professional

**Student Type:** Adult Accelerated Degree-Seeking Undergraduate

**Objectives:**

1. Program prepares students to create, implement and evaluate digital marketing strategic plans in the workplace.
2. Program provides practice with authentic digital marketing tools and software used in workforce setting.
3. Program provides opportunities to complete authentic industry certifications in the process of taking courses, such as an official certification from Google Analytics.

**Requirements:**

Complete 12 semester credit hours with a grade of "C" or better from the following: MKTG 241(3), MKTG 242 (3), MKTG 243(3), MKTG 244(3).

### Emphasis in Environmental Studies

**Student Type:** Traditional Degree-Seeking Undergraduate

**Objectives:**

1. To inculcate a sense of environmental stewardship and responsibility.
2. To educate students in global environmental issues, methods, associated socioeconomic concerns, and ethical problems.
3. To provide students with competencies that will be attractive to employers and graduate programs, given the growing attention to environmental issues and studies.

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from at least two different colleges from the following: ANTH 309 BCHM 100, BIOL 180, BIOL 205, BIOL 363, BIOL 364, BIOL 394, and BIOL 191, BIOL 281 (), ENVS 210, ENVS 211, ENVS 398, GEOG 106 (when dedicated to an environmental theme), GLBS WI 102 (when dedicated to an environmental theme), HUMN 250 (when dedicated to an environmental theme), LITR 291/391 (when dedicated to an environmental theme), LITR 381/GENS 100 (when dedicated to an environmental theme), NTSC 210, PHIL 248 (when dedicated to an environmental theme), PLSC 210 (when dedicated to an environmental theme), PLSC 215 (when dedicated to an environmental theme), RELS 140 (when dedicated to an environmental theme), RELS 191 (when dedicated to an environmental theme), SOCL 240 (when dedicated to an environmental theme), SOCL 350 (when dedicated to an environmental theme), THEO 104 (when dedicated to an environmental theme).

## **Emphasis in Human Resource Management**

**Student Type:** Adult Accelerated Degree-Seeking Undergraduate

**Objective:**

The program prepares human resources professionals, as well as new and experienced managers, for a constantly evolving workplace by focusing on the fundamental issues related to employee recruitment, employee performance, compensation and benefits and employee law.

**Requirements:**

Complete 12 semester credit hours with a grade of "C" or better from the following: MGT 262(3), MGT 264 (3), MGT 266(3), MGT 270(3).

## **Emphasis in Interfaith Studies**

**Student Type:** Traditional Degree-Seeking Undergraduate

**Objectives:**

1. To assist students of any major in becoming interfaith leaders conversant in the theory and practice of interfaith engagement, as related to a variety of disciplines and their future careers.
2. To teach students transferable skills including interviewing basics; techniques for dialogue; transcribing oral histories; and operating equipment related to digitizing oral histories in the University Archives.
3. To help make students more attractive in the job market, given the diversity of Chicagoland and our nation, and the need for sensitivity to interreligious issues in nearly every field.

**Requirements:**

Complete 12 semester credit hours (four 3-semester-credit-hour courses), with a grade of "C" or better, plus a co-curricular course (0 semester credit hours). Completion of the emphasis also meets the requirements for Engaged Learning. The courses are distributed as follows:

1. One introductory course: choose either RELS 285 Religion in America or THEO 235 Interreligious Dialogue.

2. One co-curricular course, INQ 111 Interfaith Oral History Archives, a one-semester, 0 semester credit hour, P/F, Engaged Learning course requiring previous completion of (or co-enrollment in) either THEO 235 or RELS 285.
3. Three elective courses, chosen from any of the approved courses on the list below. Only courses in which a student has earned a grade of "C" or better may be applied to the certificate. Any credit completed for the certificate may also be applied to fulfill general education, major or minor requirements.

**Approved courses:**

BIOL 313 Evolution

HIST 273 Empires of the Islamic World 1258-1800

HIST 291 History of the Silk Road

HIST/RELS 291 Apocalypses and World History

IDS/HNRS 201 History of Christian-Muslim Relations

IDS 201 Search for Origins

IDS 201 Jesus & Mary in Qur'an & Bible

IDS 301 Malcolm, Mahatma, Mandela, Martin

INQ 111 Interfaith Oral History Archives

LITR 150 Muslim Women's Literature

LITR 150 Qur'an as Literature

LITR 279 U.S. Multiethnic Literature

MGMT 254 Interfaith Issues in Management

MGMT/THEO 252 Business Ethics in the Context of Catholic Social Teaching

MKTG 348 Content Development

PLSC 247 Religion & Politics

PLSC 216 Genocide

RELS 120 Eastern Traditions

RELS 130 Abrahamic Faiths

RELS 230 Introduction to Judaism

RELS 265 Eastern Christianity

RELS 285 Religion in America

THEO 225 Pilgrimage

THEO 235 Interreligious Dialogue

## **Emphasis in Marketing**

**Student Type:** Adult Accelerated Degree-Seeking Undergraduate

**Objective:**

The program expands student knowledge of marketing and consumer behavior with an emphasis on understanding market, product, price, promotion and place of distribution.

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from the following: MKTG 300(3), MKTG 310 (3), MKTG 330(3), MKTG 350(3).

## **Emphasis in Theology in Life**

**Student Type:** Traditional Degree-Seeking Undergraduate

**Objectives:**

1. To help students discern their calling and create a life of meaning and purpose whatever career they choose.
2. To develop knowledge of the fundamentals of Catholic Scripture and Tradition, and what they say about God, humanity, the natural world, and virtuous living.
3. To understand the study of religion as an interdisciplinary task, relating to the arts and humanities on the one hand, and the social sciences on the other.

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from the following: THEO 101(3), THEO 102(3), THEO 103(3), THEO 104(3).



## **CERTIFICATE PROGRAMS**

### **Advanced Digital Marketing for the Working Professional Certificate**

**Student Type:** Adult Accelerated Non Degree-Seeking Undergraduate

**Objectives:**

1. Program prepares students to create, implement and evaluate digital marketing strategic plans in the workplace.
2. Program provides practice with authentic digital marketing tools and software used in workforce setting.
3. Program provides opportunities to complete authentic industry certifications in the process of taking courses, such as an official certification from Google Analytics.

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from the following: MKTG 336(3), MKTG 337(3), MKTG 338(3), MKTG 339(3).

### **Digital Marketing for the Working Professional Certificate**

**Student Type:** Adult Accelerated Non Degree-Seeking Undergraduate

**Objectives:**

1. Program prepares students to create, implement and evaluate digital marketing strategic plans in the workplace.
2. Program provides practice with authentic digital marketing tools and software used in workforce setting.
3. Program provides opportunities to complete authentic industry certifications in the process of taking courses, such as an official certification from Google Analytics.

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from the following: MKTG 241(3), MKTG 242(3), MKTG 243(3), MKTG 244(3).

### **Environmental Studies Certificate**

**Student Type:** Traditional Non Degree-Seeking Undergraduate

**Objectives:**

1. To inculcate a sense of environmental stewardship and responsibility.
2. To educate students in global environmental issues, methods, associated socioeconomic concerns, and ethical problems.
3. To provide students with competencies that will be attractive to employers and graduate programs, given the growing attention to environmental issues and studies.

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from at least two different colleges from the following: ANTH 309 BCHM 100, BIOL 180, BIOL 205, BIOL 363, BIOL 364, BIOL 394, and BIOL 191, BIOL 281 (), ENVS 210, ENVS 211, ENVS 398, GEOG 106 (when dedicated to an environmental theme), GLBS WI 102 (when dedicated to an environmental theme), HUMN 250 (when dedicated to an environmental theme), LITR 291/391 (when dedicated to an environmental theme), LITR 381/GENS 100 (when dedicated to an environmental theme), NTSC 210, PHIL 248 (when dedicated to an environmental theme), PLSC 210 (when dedicated to an environmental theme), PLSC 215 (when dedicated to an environmental theme), RELS 140 (when dedicated to an environmental theme), RELS 191 (when dedicated to an environmental theme), SOCL 240 (when dedicated to an environmental theme), SOCL 350 (when dedicated to an environmental theme), THEO 104 (when dedicated to an environmental theme).

**Human Resource Management Certificate**

**Student Type:** Adult Accelerated Non degree-Seeking Undergraduate

**Objective:**

The program prepares human resources professionals, as well as new and experienced managers, for a constantly evolving workplace by focusing on the fundamental issues related to employee recruitment, employee performance, compensation and benefits and employee law.

**Requirements:**

Complete 12 semester credit hours with a grade of "C" or better from the following: MGT 262(3), MGT 264 (3), MGT 266(3), MGT 270(3).

**Interfaith Studies Certificate**

**Student Type:** Traditional Non Degree-Seeking Undergraduate

**Objectives:**

1. To assist students of any major in becoming interfaith leaders conversant in the theory and practice of interfaith engagement, as related to a variety of disciplines and their future careers.
2. To teach students transferable skills including interviewing basics; techniques for dialogue; transcribing oral histories; and operating equipment related to digitizing oral histories in the University Archives.
3. To help make students more attractive in the job market, given the diversity of Chicagoland and our nation, and the need for sensitivity to interreligious issues in nearly every field.

**Requirements:**

Complete 12 semester credit hours (four 3-semester-credit-hour courses), with a grade of "C" or better, plus a co-curricular course (0 semester credit hours). The courses are distributed as follows:

1. One introductory course: choose either RELS 285 Religion in America or THEO 235 Interreligious Dialogue.

2. One co-curricular course, INQ 111 Interfaith Oral History Archives, a one-semester, 0 semester credit hour, P/F, Engaged Learning course requiring previous completion of (or co-enrollment in) either THEO 235 or RELS 285.
3. Three elective courses, chosen from any of the approved courses on the list below. Only courses in which a student has earned a grade of "C" or better may be applied to the certificate. Any credit completed for the certificate may also be applied to fulfill general education, major or minor requirements.

Approved courses:

BIOL 313 Evolution

HIST 273 Empires of the Islamic World 1258-1800

HIST 291 History of the Silk Road

HIST/RELS 291 Apocalypses and World History

IDS/HNRS 201 History of Christian-Muslim Relations

IDS 201 Search for Origins

IDS 201 Jesus & Mary in Qur'an & Bible

IDS 301 Malcolm, Mahatma, Mandela, Martin

INQ 111 Interfaith Oral History Archives

LITR 150 Muslim Women's Literature

LITR 150 Qur'an as Literature

LITR 279 U.S. Multiethnic Literature

MGMT 254 Interfaith Issues in Management

MGMT/THEO 252 Business Ethics in the Context of Catholic Social Teaching

MKTG 348 Content Development

PLSC 247 Religion & Politics

PLSC 216 Genocide

RELS 120 Eastern Traditions

RELS 130 Abrahamic Faiths

RELS 230 Introduction to Judaism

RELS 265 Eastern Christianity

RELS 285 Religion in America

THEO 225 Pilgrimage

THEO 235 Interreligious Dialogue

## **Marketing Certificate**

**Student Type:** Adult Accelerated Non Degree-Seeking Undergraduate

**Objective:**

The program expands student knowledge of marketing and consumer behavior with an emphasis on understanding market, product, price, promotion and place of distribution.

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from the following: MKTG 300(3), MKTG 310 (3), MKTG 330(3), MKTG 350(3).

## **Theology in Life Certificate**

**Student Type:** Traditional Non Degree-Seeking Undergraduate

**Objectives:**

1. To help students discern their calling and create a life of meaning and purpose whatever career they choose.
2. To develop knowledge of the fundamentals of Catholic Scripture and Tradition, and what they say about God, humanity, the natural world, and virtuous living.
3. To understand the study of religion as an interdisciplinary task, relating to the arts and humanities on the one hand, and the social sciences on the other;

**Requirements:**

Complete 12 semester credit hours, with a grade of "C" or better, from the following: THEO 101(3), THEO 102 (3), THEO 103(3), THEO 104(3).

## COURSE DESCRIPTIONS

### Academic Discourse Undergraduate

**ADU 101 Introduction to Academic Discourse.** This course for non-native speakers of English enrolled in undergraduate degree programs focuses on the development of reading, writing, and study skills for a range of academic purposes, disciplines, and audiences. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**ADU 102 Success in the American Classroom.** This course for non-native speakers of English enrolled in undergraduate degree programs integrates and extends academic discourse skills practiced in ADU 101, with a focus on longer writing assignments, oral presentation skills, and discipline-specific research and writing. 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

**ADU 110 Introduction to Spoken Academic Discourse.** This course for non-native speakers of English enrolled in undergraduate degree programs focuses on developing advanced listening and speaking skills for a range of academic purposes, disciplines, and audiences. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**ADU 111 Academic Skills Lab.** Sequence of lab sessions for non-native speakers of English enrolled in undergraduate degree programs designed to support and consolidate speaking and listening skills. 1.5 semester credit hours. Typically offered: Spring Term, Even Years. *Department Consent Required. Course Repeatable. Maximum number of units allowed 3.*

**ADU 112 Individual and Small Group Study Lab.** Sequence of study groups and activities for non-native speakers of English enrolled in undergraduate degree programs that support academic skills across the curriculum. 1.5 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 18.*

**ADU 113 Self-Guided Skills Lab.** Sequence of individual study sessions for non-native speakers of English enrolled in undergraduate degree programs using on-line and other self-paced materials. 1.5 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 18.*

**ADU 114 Advanced Academic Skills Lab.** Sequence of study groups and activities for non-native speakers of English enrolled in undergraduate degree programs that support advanced academic skills across the curriculum. 1.5 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 18.*

**ADU 203 English for Academic Purposes: Advanced English Writing.** An immersion experience for non-native speakers of English enrolled in undergraduate degree programs in a controlled environment which requires that students use English only for communication and academic work. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

### Accounting

**ACCT 100 Fundamentals of Accounting for Decision Making.** This course is designed for non-business majors who would like to learn the basics of accounting. Students are introduced to fundamental accounting concepts and information. They will learn to apply and use accounting fundamentals to start

and run their own business or non-profit organization and for their personal use. 3 semester credit hours. Business Core Elective. Typically offered: Periodically.

**ACCT 111 Accounting I.** Principles of financial accounting; including the basic structure of accounting, accounting systems, internal controls, the preparation and use of financial statements, and problems related to financial disclosures. Credit will not be granted for both ACCT 111 and ACCT 100. Prerequisite: MATH 105 or MATH 110 or coregistration in MATH 105 or MATH 110. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**ACCT 112 Accounting II.** Principles of managerial accounting; including cost accounting, planning and control systems, and analysis and interpretation of financial statements. Prerequisite: ACCT 111 3 semester credit hours. Typically offered: Fall and Spring Terms.

**ACCT 120 VITA Service Learning.** A service learning course built around the Internal Revenue Service (IRS) volunteer income tax assistance (VITA) program. Students must participate in the training, successfully complete an online IRS exam, and participate at the volunteer income tax advising site. 1 semester credit hour. *Department Consent Required. Course Repeatable. Maximum number of units allowed 3.*

**ACCT 211 Intermediate Accounting I.** A thorough study of balance sheet accounts integrated with an analysis of their relationship to the income statement. Prerequisite: ACCT 111 and MATH 115. 3 semester credit hours. Typically offered: Fall Term.

**ACCT 212 Intermediate Accounting II.** A thorough study of balance sheet accounts integrated with an analysis of their relationship to the income statement. Prerequisite: ACCT 211. 3 semester credit hours. Typically offered: Spring Term.

**ACCT 297 Internship.** Practical experiences in business related fields under the supervision of the program coordinator. 2-6 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**ACCT 309 Accounting Information Systems Laboratory.** Students will understand and use Excel, Access, QuickBooks and NetSuite software to complete projects related to business processes. Prerequisite: ACCT 111 and ACCT 112 and Sophomore standing. Students must complete both ACCT 309 and ACCT 310 to waive the BALT 240 department cognate requirement. 2 semester credit hours. Typically offered: Fall and Spring Terms.

**ACCT 310 Accounting Information Systems.** 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 ethics. Students will study auditing of accounting information systems, databases, and e-business. Cross listed with MIS 510. Prerequisite: ACCT 111 and ACCT 112 and Sophomore standing. 2 semester credit hours. Typically offered: Fall and Spring Terms.

**ACCT 311 Cost Accounting.** A comprehensive study of methods used to develop cost information for manufacturing and service operations and of models for business planning and control. Prerequisite: ACCT 112. 3 semester credit hours. Typically offered: Fall Term.

**ACCT 312 Federal Taxation.** An introductory study of federal regulations covering income taxation of individuals and businesses. Prerequisite: ACCT 112. 3 semester credit hours. Typically offered: Fall Term.

**ACCT 313 Auditing and Assurance Services.** An intensive study of PCAOB auditing standards, generally accepted auditing standards and procedures. Prerequisite: ACCT 212. 3 semester credit hours. Typically offered: Fall Term.

**ACCT 315 Advanced Accounting.** A study of the accounting methods for consolidations, foreign subsidiaries, governmental organizations, non-profit entities, and partnerships. Prerequisite: ACCT 212. 3 semester credit hours. Typically offered: Spring Term.

**ACCT 316 Accounting Research.** Students will become familiar with sources of accounting standards and current information affecting the accounting profession. Their communication and research skills will be used to learn about and report on the reasoning behind the development of accounting standards and current issues in accounting. This course is required by the State of Illinois for CPA candidates. Prerequisite: ACCT 212 and Junior standing. 2 semester credit hours. Typically offered: Spring Term.

**ACCT 321 Forensic Accounting.** A comprehensive study of forensic accounting topics. This course provides students of all majors, concentrations and level of study with a background in the field of forensic accounting - fundamentals, tools and accounting applications. Cross listed with MBA 606. Prerequisite: ACCT 111. 3 semester credit hours.

**ACCT 322 Fraud Examination.** An examination of schemes used by executives, managers, and employees to commit fraud against their organizations and the prevention, detection, and investigation strategies used to combat these schemes. Cross listed with MBA 607. Prerequisite: ACCT 321. 3 semester credit hours.

**ACCT 323 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. Cross listed with MBA 609. Prerequisite ACCT 321. 3 semester credit hours.

**ACCT 324 Fraud and the Legal Environment.** This course examines criminal theory relating to fraud, existing legislation governing fraud, and preparation of fraud cases in the court system. Cross listed with MBA 608. Prerequisite ACCT 321. 3 semester credit hours.

**ACCT 380 Issues in Corporate Financial Reporting.** An intensive and extensive study of corporate reporting to understand and evaluate the application of financial accounting theory and concepts. Prerequisite: ACCT 212, senior standing. 3 semester credit hours. Typically offered: Periodically.

**ACCT 391 Topics.** Specially designed courses in various business topics to supplement the business curriculum. Prerequisite: Varies based upon the specific topic being explored. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**ACCT 395 Independent Study.** Provides an opportunity for an advanced student in the major to pursue study in a field of business related interest. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*



## American Studies

**AMS 200 U.S. Cultural Studies.** Incorporates elements of fiction and non-fiction in the study of various topics of race, gender and class in American Studies. Topics will vary. 3 semester credit hours.

## Anthropology

**ANTH 200 Cultural Anthropology.** Study of the origins of mankind and culture. Development of human language, culture, and institutions, cross cultural analysis of societies, and cultures. Global Course. 3 semester credit hours. Anthropology Core and Multi-Cultural.

**ANTH 201 Physical Anthropology.** Focuses on forces producing humans in their present form. The study of evolution, population genetics, and the fossil record. Prerequisite: "C" or better in: BIOL197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**ANTH 207 Contemporary Industrial Society.** This course examines the social and cultural make-up of advanced industrial societies in terms of technology, lifestyles, urbanism and environment. 3 semester credit hours.

**ANTH 208 The Anthropology of the Third World.** A study of developing nations. Analyzes the relationship between culture, environment, and society in economic spheres, emphasizing the Third World. Global Course. 3 semester credit hours. Anthropology Core Elective.

**ANTH 210 Peoples and Cultures of World Regions.** Alternating People/Cultures of Latin America, Africa and East Asia. Global Course. 3 semester credit hours. Anthropology Core and Multi-Cultural.

**ANTH 290 Social and Cultural Change.** Analysis of large scale historical change, the succession of types of societies and the emergence of the contemporary world. Evolution of social institutions (the family, religion) and speculation about significant future change. 3 semester credit hours. Typically offered: Annually.

**ANTH 291 Topics in Anthropology.** Topics such as globalization, cultural survival of indigenous peoples, Native American cultures, development and readings in anthropology. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 3.*

**ANTH 292 Business Anthropology: Culture and International Business.** Introduction to the impact of cultural variation on the functional areas of business with emphasis on globalization and the development of the world system. 3 semester credit hours.

**ANTH 295 Independent Study.** Directed readings, independent research, or student projects on areas of individual academic interest; topics, meeting times, and outcomes arranged with instructor. 3 semester credit hours. *Department Consent Required.*

**ANTH 309 People, Culture & Environment.** The relationship between environment and social organization including subsistence activities, resource exploitation and development. Sustainability. Global Course. 3 semester credit hours. Anthropology Core Elective.



**ANTH 391 Topics in Anthropology.** Topics such as globalization, cultural survival of indigenous peoples, Native American cultures, development and readings in anthropology. 3 semester credit hours. Typically offered: Periodically.

## **Arabic**

**ARBC 101 Elementary Arabic I.** Introduction to the basic structure of the language. Designed to enable the student to develop oral proficiency and written skills. No prerequisite. 3 semester credit hours plus one optional lab hour (required for minors). 3 semester credit hours. Typically offered: Fall Term.

**ARBC 102 Elementary Arabic II.** Continued study of the basic structure of the language. Designed to enable the student to continue to develop oral proficiency and written skills. 3 semester credit hours plus one optional lab hour (required for minors). Prerequisite: ARBC 101 or placement. 3 semester credit hours. Typically offered: Spring Term.

**ARBC 105 Elementary Arabic I through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on total contact hours. 1-3 semester credit hours. Typically offered: Periodically.

**ARBC 106 Elementary Arabic II through Student Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on total contact hours. 1-3 semester credit hours. Typically offered: Periodically.

**ARBC 108 Elementary Arabic I Lab.** Co-registration with ARBC 101 necessary. Required for minors (1 credit hour). Typically offered: Periodically.

**ARBC 109 Elementary Arabic II Lab.** Language lab, Co-registration with ARBC 102 necessary. Required for minors. Typically offered: Periodically.

**ARBC 191 Conversation and Culture.** This course provides an introduction to and highlights of Arabic culture and basic language skills. 1 semester credit hour. Typically offered: Periodically.

**ARBC 201 Intermediate Arabic I.** Review of the basic structure of the language. Emphasis on extensive language practice in simulated cultural settings in order to enable students to continue to develop their oral and written proficiency. Prerequisite: ARBC 102 or placement. 3 semester credit hours plus one optional lab hour (required for minors). 3 semester credit hours. Typically offered: Fall Term.

**ARBC 202 Intermediate Arabic II.** Continued review of the basic structure of the language. Emphasis on extensive language practice in simulated cultural settings in order to enable students to continue to develop their oral and written proficiency. Prerequisite: ARBC 201 or placement. 3 semester credit hours plus one optional lab hour (required for minors). 3 semester credit hours. Typically offered: Spring Term.

**ARBC 205 Intermediate Arabic I through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on contact hours. 1-3 semester credit hours. Typically offered: Periodically.

**ARBC 206 Intermediate Arabic II through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on contact hours. 1-3 semester credit hours. Typically offered: Periodically.

**ARBC 208 Intermediate Arab I Lab.** Language lab, Co-registration with ARBC 201 necessary. Required for minors (1 credit hour). Typically offered: Periodically.

**ARBC 209 Intermediate Arabic II Lab.** Language lab, Co-registration with ARBC 202 necessary. Required for minors Typically offered: Periodically.

**ARBC 211 Intermediate Grammar and Composition.** Comprehensive review and synthesis of Arabic grammar. Designed to provide students with extensive writing practice in order to prepare them for more effective participation in advanced courses, and to enable them to improve their ability to use and manipulate the language with a higher degree of accuracy, flexibility and assurance. Prerequisite: Arbc 202 or placement. 3 semester credit hours. Typically offered: Fall Term.

**ARBC 212 Intermediate Oral Communications.** Emphasis on oral proficiency, syntax and grammar, as well as enabling students to develop their ability to respond to the cultural challenges that face someone living in an Arabic-speaking country. Prerequisite: ARBC 202 or placement. 3 semester credit hours. Typically offered: Spring Term.

**ARBC 218 Intermediate Grammar and Composition Lab.** Language lab, Co-registration with ARBC 211 necessary. 1 semester credit hour. Typically offered: Periodically.

**ARBC 219 Intermediate Oral Communications Lab.** Language lab, Co-registration with ARBC 212 necessary. 1 semester credit hour. Typically offered: Periodically.

**ARBC 291 Intermediate Topics in Arabic Language, Literature and Culture.** Intermediate-level study of topics in Arabic literature, culture, and/or civilization. Prerequisite: ARBC 211, or department consent. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 99.*

**ARBC 295 Independent Study.** Designed for the intermediate student who wishes to explore an aspect of Arabic language, literature or culture beyond the scope of the regular course offerings. Prerequisite: ARBC 211. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

## **Astronomy**

**ASTR 105 Astronomy.** Examines astronomical phenomena and concepts including the solar system, stars, galaxies, planetary motions, atoms and radiation and the origin and evolution of the universe. 4 semester credit hours.

## **Benedictine Beginnings**

**BENB 100 Benedictine Beginnings.** New Student Orientation

**BENB 101 Benedictine Beginnings.** First-Year Experience, Cross-listed with WRIT 101, WRIT 104, HNRS 190. Required of all traditional First-Year students Typically offered: Fall Term.

**BENB 095 Bridge to Success.** The Bridge to Success program is designed to help incoming freshmen who may need additional academic support or opportunities to build confidence and prepare for the challenges of college learning. This week-long program combines instruction and hands-on learning activities in writing, math and study skills with career exploration and personal leadership development activities to help students prepare academically, encourage them to get involved in campus life and engage them in career development functions. Invitation by referral. Typically offered: Summer Term. *Department Consent Required.*

**BENB 099 Benedictine Beginnings-Freshmen Success Seminar.** Mandatory 6 week seminar for all first year freshmen who are placed on academic probation. Students will examine classroom success strategies, participate in self exploration exercises, develop an understanding of University expectations, explore campus resources and practice effective communication techniques. A framework will be built for future success not only as a student, but as a member of the Benedictine Community. Pass/Fail. Typically offered: Spring Term. *Department Consent Required.*

## Bilingual Journalism

**BIJR 150 Bilingual Journalism.** Introduction course in Bilingual Journalism. A hands-on approach to teaching news editing for Spanish publications. 3 semester credit hours.

**BIJR 291 Intermediate Topics.** 1-6 semester credit hours.

## Biochemistry

**BCHM 100 Impact of Science and Technology on Society.** Current scientific issues of personal and national interest, e.g. drugs, nutrition, energy, pollution, etc. Sustainability. 3 semester credit hours. Life Science Core Elective. Typically offered: Fall and Spring Terms.

**BCHM 261 Principles of Biochemistry.** The structures and functions of carbohydrates, lipids, proteins, and nucleic acids and their reactions in metabolic pathways. (Students cannot earn credit in both BCHM 261 and 361). Prerequisite: "C" or better in CHEM 247. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Fall and Spring Terms.

**BCHM 290 Selected Topics in Biochemistry.** Current topics in Biochemistry 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**BCHM 292 Research Literature.** Discussion and application of online sources containing scientific publications and other information, e.g., SciFinder. The introduction of a report for a research project will be completed. 1 semester credit hour.

**BCHM 295 Biochemistry Teaching.** Opportunity for a student to work as a teaching assistant in the chemistry department. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

**BCHM 361 Biochemistry.** The structure and function of the major chemical components of biological systems are described. The major topics include water, buffers and pH; proteins; enzymes; carbohydrates; lipids; and vitamins. Prerequisite [Main Campus]: CHEM 247. Prerequisite [Springfield Campus]: CHEM 241. 3 semester credit hours. Life Science Core Elective. Typically offered: Fall Term.

**BCHM 362 Protein Biochemistry Lab.** A laboratory course in which protein purification and characterization will be carried out. In addition, enzyme assays, Michaelis-Menten kinetics, and ligand binding to proteins will be explored. This course is intended for Biochemistry/Molecular Biology majors. Prerequisite: BIOL 260 and credit or co-registration in BCHM 361. 1 semester credit hour. Typically offered: Fall Term.

**BCHM 365 Intermediary Metabolism.** The major metabolic pathways and cellular bioenergetics are discussed. An emphasis is placed upon the chemistry of these processes. Prerequisite: BCHM 361. 3 semester credit hours. Typically offered: Spring Term.

**BCHM 390 Selected Topics.** Current advanced topics in Biochemistry. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**BCHM 393 Biochemical Internship.** Practical experiences in biochemistry under the supervision of the program faculty. 1-6 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**BCHM 398 Biochemical Research.** Intended for Biochemistry/Molecular Biology majors. Original experimental research conducted under the supervision of a faculty or adjunct faculty member. Projects may be conducted on campus or at an affiliated research facility. A research report is required and must be submitted to the director of the Biochemistry Molecular Biology program. In addition, a student engaged in research must present a seminar of his/her work. 1-3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

## Biology

**BIOL 105 Physical Geography.** An introduction to hydrology and the physical processes operating in and on the planet earth. Topics of study will include ground and surface water, the hydrologic cycle, watershed models, groundwater recharge, geomorphology, tectonics, structural features, and geological processes relating to natural resource management, environmental processes and concerns. 3 semester credit hours. Physical Science Core Elective. Typically offered: Periodically.

**BIOL 120 Genetics of Everyday Life.** Introduces the non-science major to the classical principles of genetics. Emphasis is on human genetic disease and genetic biotechnology including social, cultural and ethical implications. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 124 Human Health and Disease.** Human Health and Disease is designed to introduce students to the general concepts of health and human diseases. The major goal of this course is to cover main principles of disease presentation, risk factors, diagnosis, treatment, and prevention. Diseases and physiological systems will vary from semester to semester. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Typically offered: Periodically.

**BIOL 130 The Search for Life in Outer Space.** Integration of biology and astronomy to address the provocative questions of whether we are alone in the universe, how life originated on earth and whether we can find or contact extraterrestrial life. Intended for non-biology majors. 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 134 Biology of Non-Human Primates.** This course is an introduction to the biology and behavior of non-human primates. Specifically, we will focus on the characteristics that define the primate order and examine the similarities and differences among the various groups of primates, including lemurs, lorises, tarsiers, monkeys and apes. Additionally, topics such as growth and development, cognition and communication, diet and feeding strategies and mating patterns will be explored. This course emphasizes scientific methodology and critical thinking. . Life Science Core Elective. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Typically offered: Periodically.

**BIOL 135 Forensics.** Fundamental principles and methods of biological forensics. Intended for non-biology majors. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 140 Origins of Humanity.** Introduction to human evolution. Introduces the nonscience major to what the fossil record reveals, the place of humans in the natural world and the biological reasons for modern human physical variation. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 144 Science at the Movies.** An investigation of a wide variety of current scientific topics such as genetic engineering, space exploration and epidemiology through the lens of popular films and television. Students will learn the science behind the stories and critically consider how science and scientists are presented in popular media. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Typically offered: Periodically.

**BIOL 150 Biology of Women.** Discusses biology of gender with special emphasis on the physical structure, function and health concerns of women. The intention is that both women and men understand the complex functioning of the female body and women's unique health issues. Intended for non-biology majors. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 155 Anatomy and Physiology.** Integrated approach to structure and function of the human body. All the major organ systems will be studied. For physical education majors. Prerequisite: High School Biology and Chemistry. Life-Scientific Mode of Inquiry (QLS). 4 semester credit hours. Life Science Core Elective. Typically offered: Spring Term. *Department Consent Required.*

**BIOL 156 Introduction to Microbiology.** An introductory study of bacteria, viruses and other microbes. Includes identification techniques, microbial genetics, immunology, growth and control, and an overview of those microbes important to humans. Does not meet requirements for majors or minors in the College of Science. 4 semester credit hours. Typically offered: Periodically.

**BIOL 157 Introductory Anatomy & Physiology I.** First semester of a two-semester sequence dealing with the structure and function of the human body and mechanisms for maintaining homeostasis within it. Includes the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Does not meet requirements for majors or minors in the College of Science. 4 semester credit hours. Typically offered: Periodically.

**BIOL 158 Introductory Anatomy & Physiology II.** Second semester of a two-semester sequence dealing with the structure and function of the human body and the mechanisms for maintaining homeostasis within it. Includes study of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance,

and acid-base balance. Does not meet requirements for majors or minors in the College of Science. 4 semester credit hours. Typically offered: Periodically.

**BIOL 160 Plagues and People.** This is a course for non-biology majors, as an introductory survey of microbiology that focuses on plagues and their effects on people. It introduces students to collegiate-level thinking and investigating issues in science and biology. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 165 Wine Laboratory and Winery Operations.** This course will explore wine making, including all phases of small scale wine production and the biology and chemistry of wine and wine production. For non-science majors. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 170 Animal Behavior.** Exploration of animal behavior including how evolution, genetics and ecology play a role in animal diversity. Intended for non-biology majors. 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 175 Wild Chicago.** This course explores the unique biodiversity of the Chicago Region by studying local plants, animals and habitats; investigates past and present negative ecological problems regarding regional natural areas, and delves into the endeavors made to reverse these ecological problems. For nonscience majors. 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**BIOL 180 The Ecology of a Changing Planet.** Introduces the nonscience major to the basic ecological processes and science that are involved in many environmental concerns. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Sustainability. Typically offered: Periodically.

**BIOL 191 Selected Topics.** Special topics in biology at an introductory level. 1-3 semester credit hours. Life Science Core Elective. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 9.*

**BIOL 196 Introduction to Biology Lab.** This course is designed with selected exercises to reinforce information learned in BIOL198, and to apply statistical and quantitative approaches to biology. This course does not meet the requirements for majors in the department of Biological Science. Coregistration or "C" or better in BIOL 198 or equivalent and "C" or better in MATH 110 or MATH 105 or MATH 108 or above. 1 semester credit hour. Typically offered: Fall Term.

**BIOL 197 Principles of Organismal Biology.** Key concepts in organismal biology on which advanced courses will build. Includes introduction to evolution, ecology, development, and reproduction and survey of bacteria, protists, fungi, plants, and animals. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Sustainability. Typically offered: Fall and Spring Terms.

**BIOL 198 Principles of Biology.** Key concepts in biology on which advanced courses will build. Includes basic biological molecules, molecular biology, cell structure/function, transport processes, bioenergetics and genetics. For science majors. Prerequisite: Co-registration or credit in CHEM 113 or CHEM 103. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Fall, Spring, and Summer Terms.



**BIOL 199 Principles of Biology Lab.** Methods and techniques of laboratory investigation. Coregistration or "C" or better in BIOL 198 or equivalent and "C" or better in MATH 110 or MATH 105 or MATH 108 or above. 1 semester credit hour. Life Science Core Elective. Typically offered: Fall and Spring Terms.

**BIOL 201 Physical Anthropology.** Focuses on forces producing humans in their present form. The study of evolution, population genetics, and the fossil record. Prerequisite: "C" or better in: BIOL197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 202 Introduction to Natural History Museums.** Introduction to Nature History Museums examines the history, structure, organization, policies, and procedures of work in a natural history museum. This course includes a variety of topics: museum administration, collections management, curatorial practices, specimen preservation and conservation, emergency preparation and planning in museums, and the use of specimens in research, education, and exhibition. Prerequisite: "C" or better in BIOL197 or 297, and instructor consent. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 203 Human Anatomy.** Study of human organism structure through cadaver observation. Lecture and Lab. A biology major cannot receive credit for both BIOL 203 and 254. Prerequisite: "C" or better in: BIOL197 or 297, BIOL 198, BIOL 199, and CHEM 103 or 123. 4 semester credit hours. Typically offered: Fall and Spring Terms.

**BIOL 204 Advanced Botany.** A detailed study of the plant kingdom using a morphological and anatomical approach. Labs will consist of microscope slide work, dissections and aspects of plant ecology and physiology. Prerequisite: "C" or better in BIOL 197 or 297, BIOL 198, BIOL 199 or 299, and CHEM 123. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**BIOL 205 Environmental Science.** A survey of environmental science with an emphasis on global concerns, biological and physical resources, resource use, conservation issues, and the interactions among science, society, and the environment. Prerequisite: "C" or better in: BIOL197 or 297, BIOL 198, and CHEM 123. Cross listed BIOL 205/ENVS 205. Sustainability. 3 semester credit hours. Typically offered: Fall Term.

**BIOL 208 General Microbiology.** -Comprehensive survey of the biology of microorganisms, especially bacteria. Includes topics in growth, metabolism, physiology, taxonomy, ecology and biotechnology. Lecture and lab. Prerequisite [Main Campus]: "C" or better in BIOL 197 or 297, BIOL 198, BIOL 199 or 299, and CHEM103 or 123. Prerequisite [Springfield Campus]: BIOL 193, CHEM 121. [Mesa campus]: "C" or better in BIOL 196, BIOL197 or 297, BIOL 198, and CHEM 103. 4 semester credit hours. Writing Int and Engaged Learn. Typically offered: Fall and Spring Terms.

**BIOL 223 Field Studies in Biology.** This course introduces students to the biological complexity of ecosystems through participatory field experiences in a range of locations. Field trips and exercises are led by faculty, and experts will lecture on a variety of topics which may include the natural history of regional biota, patterns of species diversity, ecology, and conservation. Some course sessions require international travel to the field site. Prerequisite: "C" or better in BIOL197 or 297, BIOL198, CHEM123. Typically offered: Spring Term. *Course Repeatable. Maximum number of units allowed 3.*

**BIOL 224 Field Botany.** Identification and classification of native and naturalized flowering plants of Illinois. Prerequisite: "C" or better in BIOL 197 or 297, BIOL 198, BIOL 199 or 299, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 228 Vertebrate Embryology.** Developmental anatomy, genetics and physiology of vertebrates with emphasis on human development, pregnancy, and birth. Lecture and lab. Prerequisite: "C" or better in: BIOL197 or 297, BIOL 198, BIOL 199, CHEM 123. 4 semester credit hours. Typically offered: Spring Term.

**BIOL 229 Biostatistics.** A quantitative approach to biology; emphasis is on the design and analysis of biological experiments. Prerequisites [Main Campus]: "C" or better in BIOL 197 or 297, 198, and 199 or 299 or NTSC 152, CHEM 123. Prerequisites [Springfield campus]: MATH 110 or higher, BIOL 194. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**BIOL 230 Plant-Soil Relationships.** Topics include effects of soil on plant growth and nutrition and how plants affect the soil. ACCA Cooperative College Botany Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 249 Parasitology.** The morphology and life histories of animal parasites and their relation to the spreading of disease. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 250 Genetics.** A survey course emphasizing Mendelian inheritance, molecular, cellular and medical genetics as well as current genetic research and its applications. Prerequisite of "C" or better in BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**BIOL 251 Genetics Laboratory.** Designed to illustrate principles formulated in BIOL 250. Prerequisite: "C" or better in BIOL 199 or 299, co-registration or "C" or better in BIOL 250. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**BIOL 254 Comparative Vertebrate Anatomy.** Comparative and phylogenetic study of the anatomy of vertebrates. Lab and museum work. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, BIOL199 or 299, and CHEM 123. 4 semester credit hours. Typically offered: Periodically.

**BIOL 256 Comparative Animal Physiology.** A study of basic life functions in animals emphasizing the mechanisms for maintenance of homeostasis in response to environmental factors such as water and dehydration, salts and ions, temperature, light, and daily and seasonal rhythms. May or may not be offered with lab. Prerequisite of "C" or better in: BIOL 197 or 297, BIOL 198, BIOL199 or 299, and CHEM 123. 3-4 semester credit hours. Typically offered: Periodically.

**BIOL 258 Human Physiology.** The study of the control and function of human organ systems. Lecture only. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 103 or 123. 4 semester credit hours. Typically offered: Fall and Spring Terms.

**BIOL 259 Human Physiology Laboratory.** Lab uses standard clinical equipment to illustrate principles of physiology. Prerequisite: "C" or better in BIOL 258 and BIOL199 or 299. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**BIOL 260 Recombinant DNA Lab.** Current techniques in manipulating DNA, such as PCR and subcloning, for expression of proteins. Gene product will be studied further in subsequent labs in the series. This lab is intended for Biochemistry/Molecular Biology majors. Prerequisite: "C" or better in BIOL 250. Also, BMB



majors must complete the entire introductory sequence of BIOL 197 or 297, BIOL 198, BIOL 199 or 299, CHEM 113, 114 or 115, 123, 124 or 125, and MATH 220 with a "C" or better and a GPA of at least 3.2 prior to taking BIOL 260 (See the section "Acceptance into the BMB program"). 1 semester credit hour. Typically offered: Spring Term.

**BIOL 263 Tropical Ecology.** A course on the composition and change in contemporary and historical tropical forests. Includes surveys of plants and animals and their interactions, and ecological concepts controlling biodiversity. Depending on the year, either Spring term on-campus lectures with local weekend field trip(s), or Summer term longer trip to site in Costa Rica. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 271 Biology of Mammals.** The habits, classification, life histories, and economic relations of North American mammals. Museum work. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 272 Zoology.** An organized presentation of the animal kingdom. The class emphasizes the structure of animal traits and how they help the animal function as an integral whole entity. A secondary goal is comparative anatomy of the animal classes. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 273 Biology of Birds.** The habits, classification, and life histories of North American birds. Museum and field study. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 275 Invertebrate Zoology.** Survey of major invertebrate animal groups through comparative study of their biodiversity, anatomy, physiology, development, and ecology. Focus on evolutionary relationships and importance of reproductive, development, feeding, mobility, skeletonization, bilaterality, cephalization, terrestrialization, parasitism, and carnivory. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 279 Freshwater Ecology.** Relationships between water, animals, plants and humans are investigated using the Shedd Aquarium as the laboratory. An introduction to the components of a freshwater habitat and a survey of the plants and animals that exist there, offered through the ACCA Cooperative College Program. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 280 Marine Mammalogy.** Classification, distribution, feeding habits, physiology anatomy and reproduction of marine mammals will be investigated using the Shedd Aquarium as the laboratory, offered through the ACCA Cooperative College Program. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 281 ACCA Seminar.** Evening seminar dealing with advanced topics in biology. Prerequisite: "C" or better in Biol 197 or 297 and Biol 198. Topics are announced. 1 semester credit hour. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**BIOL 282 Vascular Plant Taxonomy.** An introduction to the theory and practice of vascular plant classification. Field work and a personal collection are required. ACCA Cooperative College Botany

Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 4 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 283 Contemporary Ethnobotany.** A study of the influence of plants on our economic, social and political history, and plants humans have chosen to protect and cultivate. Lab includes horticultural and identification work with economically important plants, and trips to plant conservatories. ACCA Cooperative College Botany Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 284 Woody Plants of the Western Great Lakes Region.** An introduction to the composition and identification of the woody flora of the western Great Lakes region. The impact of geology, climate and soils on the development of woody flora will also be considered. ACCA Cooperative College Botany Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 4 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 285 Biology of Algae.** An introduction to the algae, including the classification, structure and reproduction of major groups. Lab includes field collections and laboratory studies of local freshwater and soil algae. Practical applications in waste management, environmental monitoring and agriculture will be considered. ACCA Cooperative College Botany Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 4 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 286 Biology of the Fungi.** An introduction to the fungi; including classification, structure, ecology, and identification of the significant groups. ACCA Cooperative College Botany Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 4 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 287 Plant Ecology.** Examination of the structure/function relationships of plants to environmental factors, interrelationships of plant communities, laboratory and field techniques, and appropriate literature. ACCA Cooperative College Botany Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 4 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 288 Medical Botany.** Study of use of plants in medical practice and as sources of medicine. ACCA Cooperative College Botany Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 289 Plant/Animal Interactions.** Studies the special ecological and evolutionary relationships between plants and animals (herbivory, pollination and seed dispersal). Includes natural history, experiments, theory and current research. ACCA Cooperative College Botany Program with the Morton Arboretum. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 4 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 290 Marine and Island Ecology of the Bahamas.** Exploration of habitats and animals found on and around the Bahamian Islands. Includes a nine-day field experience in the Bahamas. Course offered ACCA Cooperative College Program at the Shedd Aquarium. Prerequisite: "C" or better in BIOL 197 or 297, BIOL 198, BIOL 199 or 299, CHEM 123 and complete an external application to Shedd Aquarium 4 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

**BIOL 291 Selected Topics.** Special topics in biology chosen for the interests or needs of students. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**BIOL 292 Biology Teaching.** Opportunity for motivated students that have demonstrated excellent ability in theoretical aspects and practical techniques covered in prior laboratory coursework with experience to (1) assist in the teaching of an undergraduate laboratory science course, (2) grade assignments and tests, and (3) prepare reagents and equipment for laboratory use. Maximum of 2 credits allowed towards major. Prerequisite of "C" or better in: BIOL 197 or 297, BIOL 198, BIOL199 or 299, and CHEM 123. 1 semester credit hour. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**BIOL 295 Independent Study.** Provides opportunity for advanced major to pursue study in a field of biological interest. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**BIOL 297 Honors Organismal Biology.** In-depth lecture and inquiry-based laboratory introduction to evolution, ecology, development, reproduction, and organismal structure/function for students in the Jurica Scholars Program. Life-Scientific Mode of Inquiry (QLS). Sustainability. Prerequisite: "C" or better in BIOL198, CHEM113, Jurica Scholars Program students only. 4 semester credit hours. Sustainability. Typically offered: Spring Term.

**BIOL 299 Quantitative Biology Laboratory for Transfer Students.** Methods and techniques of biology laboratory investigation. Experimental design, data collection and statistical analysis, graphical representation of data, interpretation of results. Includes Biological Science Department orientation activities for transfer students. Credit may not be earned in BIOL 199 and BIOL 299 at Benedictine University. Required for transfer students majoring in the biological sciences. Prerequisite: Transfer credit for BIOL 197, BIOL 198, and BIOL 199. Life-Scientific Mode of Inquiry (QLS). 1 semester credit hour. Typically offered: Fall and Spring Terms.

**BIOL 300 Ecology of Lakes and Streams.** The study of the interrelations among the physical, chemical, and biological components of freshwater ecosystems. Includes taxonomy, adaptations, distributions, and abundance of aquatic organisms. Prerequisite: "C" or better in CHEM 123 and one of: BIOL 201, BIOL 203, or BIOL 250. Cross-listed ENVS / BIOL 300. 3 semester credit hours. Typically offered: Periodically.

**BIOL 301 Human Evolution.** An in-depth look at the physical and behavioral evolution of humans. This course will focus primarily on the human fossil record from seven million years ago to the origin of Homo sapiens, with concentration on the functional anatomy of early humans. Prerequisite: "C" or better CHEM 123 and one of: BIOL 201 or BIOL 203 or BIOL 250. 3 semester credit hours. Typically offered: Periodically.

**BIOL 305 Environmental Toxicology.** A study of the toxic effects of chemicals on human and ecological populations. Includes the physiological, genetic, and teratogenic effects of chemicals on humans and the study of biomagnification of chemicals through the food chain. Case studies and risk modeling using computers will be included to integrate theory and regulatory compliance. Prerequisite: "C" or better in CHEM 123 and either BIOL 256 or BIOL 258. Cross listed with ENVS / BIOL 305. 3 semester credit hours. Typically offered: Periodically.

**BIOL 310 Physiological Modeling.** Students will develop simple models that can be implemented in an Excel spreadsheet and compared with experimental or clinical data when available. Topics covered include drug elimination; distribution of O<sub>2</sub>, CO<sub>2</sub> and glucose; osmosis and homeostasis of erythrocytes; fluid dynamics and blood flow; kinetics of motors, carriers, and RNA; membrane transport and drug delivery; diffusion of neurotransmitters; ion channel permeation and gating; ion channels and the action potential. Intended for Biology and Health Science Majors. Prerequisite: "C" or better in CHEM 123, BIOL 197 or 297, BIOL 198, and any 200-level BIOL course. 3 semester credit hours. Typically offered: Periodically.

**BIOL 313 Evolution.** A study of evolutionary processes, including Darwinian and non-Darwinian evolutionary theory, genetic mechanisms, social issues, and the role of natural selection in the formulation of species and higher categories. Emphasis is placed on the phylogeny of major animal groups. Prerequisite: "C" or better in BIOL 250 and CHEM 123. 3 semester credit hours. Typically offered: Fall Term.

**BIOL 319 Histology.** The microscopic anatomy of the tissues and organs of vertebrates. Lecture and lab. Prerequisite of "C" or better in BIOL 199, BIOL 258 and CHEM 123. 4 semester credit hours. Typically offered: Periodically.

**BIOL 321 Ornithology.** The basic biology, evolution, behavior, identification and ecology of birds. Laboratory, museum and field study. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 4 semester credit hours. Typically offered: Periodically.

**BIOL 322 Paleobiology.** Using fossils to understand the evolutionary and ecological history of life. Topics such as mass extinctions, evolutionary diversifications, quantification of evolutionary rates, microevolution and speciation in the fossil record, evolutionary development, evolutionary transitions, fossilization, climate change, competition, functional morphology, conservation biology, and long-term trends in evolution and ecology are covered. Prerequisites: "C" or better in BIOL 204 or 229 or 275 and CHEM 123. 4 semester credit hours. Typically offered: Spring Term.

**BIOL 323 Biophysics.** This course provides a calculus based introduction to biophysics and physiological modeling. The course in an integrated lecture and computer lab experience that focuses on scientific modeling and hypothesis testing. Topics covered will be selected from: experimental data analysis; drug elimination (pharmacokinetics); single molecule biophysics. Poisson processes, ligand binding, enzyme kinetics and saturation, ion channel gating, motor proteins and dwell time distributions; molecular dynamics; transport diffusion and random walks; computational fluid dynamics; ion channel permeation and the action potential; osmosis, gastrointestinal and renal functioning; statistical thermodynamics and the second law; free energy transduction, passive transporters and active pumps; hemoglobin, oxygen transport and metabolism. Prerequisites: "C" or better in CHEM 113, CHEM 123, PHYS 212, and MATH 211 or 221. Cross-listed as BIOL/CHEM/PHYS 323. 4 semester credit hours. Typically offered: Fall Term.

**BIOL 325 Biology of Complex Systems.** Survey of emergent and organizing principles in complex biological systems modeled as networks. Topics include genome and cellular interaction networks, anatomical networks such as brain and cardiovascular systems, social, linguistic, cultural, and technological networks, and ecological networks. Graph theory and computer software are used to visualize and analyze system properties. Prerequisite: "C" or better in BIOL 250 and CHEM 123. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 330 Plant-Animal Interactions.** Plant – Animal Interactions is the study of the special ecological and evolutionary relationships between plants and animals. The basic interactions between plants and animals (herbivore, pollination, and seed dispersal) will be studied by observing the natural history, conducting experiments, making observations, investigating the theories, and discussing current scientific literature.

Course Prerequisite: CHEM123 and one of: BIOL204, 256, 258, 301, 363 or BCHM 261. 4 semester credit hours. Typically offered: Spring Term, Even Years.

**BIOL 333 Plant Physiology.** The study of plant functions at all levels - molecular, cellular, organismic and environmental. Prerequisite: "C" or better in BIOL 204 and CHEM 247. 3 semester credit hours. Typically offered: Periodically.

**BIOL 340 Cell Biology.** The study of life processes at the level of molecules, macromolecules, subcellular particles and organelles; integration of structure and function of living things on the suborganismic level. Prerequisite: "C" or better in BIOL 250 and CHEM 242. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**BIOL 341 Cell Molecular Biology Laboratory.** Techniques in cell and molecular biology. Prerequisite of "C" or better in 199 or 299; credit or co-registration in BIOL 340. 1 semester credit hour. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**BIOL 342 BMB Cell Biology Laboratory.** Laboratory research problems in cell biology, including literature review, experimental design, data gathering, and evaluation of results. Students keep a laboratory journal, write a formal journal-style report about their research, and present their work orally in a research symposium. Third lab in a 3-semester lab sequence intended for the BMB major. Prerequisite: "C" or better in BIOL 340 and BCHM 362. Writing Intensive. 2 semester credit hours. Typically offered in Spring Term. Department Consent Required. 2 semester credit hours. Typically offered: Spring Term.  
*Department Consent Required.*

**BIOL 344 Gross Dissection Anatomy.** Dissection of the human cadaver. Prerequisite: "C" or better in CHEM 123 and "B" or better in BIOL 203. 3 semester credit hours. Typically offered: Periodically.  
*Department Consent Required.*

**BIOL 345 Gross Dissect Anatomy II: Head and Neck.** Head and Neck. Prerequisite: "C" or better in CHEM 123 and "B" or better in BIOL 203. 3 semester credit hours. Typically offered: Periodically.  
*Department Consent Required.*

**BIOL 346 Gross Dissect Anatomy III: Lower Body.** Lower Body. Prerequisite: "C" or better in CHEM 123 and "B" or better in BIOL 203. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 354 Immunology.** Includes structural and functional components of the immune system, as well as types and control of immune response. Prerequisite: "C" or better in CHEM 123 and BIOL 208 or BIOL 340. 3 semester credit hours. Typically offered: Spring Term.

**BIOL 355 Cellular and Molecular Mechanisms of Human Disease I.** Mechanisms of human disease that occur in the cardiovascular, lymphatic, pulmonary, renal and digestive systems. Prerequisite: "C" or better in BIOL 340 or BIOL 258, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 356 Cellular and Molecular Mechanisms of Human Disease II.** Mechanisms of human disease that occur in the neurological, endocrine, reproductive hematologic, musculoskeletal and integumentary systems. Prerequisite: "C" or better in BIOL 340 or BIOL 258, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 358 Exercise Physiology.** Provides an in-depth overview of how the body's physiological, hormonal, and biochemical systems acutely and chronically respond to various forms of physical activity and



environmental conditions in untrained and trained individuals. Prerequisite: 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 Terms.

**BIOL 359 Pathophysiology.** Integrates the pathological processes of human disease with those of the normal functioning body. Cellular and organismal disease mechanisms are studied with reference to specific diseases, with opportunity to apply this learning to actual case studies. Prerequisite: "C" or better in BIOL 258 or 256, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 360 Endocrinology.** A study of the structure and function of the endocrine system. Prerequisite: "C" or better in BIOL 258 and CHEM 123. 3 semester credit hours. Typically offered: Spring Term.

**BIOL 363 Ecology.** Study of the relationships of organisms to one another and to their environment. Includes evolutionary, behavioral, population, community, ecosystem, and applied ecology. Prerequisite: "C" or better in BIOL 205 or BIOL 250; CHEM 123; MATH 200, 210, or 220. Sustainability. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**BIOL 364 Ecology Laboratory.** A field and laboratory course designed to illustrate the principles of basic and applied ecology. Includes field trips, computer simulations, observational studies, and the design and implementation of ecological experiments. Prerequisite of "C" or better in BIOL 199 or 299, BIOL 229, credit or co-registration in BIOL 363. 1 semester credit hour. Writing Intensive, Engaged Learning and Sustainability. Typically offered: Fall and Spring Terms.

**BIOL 365 Molecular Pharmacology.** A course introducing students to the molecular foundations of drug action with an emphasis on molecular structure-function relationships. Includes receptor-ligand interactions, agonists and antagonists, and signal transduction pathways. Prerequisite: "C" or better in CHEM 247 and BIOL 340 or BIOL 258. BCHM 261 is suggested. 3 semester credit hours. Typically offered: Periodically.

**BIOL 366 Medical Genetics.** An advanced course in which the principles of genetics are applied and explored in clinical and other human settings. Problems in dysmorphology, inborn errors of metabolism, consanguinity, cancer etiology, pregnancy loss, prenatal diagnosis, gene therapy, genetic counseling and ethical issues are explored. Prerequisite: "C" or better in BIOL 250 and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 367 Human Embryology.** Study of human development from gametogenesis through the neonatal period, including development after delivery. Topics include medical genetics, morphogenesis, normal and abnormal development processes and the role of environment in prenatal development. Prerequisite: "C" or better in BIOL 203 or BIOL 250. 3 semester credit hours. Typically offered: Periodically.

**BIOL 368 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 Term.

**BIOL 369 Neurobiology.** Introduction to the nervous system including the human brain and its specialized functions. Topics covered include pathophysiology of the brain, how and why psychotic and other drugs affect the nervous system, and how and why memories are formed. Prerequisite: "C" or better in: CHEM 123, and either BIOL 258 or BIOL 340. 3 semester credit hours. Typically offered: Spring Term.

**BIOL 370 Animal Behavior.** A study of how and why animals act and react in their environment, with an emphasis on the evolutionary and ecological aspects. Topics covered include neural mechanisms of behavior, learning, game theory, foraging, communication, reproductive behavior and mating systems, and social behavior. Prerequisite: "C" or better in CHEM 123, BIOL 250 and BIOL 256 or BIOL 258. 3 semester credit hours. Typically offered: Periodically.

**BIOL 371 Molecular Biology.** An advanced study of mechanisms controlling gene and genome organization, expression, regulation, and evolution. Includes viral, prokaryotic, and eukaryotic systems. Exposure to fundamental bioinformatics and Python programming, and readings from the primary literature. Prerequisite: "C" or better in BIOL 340. 3 semester credit hours. Typically offered: Fall Term.

**BIOL 372 Genomics and Bioinformatics.** A survey of the fields of genomics, proteomics, and metabolomics, and systems biology with an emphasis on using bioinformatics resources and understanding the computational and mathematical basis behind many of the tools used for data mining and analysis. Student project involves Python programming. Prerequisite: "C" or better in BIOL 340 and MATH 224 or MATH 211. 2 semester credit hours. Typically offered: Spring Term.

**BIOL 373 Tropical Ecology.** A course on the composition and change in contemporary and historical tropical forests. Includes surveys of plants and animals and their interactions, and ecological concepts controlling biodiversity. Depending on the year, either Spring term on-campus lectures with local weekend field trip(s), or Summer term longer trip to site in Costa Rica. Prerequisite: "C" or better in: BIOL 197 or 297, BIOL 198, and CHEM 123. 3 semester credit hours. Typically offered: Periodically.

**BIOL 374 Research Techniques in Molecular Biology.** A laboratory course designed to acquaint the student with research methodologies and instrumentation in molecular biology. Prerequisite: "C" or better in BIOL 341. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BIOL 375 Research Techniques in Field Ecology.** A hands-on field experience designed to acquaint students with research methodologies in ecology. Project required. Prerequisite: "C" or better BIOL 363 and BIOL 364. 1-2 semester credit hours. Typically offered: Periodically.

**BIOL 380 Advanced Topics in Biology.** A comprehensive study of some selected topic or area in a particular field of biology. Topics will be announced. Prerequisite: "C" or better in BIOL 197, BIOL 198, CHEM 113, and CHEM 123; Senior Standing. 1-2 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 2.*

**BIOL 389 Biological Research.** Research projects which require extensive use of laboratory or museum facilities. Prerequisite: "C" or better in: BIOL 197, BIOL 198, CHEM 113, and CHEM 123. Does not count towards Health Science or (BA) Biology majors. 1-3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**BIOL 391 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, or lectures from a completely new area. Prerequisite: Instructor consent and "C" or better in CHEM 123 and one of BIOL 204, 250, 258, 272, 313, or 363. 1-4 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**BIOL 393 Great Ideas in Biology and Medicine.** A study in the original writings of some of the great biologists and medial scientists to understand their thoughts and work and the historical development of the scientific method in biology. Capstone course for HLSC majors on the Main Campus. Prerequisites: "C" or better in BIOL 197, BIOL 198, and CHEM 123; 90 credit hours standing. 1 semester credit hour. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**BIOL 394 Nature Writing.** This course will introduce the literary genre of Nature Writing and explore its ongoing relationship with science. This interdisciplinary course will explore the nature writing of the past and other cultures, as well as trends leading to its future. May be taken as the capstone course for HLSC majors. Prerequisite: "C" or better in: BIOL 197, BIOL 198, and CHEM 123. 1 semester credit hour. Writing Intensive Course and Sustainability. Typically offered: Annually.

**BIOL 395 Independent Study.** Provides opportunity for advanced major to pursue study in a field of biological interest. Prerequisite: "C" or better in: BIOL 197, BIOL 198, CHEM 113, and CHEM 123. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**BIOL 397 Biology Internship.** Practical experiences in the life sciences under the supervision of the biology faculty. Prerequisite: "C" or better in: BIOL 197, BIOL 198, CHEM 113, and CHEM 123. 1-3 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required.*

## Business

**BUSN 101 Introduction to Management.** This course is an introductory course on basic management concepts, principles and practices. It will integrate contemporary management issues to traditional management functions of planning, organizing, leading and controlling. Key to this course will be application of management knowledge at workplace and everyday situations. 2 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**BUSN 102 Introduction to Marketing.** An introduction to the principles, concepts, strategy and tactics of marketing. This course provides an overview of marketing, the art of building relationships between products and services and unique consumers, businesses and markets. This class will serve as a training ground for evaluating marketing, creating and executing ideas, and grappling with the current trends in China, ethics and controversies in marketing worldwide. 2 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

## Business Analytics

**BALT 240 Excel for Mere Mortals.** The participants in this course will not merely be able to calculate the bottom line, they will engage in the art of business analytics. Mastering the basics will open the door for serious financial calculations using real data modeling. Having delivered the numbers, extensive use of Excel's graphic functions will be deployed to tell the business story. Since not all things can be calculated, use of Excel's statistical functions will be exercised to determine probabilities. To embolden the brave, we will delve into the extensive capabilities of macros that provide complete access to the whole of the Microsoft Office suite. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**BALT 297 Internship.** 2-6 semester credit hours. Engaged Learning. Typically offered: Annually. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**BALT 300 SAS Programming for Analytics.** This course will provide an introduction to programming in SAS as well as providing an introduction to programming languages used for analytics. Students will be



exposed to the techniques required to take the SAS Certified Base Programmer Exam for certification. Topics covered will include: using an in file statement to read raw data files; accessing data from Excel; manipulating and transforming variables; and processing data using do-loops. Prerequisite: MGT 150. 3 semester credit hours. Typically offered: Fall Term.

**BALT 301 Managerial Decision Making Under Uncertainty.** This course introduces students to the art and science of decision making under constraints such as limited data, uncertainty, and competing objectives. The course provides students with hands on experience using problem solving techniques. Students will be introduced to simulation modeling, optimization techniques, and decision trees. Prerequisite: MGT 150. 3 semester credit hours. Typically offered: Fall Term.

**BALT 310 Visualization Techniques and Dashboarding.** There is a proliferation of data within organizations that can be used to reduce expenses and increase profits i.e. gain a competitive edge. Attempting to gain insight into the numbers through text is ineffective. Visualization techniques provide an opportunity to spot trends and patterns. This course focuses on using visualization techniques to develop business insights and dashboards to effectively convey those insights to a non-technical audience. 3 semester credit hours. Typically offered: Fall Term.

**BALT 315 Advanced Data Visualization Techniques.** Advanced data visualization is a critical component of analysis. Traditional reports consisting of charts and tables are difficult to interpret and rarely tell the whole story. Patterns are virtually impossible to detect without data visualization. This course is focused on using advanced visualization software such as Tableau/Spotfire to learn visualization techniques used by industry. Prerequisite: BALT 310. 3 semester credit hours. Typically offered: Spring Term.

**BALT 318 Infographics for Business.** Infographics employ the use of pictures to tell a story and to convey ideas in a simple and easy to understand format. This course will focus on the uses of infographics in business as well as a hands on learning experience in developing infographics. 3 semester credit hours. Typically offered: Spring Term.

**BALT 320 Data and Text Mining.** Knowledge discovery and business analytics are core tools used by organizations to direct business decisions, improve strategies, reduce risk and create new business opportunities. This course focuses on algorithm techniques that can be used for knowledge discovery such as classification, association rule mining, clustering, and heuristics. Successful applications of this methodology have been reported in areas such as credit rating, fraud detection, database marketing, customer relationship management, and stock market investments. This course will cover data mining for business intelligence and will cover applications to both data and text. The focus is on several techniques that aim at discovering patterns that can bring value or "business intelligence" to organizations. Examples of such patterns include fraud detection, consumer behavior, and credit approval. The course will cover the most important data mining techniques including: classification, clustering, association rule mining, prediction --- through a hands-on approach using specialty software. Prerequisite: MGT 251 or BALT 301. 3 semester credit hours. Typically offered: Fall Term.

**BALT 325 Lean Six Sigma for Operational Excellence.** Lean Six Sigma is a methodology that focuses on process efficiency and effectiveness which directly translates into increased customer satisfaction and improved return on Investment (ROI). This course focuses on the linkage between strategy and achieving operational efficiency using real-world projects and business cases. Prerequisite: MGT 150. 3 semester credit hours. Typically offered: Fall Term.

**BALT 330 Database Structures & Queries.** In this course students will be introduced to the basic concepts of databases. The course stresses the storage, retrieval and manipulation of data using SQL.

Computer software techniques used in business with emphasis on information management and database management systems (data management and analysis; database management systems, and query languages). The course also includes an overview of a data warehouse structure, developing skills in Microsoft Access and data retrieval for analysis. Prerequisite: BALT 240. 3 semester credit hours. Typically offered: Fall Term.

**BALT 340 Web Intelligence and Analytics.** This course will focus on developing an understanding of web analytics and web intelligence. Students will learn how to: leverage Web site effectiveness and marketing; measure, identify, and interpret key Web metrics and KPIs. Additionally, students will gain an understanding of main data collection techniques, their impact on metrics, and their limitations. Insight into the potential of data mining and predictive analytics in the context of the Web will be explored as well as web spiders, web bots and social listening software. Prerequisite: BALT 330. 3 semester credit hours. Typically offered: Periodically.

**BALT 350 Business Process Management.** This course introduces the latest advances in business process technologies and management such as business process planning, business process requirements analysis, business process modeling, workflow system design and implementation. The course will emphasize a hands-on approach. 3 semester credit hours. Typically offered: Spring Term.

**BALT 360 Social Network Analysis.** Social computing is a term used to describe the intersection of human social behavior and technology systems. This course will introduce students to the concepts of social networks from the viewpoint of economists, sociologists, psychologists and technologists. The focus of the course will be on viewing social groups as networks and decision making as a form of game theory. Real world applications such as online auctions and prediction markets will be explored. Prerequisite: BALT 301 or MGT 251. 3 semester credit hours. Typically offered: Periodically.

**BALT 370 Introduction to GIS for Business Analysis.** Introduction to GIS for Business Analysis. GIS is an advanced data visualization technique which organizes spatial data into layers for analysis and viewing as maps and 3d scenes. 3 semester credit hours. Typically offered: Periodically.

**BALT 397 Institute Project.** Real-world project in business analytics under the supervision of a faculty mentor. Engaged Learning. 2-6 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

## **Business with Science Applications**

**BSCI 200 Introduction to Science Management.** The course provides an overview of science management functional areas in the context of technology based industries. The course introduces students to the functional requirements and expectations of contemporary business and technology practices. Also included is an overview of science management and industry; scientific research (discover knowledge vs. business research (produce value); introduction to finance in scientific companies (discovering valuable solutions and protecting that value in the competitive marketplace); exploring the role of the general business manager with other technology related managers. 3 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**BSCI 210 Science Management: Legal Aspects.** Introduces students to several different applications of legal and regulatory requirements in technology based industries, including introduction to intellectual property, patents, corporate intellectual property strategy, and negotiation approaches to corporate intellectual property strategy. 3 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**BSCI 220 Science Management: Innovation and Product Development.** Through team structure, introduces students on how to apply an interdisciplinary approach to product development. Students will explore the product development process as it applies to research and innovation. Major topics include how to identify product opportunities, assess value and select alternative projects. The overall economics of product development are introduced to gain an understanding of broader business aspects. Students will develop an understanding of the concepts and general tools used to plan and manage product development programs. 3 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**BSCI 230 Science Management: Ethical and Quality Systems.** Ethical and Quality Systems provides an introduction to fundamental ethical theories and quality systems in high technology organizations, from both the personal and organizational perspectives. Included is a study of moral and value perspectives as the basis for ethical decision making. Lecture topics include detailed examination of leading ethical paradigms, discussion of effective character attributes, and introduction of primary quality management tools such as Total Quality Management and Lean Six Sigma. Working individually, students will complete a written project analysis, presenting a recommended solution on a company of their choice that faces an ethical and system quality dilemma. 3 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**BSCI 297 Internship.** Provides an internship within a regional business organization to apply and develop program concepts and skills. 3-6 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

## Chemistry

**CHEM 101 Introduction to Chemistry.** The fundamental principles of chemistry with an introduction to inorganic chemistry; including acids, bases, gases, and solutions. Intended for nursing and allied health majors. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective. Typically offered: Fall Term.

**CHEM 102 Introduction to Chemistry Laboratory.** Experiments that explore the principles discussed in CHEM 101. Prerequisite: Registration or credit in CHEM 101. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Typically offered: Fall Term.

**CHEM 103 Introduction to Organic Chemistry and Biochemistry.** The structure, nomenclature, and reactions of organic compounds and an introduction to biochemistry. Prerequisite: CHEM 101 or CHEM 123. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**CHEM 104 Introduction to Organic Chemistry and Biochemistry Laboratory.** Experiments examine the applications of organic and biochemical theory. Prerequisite: Chem 102 or Chem 124 and co-registration or credit in Chem 103. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Typically offered: Spring Term.

**CHEM 107 Chemistry: An Experimental Science.** Lecture and laboratory component. Develop chemical principles, such as acid-base, kinetics, thermodynamics, and periodicity through observation, demonstration, and experimentation. Designed for education, humanities, and social science majors. 3 semester credit hours. Typically offered: Periodically.

**CHEM 108 Preparatory General Chemistry.** Preparation for general chemistry with topics including unit conversions, scientific notation, the periodic table, chemical formulas, balancing chemical reactions, and

stoichiometry, with a focus on mathematical problem solving, interpreting data from graphs and tables, and chemical reasoning. Physical-Scientific Mode of Inquiry (QPS). Course prerequisite: Credit or co-registration in MATH 110 or higher. LC eligible. 3 semester credit hours. Typically offered: Fall Term.

**CHEM 113 General Chemistry I.** Principles of stoichiometry, aqueous reactions, thermochemistry, electronic structure and bonding, periodicity, phase-related properties and functional groups. Prerequisite: "C" or better in MATH 110 or placement into MATH 111 or better and one year of high school chemistry or equivalent. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**CHEM 114 General Chemistry I Laboratory.** Separations, quantitative measurements and transfers, and spectrochemical techniques involving organic and inorganic systems. Prerequisite: Registration or credit in CHEM 113. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Typically offered: Fall and Summer Terms.

**CHEM 115 General Chemistry I Laboratory.** Intended for physical science, physics, engineering, chemistry and biochemistry/molecular biology majors or students interested in chemistry or biochemistry. The study and application of laboratory techniques and methods of chemical/biochemical analysis that includes a variety of chromatographic and spectroscopic methods, titrimetry, and sample preparation, data acquisition and statistical analysis, molecular modeling, laboratory safety, and scientific ethics. Prerequisite: Credit or co-registration in CHEM 113. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

**CHEM 123 General Chemistry II.** Gas laws, principles of intermolecular forces, kinetics, chemical equilibrium, acid/base chemistry, electrochemistry, and nuclear chemistry. Prerequisite: "C" or better in CHEM 113. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**CHEM 124 General Chemistry II Laboratory.** Titrimetry, solubility, synthesis, qualitative analysis, and instrumentation for pH, kinetics, and electrochemical processes. Prerequisite: "C" or better in CHEM 114 or CHEM 115 and co-registration or credit in CHEM 123. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Typically offered: Spring and Summer Terms.

**CHEM 125 General Chemistry II Laboratory.** Completion of the topics listed for CHEM 115 and pH, electrochemistry, equilibrium, and inorganic synthesis. Prerequisite: CHEM 115 and credit or co-registration in CHEM 123. Physical-Scientific Mode of Inquiry (QPS). LC eligible. 1 semester credit hour. Sustainability. Typically offered: Spring Term. *Department Consent Required.*

**CHEM 190 Selected Topics in Chemistry.** Current topics in chemistry. 1 semester credit hour. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**CHEM 231 Analytical Chemistry I.** Statistical analysis of data, and the theory and applications of instrumental analysis including spectroscopy, chemical separation, and mass spectrometry. Prerequisite: "C" or better in CHEM 123 and CHEM 124 or CHEM 125. 3 semester credit hours. Typically offered: Fall Term.

**CHEM 232 Analytical Chemistry II.** Sampling and the theory and applications of gravimetric, titrimetric, electrochemical, thermal, automated and computer assisted methods of analysis. Prerequisite: "C" or better in CHEM 231. 3 semester credit hours. Typically offered: Spring Term.

**CHEM 237 Analytical Chemistry I Laboratory.** Optimization, operation, and applications of selected instrumental methods discussed in CHEM 231. Prerequisite: Credit or co-registration in CHEM 231, "C" or better in CHEM 124 or 125. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

**CHEM 238 Analytical Chemistry II Lab.** Preparation of buffers, standard addition methods, and standardization of acid/base solutions. Quantitative analysis methods including gravimetry, titrations, potentiometry, voltammetry, and amperometry that are discussed in CHEM 232. Prerequisite: Credit or co-registration in CHEM 232, "C" or better in CHEM 237. 1 semester credit hour. Typically offered: Spring Term.

**CHEM 242 Organic Chemistry I.** Introduction to cyclic and acyclic molecules, with an emphasis on organic acids and bases, reaction mechanisms and stereochemistry. Intended for physical and biological science students. Prerequisite: "C" or better in CHEM 123. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**CHEM 243 Organic Chemistry I Laboratory.** Introduction to organic and biochemical laboratory techniques, separations, purifications and analysis. For non-chemistry majors. Prerequisite: "C" or better in CHEM 124 or CHEM 125 and credit or co-registration in CHEM 242. 1 semester credit hour. Typically offered: Fall and Summer Terms.

**CHEM 244 Organic Chemistry I Laboratory.** Introduction to organic and biochemical laboratory techniques, separations and purifications, with an emphasis on chemical instrumentation. Intended for chemistry and biochemistry/molecular biology majors. Prerequisite: "C" or better in CHEM 124 or 125 or NTSC 152, Credit or co-registration in CHEM 242. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

**CHEM 247 Organic Chemistry II.** Organic synthesis. A study of the preparations and reactions of aliphatic and aromatic organic compounds and their inter-conversions. Prerequisite: "C" or better in CHEM 242. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**CHEM 248 Organic Chemistry II Laboratory.** The synthesis, isolation and identification of organic compounds. For non-chemistry majors. Prerequisite: "C" or better in CHEM 243 and credit or co-registration in CHEM 247. 1 semester credit hour. Typically offered: Spring and Summer Terms.

**CHEM 249 Organic Chemistry II Laboratory.** The synthesis, isolation and identification of organic compounds with an emphasis on spectroscopic analysis. For chemistry and biochemistry/molecular biology majors. Prerequisite: "C" or better in CHEM 244 and credit or co-registration in CHEM 247. LC Eligible. 1 semester credit hour. Sustainability. Typically offered: Spring Term. *Department Consent Required.*

**CHEM 290 Selected Topics in Chemistry.** Current topics in chemistry. Prerequisite [Springfield Campus]: Division consent. 1-3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**CHEM 292 Research Literature.** Discussion and application of online sources containing scientific publications and other information, e.g., SciFinder. The introduction of a report for a research project will be completed. 1 semester credit hour. Typically offered: Periodically.



**CHEM 295 Chemistry Teaching.** Opportunity for a student to work as a teaching assistant in the chemistry department. 1-3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**CHEM 313 Classical Thermodynamics.** Properties of gases, relating heat and work, concepts of enthalpy and entropy, laws of thermodynamics, heat engines, thermodynamics of mixing processes, and phase changes. Prerequisite: "C" or better in CHEM 123, PHYS 212, and MATH 212. Cross listed as CHEM/PHYS 313. 3 semester credit hours. Typically offered: Fall Term.

**CHEM 314 Physical Chemistry I Laboratory.** Applies principles discussed in CHEM/PHYS 313. Prerequisite: Co-registration or credit in CHEM/PHYS 313. Cross listed as CHEM/PHYS 314. 1 semester credit hour. Writing Intensive Course. Typically offered: Fall Term.

**CHEM 315 Quantum and Statistical Mechanics.** Failures of classical physics, development of quantum theory, atomic structure and spectra, statistical mechanics, and statistical thermodynamics. Prerequisites: "C" or better in CHEM/PHYS 313 and co-registration or credit in MATH 212. Cross listed as CHEM/PHYS 315. 3 semester credit hours. Typically offered: Spring Term.

**CHEM 316 Physical Chemistry II Laboratory.** Applies principles discussed in CHEM/PHYS 315. Prerequisite: Credit or co-registration in CHEM/PHYS 315. Cross-listed as CHEM/PHYS 316. 1 semester credit hour. Writing Intensive Course. Typically offered: Spring Term.

**CHEM 320 Inorganic Chemistry.** Principles of structure and bonding, coordination chemistry, organometallic chemistry, and descriptive chemistry. Prerequisite: "C" or better in CHEM 247. 3 semester credit hours. Typically offered: Fall Term.

**CHEM 321 Inorganic Synthesis Laboratory.** Applications of the topics discussed in CHEM 320 including vacuum-line manipulation, inert atmosphere techniques, spectroscopy, and separation methods. Prerequisite: "C" or better in CHEM 320. 1 semester credit hour. Writing Intensive Course. Typically offered: Spring Term. *Department Consent Required.*

**CHEM 322 Bioinorganic Chemistry.** Selected lecture topics include transition metals in biological systems, metals in photosynthesis, metal homeostasis, inorganic compounds in medicine, spectroscopy, and biological coordination compounds. Prerequisite: "C" or better in CHEM 247. 3 semester credit hours. Typically offered: Periodically.

**CHEM 323 Biophysics.** This course provides a calculus based introduction to biophysics and physiological modeling. The course in an integrated lecture and computer lab experience that focuses on scientific modeling and hypothesis testing. Topics covered will be selected from: experimental data analysis; drug elimination (pharmacokinetics); single molecule biophysics. Poisson processes, ligand binding, enzyme kinetics and saturation, ion channel gating, motor proteins and dwell time distributions; molecular dynamics; transport diffusion and random walks; computational fluid dynamics; ion channel permeation and the action potential; osmosis, gastrointestinal and renal functioning; statistical thermodynamics and the second law; free energy transduction, passive transporters and active pumps; hemoglobin, oxygen transport and metabolism. Prerequisites: "C" or better in CHEM 113, CHEM 123, PHYS 212, and MATH 211 or 221. Cross-listed as BIOL/CHEM/PHYS 323. 4 semester credit hours. Typically offered: Fall Term.

**CHEM 325 Materials Science.** This course will explore many of the synthetic (high-temperature, solvothermal, solution, and flux crystal growth) and characterization (X-ray diffraction, Atomic Absorption) techniques common to solid-state/materials chemistry. Lecture and laboratory will be tightly integrated in

a studio-style format. Individual, independent research projects aimed at the synthesis of novel inorganic materials will take the place of traditional experiments. On-site powder X-ray diffraction instrumentation will allow for immediate characterization of synthetic products. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**CHEM 334 Bioanalytical Chemistry and Chemical Sensors.** Selected lecture topics in spectroscopy, separations, and electrochemistry of biological macromolecules; immunoassays, enzymatic assays, nanomaterials, microfluidic systems, and development and optimization of biological/chemical sensors. CHEM 231 and 247. Prerequisite: "C" or better in CHEM 231 and 247. 3 semester credit hours. Typically offered: Periodically.

**CHEM 335 Advanced Chemical and Instrumental Analysis.** Selected topics in spectroscopy, separations, ionic equilibria, electrochemistry, statistical analysis, and computer-aided instrument control, data acquisition and processing. Prerequisite: "C" or better in CHEM 232 and 247. 3 semester credit hours. Typically offered: Periodically.

**CHEM 340 Advanced Organic Chemistry.** Selected topics in synthetic organic chemistry, emphasizing current reaction methodologies, catalysis and asymmetric transformations. Prerequisite: "C" or better in CHEM 231, 237 and 247. 3 semester credit hours. Typically offered: Periodically.

**CHEM 357 Molecular Dynamics and Kinetics.** Electronic properties of molecules, molecular interactions, molecular motion, chemical kinetics, molecular reaction dynamics. Prerequisite: Credit or Co-registration: CHEM/PHYS 315. Cross listed with CHEM/PHYS 357. 3 semester credit hours. Typically offered: Periodically.

**CHEM 390 Selected Topics in Chemistry.** Current advanced topics in Chemistry. 1-3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**CHEM 393 Chemical Internship.** Practical experiences in chemistry under the supervision of the chemistry program. 1-6 semester credit hours. Engaged Learning. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

**CHEM 398 Chemical Research.** Original experimental research conducted under the supervision of a faculty or adjunct faculty member. Projects may be conducted on campus or at an affiliated research facility. Publication and public presentation of the research are course objectives. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 18.*

**CHEM 399 Research Capstone.** This course is intended for final semester seniors finishing their research experience, where students will focus on writing a research thesis and engaging in a public presentation. Engaged Learning. 1-2 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

## Chinese

**CHIN 101 Elementary Mandarin I.** Introduction to the pinyin Romanization system, writing Chinese characters, and the basic structures of the language. Designed to enable students to develop basic communicative skills in reading, writing, listening, and speaking. No prerequisite. 3 semester credit hours plus one optional lab hour (required for minors). 3 semester credit hours. Typically offered: Fall Term.



**CHIN 102 Elementary Mandarin II.** Continuing study of the basic structures of the language. Designed to enable students to further develop basic communicative skills in reading, writing, listening, and speaking. 3 semester credit hours plus one optional lab hour (required for minors). Prerequisite: CHIN 101 or placement. 3 semester credit hours. Typically offered: Spring Term.

**CHIN 105 Elementary Mandarin I through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on total contact hours.

**CHIN 106 Elementary Mandarin II through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on total contact hours.

**CHIN 108 Elementary Mandarin I Lab.** Additional practice in reading, writing, speaking, and listening. Required for minors. Co-registration with CHIN 101. 0-1 semester credit hours (minors must take it as a 1 credit hour course). Typically offered: Fall Term.

**CHIN 109 Elementary Mandarin II Lab.** Additional practice in reading, writing, speaking, and listening. Required for minors. Co-registration with CHIN 102. 0-1 semester credit hours (minors must take it as a 1 credit hour course). Typically offered: Spring Term.

**CHIN 191 Conversation and Culture.** Provides an introduction to basic conversational Chinese and highlights of Chinese culture. 1 semester credit hour. Typically offered: Spring Term.

**CHIN 201 Intermediate Mandarin I.** Continued study of basic structures of the language. Emphasis on extensive language practice in simulated cultural settings, which will enable students to further develop communicative skills in reading, writing, listening, and speaking. Prerequisite: CHIN 102 or placement. 3 semester credit hours plus one optional lab hour (required for minors). 3 semester credit hours. Typically offered: Fall Term.

**CHIN 205 Intermediate Mandarin I through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on contact hours.

**CHIN 206 Intermediate Mandarin II through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on contact hours.

**CHIN 208 Intermediate Mandarin I Lab.** Additional practice in reading, writing, speaking, and listening. Required for minors. Co-registration with CHIN 201. 0-1 semester credit hours (minors must take it as a 1 credit hour course). Typically offered: Fall Term.

**CHIN 209 Intermediate Mandarin II Lab.** Additional practice in reading, writing, speaking, and listening. Required for minors. Co-registration with CHIN 202. 0-1 semester credit hours (minors must take it as a 1 credit hour course). Typically offered: Spring Term.

**CHIN 211 Intermediate Mandarin III.** Emphasis on intensive acquisition of vocabulary and developing expressive and discursive abilities in written and spoken Chinese. Course also aims to improve reading and listening skills. Prerequisite: CHIN 202 or placement. 3 semester credit hours. Typically offered: Fall Term.

**CHIN 212 Intermediate Mandarin IV.** Emphasis on intensive acquisition of vocabulary and developing expressive and discursive abilities in written and spoken Chinese. Course also aims to improve reading and listening skills. Prerequisite: CHIN 211 or placement. 3 semester credit hours. Typically offered: Spring Term.

**CHIN 218 Lab.** Additional practice in reading, writing, speaking, and listening. Co-registration with CHIN 211. Typically offered: Fall Term.

**CHIN 219 Lab.** Additional practice in reading, writing, speaking, and listening. Co-registration with CHIN 212. Typically offered: Spring Term.

**CHIN 225 Intermediate Mandarin III through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on contact hours.

**CHIN 226 Intermediate Mandarin IV through Study Abroad.** Credit for language courses taken in accredited programs overseas. Variable credit based on contact hours.

**CHIN 291 Topics.** Selected topics in Chinese Language, Literature, and Culture. Prerequisite: CHIN 211, placement, or instructor consent. 1-3 semester credit hours.

**CHIN 295 Independent Study.** Designed for the intermediate student who wishes to explore an aspect of Chinese language, literature of culture beyond the scope of the regular course offerings. Prerequisite: CHIN 211, or department consent. *Course Repeatable. Maximum number of units allowed 12.*

**CHIN 297 Internship.** Professional experience designed to enhance language proficiency and cultural understanding by working in a human service agency, an educational institution or a business agency where Chinese is the primary language. Prerequisite: Approved application. 1-6 semester credit hours. *Department Consent Required.*

**CHIN 302 Directed Studies in Chinese.** Students undertake study of Chinese-language content in their own area of academic interest and specialization, including use of multimedia content. Delivered at least in part in Mandarin, using a Language Across the Curriculum model. Could be equivalent to advanced courses in study abroad. Prerequisite: CHIN 211 or Instructor consent. 3 semester credit hours. Typically offered: Periodically.

**CHIN 391 Advanced Topics in Chinese Language, Literature and Culture.** Advanced level study of topics in Chinese language, culture, civilization and/or literature. Prerequisite: CHIN 212, or department consent. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 99.*

**CHIN 395 Independent Study.** Designed for the advanced student who wishes to explore an aspect of Chinese language, literature, civilization or culture beyond the scope of the regular course offerings. Prerequisite: CHIN 212, or department consent. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**CHIN 397 Internship.** Advanced professional experience designed to enhance language proficiency and cultural understanding by working in a human service agency, an educational institution or a business agency in a country where Chinese is the primary language. Prerequisite: Approved application. 1-6 semester credit hours. Engaged Learning. *Department Consent Required.*

## **Clinical Laboratory Sciences**

**CLSC 390 Hematology.** Study of blood and bone marrow cells including the enumeration, identification, and classification of these cells. Comparison of normal structure and function versus the abnormal and

malignant states in platelet, red cell, and white cells series. Includes lab. 5 semester credit hours. *Department Consent Required.*

**CLSC 391 Clinical Microbiology.** The various techniques, including Molecular Biology methodologies, involved in identification of normal human flora, the study and isolation techniques of aerobic and anaerobic pathogens, mycobacteria and viruses, and their relationship to disease. Includes lab. 6 semester credit hours. *Department Consent Required.*

**CLSC 392 Clinical Biochemistry.** The application of the principles of medical biochemistry and physiology related to the methodology and evaluation of clinical chemistry procedures. The correlation of chemistry data to disease manifestations. Includes lab. 8 semester credit hours. *Department Consent Required.*

**CLSC 393 Immunoserology.** Study of the principles and procedures involved in the humoral-and cell-mediated reaction in normal and abnormal states; including deficiency states, infectious states, autoimmune disease and transplatation. Includes lab. 3 semester credit hours. *Department Consent Required.*

**CLSC 394 Immunohematology.** Study of the many human blood antigens and antibodies, their identification by various standard techniques, cross-matching for transfusions and component therapy. Procurement and preparation of blood products and dispensing. Includes lab. 4 semester credit hours. *Department Consent Required.*

**CLSC 395 Clinical Microscopy/Urinalysis.** Study of principles and procedures of qualitative and quantitative urinalysis as related to renal function in health and disease. Examination of urine and other body fluids to correlate laboratory data to disease manifestations. Includes lab. 2 semester credit hours. *Department Consent Required.*

**CLSC 396 Coagulation.** Study of the coagulation mechanisms found in the normal and disease states, coagulation testing procedures, and their use in diagnosing bleeding disorders and hypercoagulable states. Includes lab. 2 semester credit hours. *Department Consent Required.*

**CLSC 397 Special Topics.** Designed to broaden the background of the medical technology students. 2 semester credit hours. Engaged Learning. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

## **Communications**

**COMM 201 Advertising Persuasion and Consumer Society.** A critical examination of Madison Avenue's advertising images and narratives. Students in the class learn how to recognize the hidden persuasion techniques that are used in advertising. Writing and speaking intensive Meets Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**COMM 207 Editing for Publications.** Introduction to the principles and practices of editing for books, magazines, and newspapers. Prerequisite: WRIT 102 or 103 or HNRS 190. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**COMM 208 Layout and Design for Publication.** Graphic design principles and professional processes are emphasized. Print projects may include advertising, newspaper, magazine, and other projects, using InDesign and Photoshop. Course fee: \$50.00 3 semester credit hours. Typically offered: Fall and Spring Terms.

**COMM 209 Newswriting and Reporting.** Principles and practice in gathering and writing news as well as preparing copy for publication. Prerequisite: WRIT 101. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**COMM 235 Photojournalism.** Teaches the skills in creating and evaluating images for photojournalism purposes. 3 semester credit hours. Typically offered: Fall Term.

**COMM 250 Masters of the American Cinema.** A historical study of representative fiction film makers from D.W. Griffith to Spike Lee. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Communications Core Elective. Typically offered: Periodically.

**COMM 251 History of Film.** A cross-cultural study of the development of the cinema from its late 19th century origins to the present. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Communications Core Elective. Typically offered: Periodically.

**COMM 253 Public Relations Writing.** Focuses on writing for public relations. Students prepare news releases, newsletters and feature stories. Prerequisite: WRIT 102 or 103 or HNRS 190 3 semester credit hours. Typically offered: Spring Term.

**COMM 254 Writing for the Electronic Media.** A practical course designed to expose students to the various approaches, forms and techniques of writing for the electronic media. Prerequisite: WRIT 102 or 103 or HNRS 190. 3 semester credit hours. Typically offered: Fall Term.

**COMM 255 Television Production.** Laboratory course introducing students to the technical and aesthetic principles utilized in preparing programming for television. Fee: \$50. 3 semester credit hours. Typically offered: Fall Term.

**COMM 256 International Film.** A study of the film form as seen in the most important films produced outside the United States. 3 semester credit hours. Communications Core Elective. Typically offered: Periodically.

**COMM 259 Italian Cinema from 1945 to 1975.** The course focuses on Italian cinema as a form of artistic expression and a critique of the existing social reality. Meets Artistic and Creative Mode of Inquiry (QCA) Elective 3 semester credit hours. Typically offered: Fall Term.

**COMM 263 Advertising Copywriting.** Covers the fundamentals of writing copy and designing advertising for all forms of print and electronic media. Prerequisite: WRIT 101. 3 semester credit hours. Typically offered: Periodically.

**COMM 264 Sports Journalism.** This course is designed for students to adapt skills learned in COMM 209 toward a variety of sports environments and applications. The students will write press releases and do hard news reporting, and be informed of the inner workings of the sports communication environment. 3 semester credit hours. Typically offered: Fall Term.

**COMM 265 Sports Broadcasting.** Students will apply basic skills learned in COMM 254/255 to a variety of video and multimedia applications. Emphasis will be on writing effective sports stories, conducting professional-looking standups, and covering the sports beats on campus. Students will also produce a half-hour sports cable show. 3 semester credit hours. Typically offered: Spring Term.

**COMM 267 Seminar in Writing.** Using a digital-first strategy for writing, students in this class experiment with a variety of writing styles and approaches to include journalism writing, fiction writing, and essay writing. The writing pieces for this class are expected to be eventually submitted for publication in "DuPage Valley Review", a journal of the creative arts at Benedictine University. Prerequisites: COMM 207 and COMM 209. 3 semester credit hours. Typically offered: Fall Term.

**COMM 291 Topics.** Study of aspects of communication on the intermediate level not listed as regular course offerings. Prerequisite: WRIT 102. Course Repeatable. Maximum number of units allowed 12. 3 semester credit hours. Fine Arts Core Elective. *Course Repeatable. Maximum number of units allowed 12.*

**COMM 295 Independent Study.** Designed for the student who wishes to explore aspects of communications not normally offered in the regular curriculum. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**COMM 297 Internship.** Practical experience in public relations, electronic media, journalism, advertising or multimedia supervised by the Communication Arts department. Up to three internship hours may be applied toward the 39 hour major requirement. Up to 12 hours may apply toward the 120 hours for graduation. Prerequisite: Consent of internship coordinator, and at least 3.00 GPA 2-6 semester credit hours. Engaged Learning. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**COMM 301 Research Practicum.** Students conduct original research and present their findings at a student conference. Prerequisite: completion of one COMM theory course at the 300 level with a grade of "B" or better. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**COMM 302 Arts Practicum.** Students create original communication arts works to present at student exhibitions. Prerequisite: completion of one COMM Arts applied course at the 300 level. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**COMM 303 Media and Society.** A critical investigation of the role of media in human societies 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**COMM 304 Media and Environment.** A critical investigation of the role of the media in the global discussion of environmental issues 3 semester credit hours. Sustainability. Typically offered: Fall Term, Even Years.

**COMM 309 Global Journalism.** Students will gain the skills needed to cover news stories in a foreign country along with the ability to analyze global media content. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**COMM 316 Advanced Television Production.** Emphasis on development of directing and post-production skills, with focus on aesthetic and technical principles. Prerequisite: COMM 254 and COMM 255. 3 semester credit hours. Communications Core Elective. Typically offered: Spring Term.

**COMM 317 Mass Media Law and Ethics.** Examines the many legal and ethical issues related to the mass media. Prerequisite: WRIT 102 or HNRS 191. 3 semester credit hours. Typically offered: Fall Term.

**COMM 337 Advanced Journalism Writing.** Students practice the major styles of journalistic writing beyond newswriting: public affairs reporting, feature writing, magazine writing and editorial writing. Prerequisite: COMM 209. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall Term.

**COMM 353 Advanced Seminar in Page Design for Publications.** Students in this class experiment with page design for a variety of publications, the most important of which is "DuPage Valley Review", a journal of the creative arts at Benedictine University. Students are also expected to submit their best page-design pieces to Benedictine University's annual student graphic arts exhibit. Course fee: \$50 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

**COMM 381 Multimedia Production for the Web.** Students experiment with a variety of web-based materials, explore different uses of social media and learn to build web pages in HTML and CSS. Course Fee: \$50 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

**COMM 382 Nonlinear Editing for Audio and Video.** Students learn and apply advanced computer editing skills in audio and video to produce a variety of video projects. Prerequisite: COMM 255 or co-registration in COMM 255. Course fee: \$50. 3 semester credit hours. Typically offered: Fall Term.

**COMM 384 Recording and Popular Music in America.** An examination of American music over the past 125 years and its role in media and culture. There will also be a thorough examination of recording technology from Thomas Edison's first devices through the present day. 3 semester credit hours. Typically offered: Periodically.

**COMM 385 Television and Society.** An in-depth investigation of the television industry and its impact on American and world culture. Prerequisite: WRIT 102. 3 semester credit hours. Typically offered: Periodically.

**COMM 388 Studies in Film Theory and Criticism.** Selected topics in film theory and criticism. 3 semester credit hours. Communications Core Elective. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 9.*

**COMM 390 Images of Men and Women in Advertising.** A critical investigation of how we are influenced in the way we think about gender and gender relationships. Prerequisite: WRIT 102. 3 semester credit hours. Typically offered: Periodically.

**COMM 391 Topics.** Study of aspects of communications on the advanced level not covered in the above course offerings. Prerequisite: COMM 207, COMM 208, WRIT 102. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**COMM 392 Senior Project.** Advanced applications in a focused area of communications beyond other upper level courses. Senior Project does not count towards the 39 hours required for a degree in communication arts. Prerequisite: Senior standing, completion of or concurrent enrollment in communications courses totaling 39 hours, and approval of proposal prior to semester in which the student is enrolled. 3 semester credit hours. *Department Consent Required.*



**COMM 393 Senior Portfolio.** Required of all Communication Arts majors, this course is designed to help the student improve the appearance, content, and organization of their Senior Portfolio. Prerequisite: Senior Standing 3 semester credit hours. Engaged Learning. Typically offered: Spring Term.

**COMM 395 Independent Study.** Designed for the superior student who wishes to explore an aspect of communication beyond the scope of undergraduate course offerings through guided independent study. Prerequisite: COMM 207 and GPA of 3.5 in major. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

## **Computer Information Systems**

**CIS 127 Information Technology in Management.** This course is designed to provide students with an awareness of the changing nature of technology and the related management issues. It will demonstrate solutions to business problems from a management, technical and organizational perspective. Finally it will provide familiarity with the language of technologists to ease the communication gap between business and technology. The technology covered in the class will include hardware, software, communications, database, emerging technologies, internet and intranets. Prerequisite: Acceptance into Adult Learning Team or Online Program. 3 semester credit hours.

**CIS 184 Microsoft Excel Laboratory.** Introduction to the software application of spreadsheets using Microsoft Excel. Designed for students interested in manipulating, organizing, analyzing, and presenting numerical data and information within the context of business applications. Coregistration or credit in CIS/CMSC 180. Computational, Mathematical and Analytical Mode of Inquiry (QCM). Math Computer Science Core Elective. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**CIS 186 Web Development Laboratory.** An introduction to the fundamentals of web design and implementation of client side web applications geared for students in the arts and humanities and education. Topics include HTML and Javascript for webpage design and interactive applications. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 1 semester credit hour. Math Computer Science Core Elective. Typically offered: Periodically.

**CIS 264 Introduction to Web Application Development.** An introduction to modern web application development with a focus on the client-side. Topics include: HTML, XML, JavaScript, PHP, CSS, and RESTful web services. Prerequisite: "C" or better in CMSC 185. 3 semester credit hours. Typically offered: Spring Term.

**CIS 274 Object-Oriented Design and Programming.** Design and implementation of object-oriented applications through the use of Java programming language. Includes classes, inheritance, encapsulation, polymorphism, interfaces, graphical user interface, nested classes, generics, abstract classes, reflection, multitasking, UML, and design patterns. Prerequisite: "C" or better in CMSC 205. 3 semester credit hours. Typically offered: Spring Term.

**CIS 330 Database Management Systems.** Database design and implementation including the relational data model, ER diagrams, relational algebra, SQL, functional dependency theory, normalization techniques, query processing and optimization, concurrency control, recovery, security, and database administration. Prerequisite: "C" or better in CMSC 274. 3 semester credit hours. Typically offered: Spring Term.



**CIS 331 Database Management Systems Practicum.** A hands-on experience with current issues in database management systems. Topics may include Advanced SQL; database administration; and database connectivity through programming, windows applications, and the internet. Prerequisite: Credit or co-registration in CMSC 330. 1 semester credit hour. Typically offered: Periodically.

**CIS 365 Computer Networks and Data Communication.** An introductory course in computer networking and data communications. Topics include, the Internet Protocol Stack, wireless and mobile networks, multimedia networking, and security issues. Prerequisite: "C" or better in both CMSC 220 and CMSC 274. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**CIS 366 Computer Networks Practicum.** A hands-on experience with current issues in computer networks. Development and implementation of stand-alone and web-based client/server applications. Prerequisite: Credit or co-registration in CMSC 365. 1 semester credit hour. Engaged Learning. Typically offered: Periodically.

## Computer Science

**CMSC 100 Introduction to PC Software Applications.** Introduction to the software applications of word processing, spreadsheet, and database management using the Microsoft Office Suite for Windows. For non-majors. 3 semester credit hours.

**CMSC 180 Introduction to Computing.** An introduction to the fundamental principles of computing and the computers relevance and impact on the world today with an overriding theme of algorithms. Topics include hardware, software, data representation, networks, and databases with applications in simulation, modeling, electronic commerce and artificial intelligence. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 2 semester credit hours. Math Computer Science Core Elective. Typically offered: Fall and Spring Terms.

**CMSC 181 Visual Programming Laboratory.** Provides programming fundamentals, with applications developed in a visual programming language. Programming topics include variables, formatted output, looping, conditional execution, subroutines, functions. Coregistration in CMSC 180. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 2 semester credit hours. Typically offered: Periodically.

**CMSC 182 Science Applications Laboratory.** A laboratory experience for all students interested in analyzing, processing, graphing, displaying, and presenting scientific data through the use of spreadsheet software (Microsoft Excel). Co-registration or credit in CMSC 180. Computational, Mathematical and Analytical Mode of Inquiry (QCM). 1 semester credit hour. Typically offered: Fall and Spring Terms.

**CMSC 183 Office Suite Laboratory.** Introduction to the software applications of word processing, spreadsheets, and presentation software using the Microsoft Office Suite for Windows. Prerequisite: CMSC 180. 1 semester credit hour. Math Computer Science Core Elective. Typically offered: Periodically.

**CMSC 184 Microsoft Excel Laboratory.** Introduction to the software application of spreadsheets using Microsoft Excel. Designed for students interested in manipulating, organizing, analyzing, and presenting numerical data and information within the context of business applications. Co-registration or credit in CIS/CMSC 180. Computational, Mathematical and Analytical Mode of Inquiry (QCM). Math Computer Science Core Elective. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**CMSC 185 Python Programming Laboratory.** An introduction to the fundamentals of programming in Python for students interested in engineering, physics, and computer science. Programming topics include problem solving, variables, calculations, I/O, conditions, looping, and functions. Co-registration or credit in CMSC 180. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 2 semester credit hours. Math Computer Science Core Elective. Typically offered: Fall and Spring Terms.

**CMSC 186 Web Development Laboratory.** An introduction to the fundamentals of web design and implementation of client side web applications geared for students in the arts and humanities and education. Topics include HTML and Javascript for webpage design and interactive applications. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 1 semester credit hour. Math Computer Science Core Elective. Typically offered: Periodically.

**CMSC 200 Computer Programming.** An introduction to software design, algorithm development and implementation in a high-level programming language. Elementary programming structures, methods, string processing and functions, and file processing. Functional design and programming, real world and application modeling, testing and debugging. Prerequisites: CMSC 180, MATH 105 or MATH 110. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 3 semester credit hours. Math Computer Science Core Elective. Typically offered: Spring Term.

**CMSC 205 Data Structures and Algorithms I.** The study of data structures, their applications and implementations including one of the two dimensional arrays, classes, lists, stacks, queues, linked lists, binary search trees and heaps. Introduction to object-oriented programming, exception handling and unit testing. Prerequisite "C" or better in CMSC 200 and co-registration or credit in Math 240. 3 semester credit hours. Typically offered: Fall Term.

**CMSC 220 Computer Architecture.** A breadth course in computer architecture including logic design, CPU organization, assembly language, integer and floating point representations, instruction representation, pipelining, memory hierarchy and instruction-level parallelism. Prerequisite: "C" or better in CMSC 200. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall Term.

**CMSC 264 Introduction to Web Application Development.** An introduction to modern web application development with a focus on the client-side. Topics include: HTML, XML, JavaScript, PHP, CSS, and RESTful web services. Prerequisite: "C" or better in CMSC 185. 3 semester credit hours. Typically offered: Spring Term.

**CMSC 270 Data Structures and Algorithms II.** The further study of data structures including AVL-trees, B-trees and graphs. Sorting algorithms, hashing, and recursion. Algorithm analysis techniques. Prerequisite: "C" or better in CMSC 205 and MATH 240. 3 semester credit hours. Typically offered: Spring Term.

**CMSC 274 Object-Oriented Design and Programming.** Design and implementation of object-oriented applications through the use of Java programming language. Includes classes, inheritance, encapsulation, polymorphism, interfaces, graphical user interface, nested classes, generics, abstract classes, reflection, multitasking, UML, and design patterns. Prerequisite: "C" or better in CMSC 205. 3 semester credit hours. Typically offered: Spring Term.

**CMSC 301 Technical Communications.** A focus on communication from both an oral and a written perspective within a purely technical environment. Topics include client/customer requirements gathering, project leadership, and detailed application documentation intended for various audiences. Prerequisite: "C" or better in CMSC 274. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall Term.

**CMSC 310 Operating Systems.** An introduction to operating systems including the topics of processes, threads, synchronization, CPU scheduling, deadlocks, memory management, virtual memory, and distributed systems. Prerequisites: "C" or better in both CMSC 220 and CMSC 274. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**CMSC 311 Operating Systems Practicum.** A hands-on experience with current issues in operating systems. An internal view of the operating system using the Unix kernel. Inspecting the OS internal state, extending the OS, reimplementing existing data structures and designing new functionality. Linux kernel projects and programming. Prerequisite: Credit or coregistration in CMSC 310. 1 semester credit hour. Typically offered: Periodically.

**CMSC 315 Formal Language and Automata.** Introduction to automata theory, relationships between regular expressions, finite state automata and grammars, pushdown automata, closure properties on grammars, and the Chomsky hierarchy of grammars. Prerequisite: CMSC 274. 3 semester credit hours. Typically offered: Periodically.

**CMSC 330 Database Management Systems.** Database design and implementation including the relational data model, ER diagrams, relational algebra, SQL, functional dependency theory, normalization techniques, query processing and optimization, concurrency control, recovery, security, and database administration. Prerequisite: "C" or better in CMSC 274. 3 semester credit hours. Typically offered: Spring Term.

**CMSC 331 Database Management Systems Practicum.** A hands-on experience with current issues in database management systems. Topics may include Advanced SQL; database administration; and database connectivity through programming, windows applications, and the internet. Prerequisite: Credit or co-registration in CMSC 330. 1 semester credit hour. Typically offered: Periodically.

**CMSC 350 Numerical Analysis.** Numerical methods for isolating roots, solving systems of linear equations, interpolation, and evaluating derivatives and definite integrals. Prerequisite: "C" or better in MATH 211 and programming experience. 3 semester credit hours. Typically offered: Periodically.

**CMSC 351 Numerical Analysis Practicum.** A hands-on experience with issues in numerical analysis. Topics may include the application of parallel processing capabilities to numerical problems, extend accuracy computations, computational aspects of large physical problem modeling, or experimental relationships between accuracy and complexity in numerical computations. Prerequisite: Credit or coregistration in MATH 380. 1 semester credit hour. Typically offered: Periodically.

**CMSC 363 Data Mining.** Investigation of data mining techniques and their various applications. Topics include data quality and preprocessing, classification methods, association analysis (attributes and patterns), and cluster analysis (K-means, prototype-based, density-based, and graph based clustering). Prerequisite: "C" or better in CMSC 270. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**CMSC 364 Mobile Commerce.** Examination of current mobile technologies, including implementation, application, and marketability. Topics include mobile commerce, application design and usability, responsive design, mobile operating systems and database technology, and networking and security. Prerequisites: "C" or better in CMSC 205 and CMSC 264. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**CMSC 365 Computer Networks and Data Communication.** An introductory course in computer networking and data communications. Topics include, the Internet Protocol Stack, wireless and mobile

networks, multimedia networking, and security issues. Prerequisite: "C" or better in both CMSC 220 and CMSC 274. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**CMSC 366 Computer Networks Practicum.** A hands-on experience with current issues in computer networks. Development and implementation of stand-alone and web-based client/server applications. Prerequisite: Credit or co-registration in CMSC 365. 1 semester credit hour. Engaged Learning. Typically offered: Periodically.

**CMSC 370 Algorithm Design and Analysis.** Methods of designing efficient algorithms including divide and conquer, backtracking, greedy approach, dynamic programming and branch-and-bound. Complexity analysis of algorithms including computational complexity and NP-complete problems. Prerequisite: CMSC 270. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**CMSC 373 Big Data.** Introduction to concepts of working with big data. Topics include Map-Reduce, mining data streams, link analysis (PageRank), frequent Itemsets, recommendation system and dimensionality reduction. The course also includes practical exercises implementing big data algorithms. Prerequisite: CMSC 270. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**CMSC 374 Advanced Web Application Development.** An in-depth study of building large-scale Web Applications focusing on the MvC design pattern. Topics include: XML, Java Servlets, JSP, JSTL, EJB, SOAP, mobile application development, database APIs, AJAX, application frameworks, and system load testing. Prerequisite: "C" or better in CMSC 264 and CMSC 274. 3 semester credit hours. Typically offered: Periodically.

**CMSC 375 Software Engineering.** An introduction to software engineering from project conception to implementation. Students will work in teams to develop multiple software projects throughout the semester practicing various types of software development processes and working in multiple roles within their team. Topics include software development processes (waterfall, Agile, etc.) unit testing, code coverage, requirements elicitation and specification, software documentation, work estimation, and release planning. Prerequisite: "C" or better in CMSC 330 and CMSC 301. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall Term.

**CMSC 380 Artificial Intelligence.** Problem solving methods such as logic programming and heuristic search strategies are applied to topics such as game playing, pattern recognition, natural language processing, theorem proving, robotics, machine learning and expert systems. Prerequisite: "C" or better in CMSC 270. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**CMSC 383 Machine Learning.** Investigation of the design, implementation and application of various machine learning algorithms. Topics include decision trees, artificial neural networks, Bayesian learning, computational learning theory, instance-based learning, and genetic algorithms. Prerequisite: "C" or better in CMSC 270. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**CMSC 384 Enterprise Architecture.** An advanced course in designing, modeling, building and testing software at an enterprise level. Topics include business architectures, enterprise software (network and web services), advanced web frameworks, design methodologies, data processing, cost management, and scalable, multi-tiered, and secure network applications. Prerequisites: "C" or better in CMSC 270 and CMSC 374. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**CMSC 385 Theory of Programming Languages.** Organization of programming languages analyzed through representative languages. Introduction to concepts of programming language specification and analysis. Includes type issues, scope, subprograms, runtime behavior and models of programming. Prerequisite: "C" or better in CMSC 274. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**CMSC 386 Programming Languages Practicum.** A hands-on experience with current issues in programming languages. A more in-depth view of modern languages such as Perl, C#, VB Script and JavaScript and historical languages such as LISP, Prolog, FORTRAN and COBOL. Prerequisite: Credit or co-registration CMSC 385. 1 semester credit hour. Typically offered: Periodically.

**CMSC 387 Independent Study.** 1-3 semester credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 6.*

**CMSC 391 Selected Topics.** Various topics to supplement the curriculum. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**CMSC 396 ACCA Seminar.** Evening seminar at Associated Colleges of Chicago Area schools dealing with advanced topics in computer science. Topics are announced in advance. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required. Course Repeatable. Maximum number of units allowed 3.*

**CMSC 397 Undergraduate Project.** Independent work on a project supervised by a faculty member in the program. 1-3 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**CMSC 398 Capstone Project.** A team-oriented, software engineering project experience to implement a solution to an information-based problem. Prerequisite: Senior Standing, "C" or better in both CMSC 330 and CMSC 375. 3 semester credit hours. Engaged Learning. Typically offered: Spring Term.

**CMSC 399 Internship.** Practical experiences in computer science related fields under the supervision of the program. Prerequisite: GPA 3.00 in computer science course work. 1-6 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

## **Criminal Justice**

**CJUS 195 Research Practicum.** Participation in on-going departmental research. 1-3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**CJUS 205 Racial and Ethnic Groups.** The nature of prejudice. Studies of ethnic relations in America and other societies. Cross-listed as CJUS 205/SOCL 205. 3 semester credit hours. Typically offered: Spring Term.

**CJUS 206 Juvenile Justice.** Treatment of the juvenile offender in the Juvenile Justice System. Emphasis is on theory, research, principles of law as they apply to the juvenile, causation, prevention, the role of the police and the courts and juvenile corrections and treatment of the convicted offender. Prerequisite: CJUS 260. 3 semester credit hours. Typically offered: Fall Term.



**CJUS 233 Police Systems.** Historical overview of the development of policing systems from early societies to the present. Overview of different police systems throughout the modern world and how they operate. Prerequisite: CJUS 260. 3 semester credit hours. Typically offered: Periodically.

**CJUS 240 Social Problems.** Effects of social change, disorganization and value conflict on family life, mental health, ethnic relations, crime and delinquency, related topics. Prerequisite: SOCL 100. 3 semester credit hours. Typically offered: Spring Term.

**CJUS 243 Ethics in Policing.** Ethical issues faced by law enforcement officers in the course of their personal and professional lives. Basic ethical theory is examined as it applies to selected issues and cases. Prerequisite: CJUS 260. 3 semester credit hours. Typically offered: Periodically.

**CJUS 250 Basic and Applied Statistics.** Acquaints students with descriptive statistical techniques (including measures of central tendency and variability, correlation, regression and large and small sample estimation) as well as inferential statistical procedures (t, z and ANOVA designs, nonparametric tests and multiple regression). Focus will be on how these statistical procedures can be directly applied to real-life situations. Prerequisite: MATH 105, MATH 108 or MATH 110. 3 semester credit hours. Typically offered: Periodically.

**CJUS 251 Statistics II.** ANOVA designs, correlation, regression, non-parametric tests, survey and experimental research techniques, social and behavioral measurements and multivariate analysis. Prerequisite: PSYC 150 or SOCL 150 or CJUS 150. Fee: \$35 3 semester credit hours.

**CJUS 252 Research Practicum.** Goal of the course is to develop the student's research skills in a particular field (Psychology, Sociology or Criminal Justice) by involving him/her in an actual research project under the direction of a faculty member. Students will meet with the instructor on a regular basis and will write both a preliminary proposal and final paper in APA style, the latter to include identification of the subject of the study, a review of the literature, statement of a working hypothesis, construction of necessary operational definitions, delineation of variables, a description of the population (and sample) and statistical tests if appropriate. Prerequisite: Successful completion of basic skills courses. 3 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**CJUS 260 Introduction to Criminal Justice.** Examination of the criminal justice system: police, courts and corrections. Analysis of functions, jurisdiction, operation and relationships. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**CJUS 291 Topics.** Topics of interest to criminal justice majors 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 9.*

**CJUS 294 Criminal Procedure.** In depth analysis of the criminal and juvenile justice process from arrest through adjudication. 3 semester credit hours. Typically offered: Periodically.

**CJUS 306 Correctional System.** Theory and research relating to treatment, incarceration and rehabilitation of the offender. Prerequisite: SOCL/CJUS 260. 3 semester credit hours. Typically offered: Annually.

**CJUS 321 Crime and Delinquency.** Social and psychological factors related to crime, theories of crime and delinquency, police and court systems and correctional institutions. 3 semester credit hours. Typically offered: Spring Term.

**CJUS 322 Criminal Law.** An examination of criminal law including origins and developmental changes to the present. Prerequisite: CJUS 260. 3 semester credit hours. Typically offered: Periodically.

**CJUS 324 White Collar Crime.** An analysis of crime as it relates to business and business practices. Examines occupational, political, economic and social variables that relate to white collar criminality. Theory of research will be examined. Emphasis is on causation, prevention, laws, arrest, adjudication, conviction, sentencing and treatment of white collar criminals. Prerequisite: CJUS 260. 3 3 semester credit hours. Typically offered: Periodically.

**CJUS 326 Introduction to Criminal Investigation.** Fundamentals of investigation beginning with the discovery of a crime and including the preservation of the crime scene, the collecting of clues and information, physical and chemical analysis, case preparation and courtroom testing. Case studies will be used. Prerequisite: CJUS 260. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**CJUS 330 Probation and Parole.** Examination of probation and parole as components of the correctional system. Emphasis is on theory, research and the mechanisms of probation and parole as a means of treating adjudicated criminals. Prerequisite: CJUS 260 and CJUS 306. 3 semester credit hours. Typically offered: Periodically.

**CJUS 331 Organized Crime.** Examination of the origins, models and explanations of organized crime and criminal groups, goods and services produced, and the role of the criminal justice system in the social system. Prerequisite: CJUS 260. 3 semester credit hours. Typically offered: Periodically.

**CJUS 351 Research Methods in the Social Sciences.** An analysis of various theoretical approaches to the study of social sciences as well as discussion and completion of the first two chapters of an original research design. Prerequisite: PSYC 250 or SOCL 250 or CJUS 250. Fee: \$35. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**CJUS 352 Research Practicum.** Goal of the course is to develop the student's research skills in a particular field (Psychology, Sociology or Criminal Justice) by involving him/her in an actual research project under the direction of a faculty member. Students will meet with the instructor on a regular basis and will write a scholarly paper in APA style, the latter to include identification of the subject of the study, a review of the literature, statement of a working hypotheses, construction of necessary operational definitions, delineation of variables, a description of the population (and sample) and statistical tests if appropriate, results of the study and a discussion on the results of the study. Student will present the results of the study at a scholarly meeting. Cross-listed with PSYC 352 and SOCL 352. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**CJUS 356 Clinical Practicum Lab.** Focus is on teaching interpersonal and primary-level skills of empathy, listening, and interviewing to the introductory level helping professional. Prerequisite: Junior or Senior in CJUS program. Engaged Learning and Writing Intensive. 4 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**CJUS 371 Death and Dying.** Dynamics of the grief process, the care of the terminally ill and the needs of survivors in the sociological and psychological context of death. 3 semester credit hours. Typically offered: Annually.

**CJUS 372 Current Issues in Criminal Justice.** Contemporary critical issues that impact the Criminal Justice System including the legislative process, law enforcement, the judicial process and the correctional system. Prerequisite: CJUS 260. 3 semester credit hours. Typically offered: Periodically.



**CJUS 390 Criminal Justice Field Placement.** This field placement provides experience in practice in a professional agency under the supervision of a trained practitioner. Prerequisite: CJUS 356, consent of field placement director prior to the 10th week of the semester preceding the field placement and a GPA of 3.0 or greater. 3-6 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

**CJUS 391 Topics in Criminal Justice.** Relevant topics according to the needs and interests of the criminal justice students. Prerequisite: CJUS 260. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 9.*

**CJUS 395 Senior Thesis.** Completion of an original research project under faculty supervision, involving either an original survey design, case study, or experimental analysis. Prerequisite: PSYC 351 or SOCL 351 or CJUS 351. 3 semester credit hours. *Department Consent Required.*

## Diagnostic Medical Sonography

**DMSC 301 Fundamentals of Sonography.** Orientation to basic ultrasound equipment, instrumentation and transducers, acoustic energy, scanning planes and techniques, anatomy identification, image orientation, and terminology. This course must be passed to continue into the Fall semester of the DMS program. 3 semester credit hours. *Department Consent Required.*

**DMSC 302 Management and Methods of Patient Care.** Review of patient care techniques for the healthcare professional. Medical emergencies and patient transfer, infection control and body substance isolation are discussed. Medical ethics and hospital administration lectures are included. 1 semester credit hour. *Department Consent Required.*

**DMSC 303 Sectional Anatomy for Sonographers.** Study of anatomy of the abdomen, pelvis, and thoracic cavities, the extremities, and the cervical area. Focus is on cross-sectional and 3-dimensional relationships. 2 semester credit hours. *Department Consent Required.*

**DMSC 304 Abdomen Sonography w/Lab.** Study of normal abdominal anatomy and sonographic appearances. Review of physiologic function and correlation of laboratory data. Integration of radiology reports, patient history and procedures to effectively perform a diagnostic exam of an organ. Sonographic methods to visualize pediatric and adult abdomen are discussed. Lab sessions with practicals in scanning techniques are an integral part of the course. 4 semester credit hours. *Department Consent Required.*

**DMSC 305 Obstetrics-Gynecology Sonography.** Study of obstetrical and gynecological anatomy with clinical applications and sonographic methods used to visualize pelvic organs, pregnant uterus and related structures. Discussion of embryogenesis and a review of the reproductive cycle is included. Normal sonographic patterns are studied. 3 semester credit hours. *Department Consent Required.*

**DMSC 306 Clinical Education I.** Application of the principles of ultrasound in a hospital setting under the supervision of a qualified registered sonographer. Emphasis on liver, pancreas, gallbladder, kidneys, obstetrics, and pelvic areas. Pass/Fail grading. 2 semester credit hours. Engaged Learning. *Department Consent Required.*

**DMSC 307 Principles of Ultrasound Physics I.** Introduction and study of the fundamental principles of diagnostic ultrasound physics. Study of acoustic energy and diagnostic ultrasound equipment instrumentation, artifacts and quality control. 3 semester credit hours. *Department Consent Required.*

**DMSC 308 Obstetrics-Gynecology Pathology.** Presentation of sonographic appearances of pathology relating to the pelvic organs, pregnant uterus and related structures. Fetal congenital anomalies and sonographic appearances are examined. Review of female hormone and reproductive cycle. Interpretation of patient charts, relating clinical history, lab and radiology reports and surgical procedures to pathologic processes is studied. Discussion of differentiating characteristics of various pathologies and any related organ involvement. 4 semester credit hours. *Department Consent Required.*

**DMSC 309 Pathophysiology.** Review of organ physiology processes and cellular involvement in various pathologic conditions. Major organ systems and related pathologies are discussed. 2 semester credit hours. *Department Consent Required.*

**DMSC 310 Abdomen Pathology.** Sonographic appearances of pathology relating to abdominal organs and superficial parts are studied. Discussion of differentiating characteristics and pathologic processes of various diseases. Pathology related organ involvement is identified. Interpretation of patient charts, relating clinical history, lab and radiology reports and surgical procedures to pathologic processes. Pediatric pathologies are discussed. 3 semester credit hours. *Department Consent Required.*

**DMSC 311 Clinical Education II.** This course emphasizes clinical experience progression under the supervision of faculty, sonography staff, and clinical instructor. Continued practicum in the clinical applications of abdominal sonography, female pelvis, and obstetrical application. Effective communication, operation of equipment, patient care and technical skills developed. Pass-fail grading. 3 semester credit hours. Engaged Learning. *Department Consent Required.*

**DMSC 312 Ultrasound Image Critique.** Study of film critique, technical factors, and interpretation of quality sonographic images. Review of sonographic terminology, image quality factors, scanning protocols and techniques, and normal sonographic appearances of abdominal, OB\_GYN, and vascular structures. Integration of clinical history and related organ systems to aid in the interpretation of images. Discussion of abnormal sonographic images and correlation of clinical data to develop diagnostic criteria. 1 semester credit hour. *Department Consent Required.*

**DMSC 313 Principles of Ultrasound Physics II.** Continuation of the study of the fundamental principles of diagnostic ultrasound physics and instrumentation. Study of Doppler physics, spectral and color flow principles and instrumentation, artifacts and QA, plus a review of bioeffects, safety, and AIUM acoustic energy guidelines. 2 semester credit hours. *Department Consent Required.*

**DMSC 314 Clinical Education III.** The student continues to improve scanning skills under the supervision of faculty, sonography staff and clinical instructor. Emphasis remains on abdominal, small parts, and obstetrical-gynecological sonography. The student will have an opportunity to refine skills and increase self-confidence through progressively more independent scanning. Pass-fail grading. 3 semester credit hours. Engaged Learning. *Department Consent Required.*

**DMSC 315 Introduction to Pediatrics and Vascular Imaging.** Introduction to neonatal and pediatric sonographic examinations and pathologies. Peripheral vascular anatomy, protocols, and pathologies are discussed. Included is the practice of carotid artery and lower extremity venous peripheral vascular exams under direct supervision in the laboratory setting. 1 semester credit hour. *Department Consent Required.*

**DMSC 316 Speciality Sonography.** Study of various obstetrical, abdominal, and superficial parts pathology, including neonatal procedures, GI tract, soft tissues, liver transplants, and invasive procedures.

Presentation of pathologic processes, sonographic appearances, and clinical history. Administrative duties pertinent to managing a diagnostic ultrasound department are presented. 2 semester credit hours. *Department Consent Required.*

**DMSC 317 Clinical Education IV.** In this final period of clinical study, the student demonstrates full competency and progresses to full independence under the supervision of sonography staff, clinical instructor, and clinical coordinator. Emphasis on abdominal, small parts, OB\_GYN pathology identification, diagnosis, and related organ involvement documentation. Rotations in the practice of peripheral vascular exams, pediatrics, breast imaging, and other specialties within the field may be arranged. Pass/fail grading. 4 semester credit hours. Engaged Learning. *Department Consent Required.*

**DMSC 318 Registry Review.** A review of abdomen, OB\_GYN, and physics information pertinent to taking the American Registry of Diagnostic Medical Sonography national certification examinations. Registry applications are provided, and mock registry exams are part of the review process. 2 semester credit hours. *Department Consent Required.*

## Economics

**ECON 100 Introduction to Economics.** This core course is a general introduction for non-majors into the operation of the economy. Includes the demand-supply model, and study of specific market structures (Microeconomics), and the aggregate demand-aggregate supply model, business cycles, unemployment, inflation and monetary and fiscal policy (Macroeconomics). Prerequisite: MATH 095. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Economics Core Elective. Typically offered: Fall and Spring Terms.

**ECON 101 Principles of Macroeconomics.** Determination of income, employment, and the price level. Effects of fiscal and monetary policies. Prerequisite: MATH 105, 108, or 110. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Economics Core Elective.

**ECON 102 Principles of Microeconomics.** Demand-Supply model, consumer and firm decision-making, market structures, price determination, resource allocation. Prerequisite: MATH 105, 108, 110. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Economics Core Elective.

**ECON 201 Theory of Income and Economic Growth.** Advanced analysis of determinants of growth, national income, employment, and price level; monetary and fiscal policy. Prerequisite: ECON 101, ECON 102. 3 semester credit hours.

**ECON 202 Price Theory and Application.** Analysis of consumer choices and of decision-making by firms under different market conditions. Prerequisite: "C" or better in ECON 101 and ECON 102. 3 semester credit hours.

**ECON 227 Applied Microeconomics.** This course surveys the broad concepts of microeconomics. Topics include supply-demand concepts, the production function, pricing analysis, resource allocations and market structures. The emphasis is on developing understanding and mastery of skills required by managers of organizational units of all types. Prerequisite: ECON 100 or ECON 101 and ECON 102 and Admission to the Adult Learning Team or Online Program. 3 semester credit hours.

**ECON 291 Topics.** Advance coverage of selected topics in economics. Specific content will vary from year to year depending on which faculty member teaches the course. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 15.*

**ECON 292 Economics Teaching.** This course is a practicum in economics. 1-3 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**ECON 297 Internship.** Practical experiences in business related fields under the supervision of the program coordinator. 2-6 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**ECON 305 Comparative Economic Systems.** A comparative analysis of the major world economic systems, including a critical appraisal of underlying philosophies, economic theories, structures, and performance. 3 semester credit hours.

**ECON 310 Money and Financial Markets.** Study of money, the banking system, monetary theories, and relation of the monetary system to national income, employment, and price levels. Prerequisite: ECON 101, ECON 102. Cross-listed as ECON 310/FINA 310. 3 semester credit hours. Typically offered: Fall Term.

**ECON 320 Area Studies.** Cultural, economic and business conditions of different world regions. 3 semester credit hours. Business Core Elective. Typically offered: Periodically. *Department Consent Required.*

**ECON 331 Labor and Industrial Relations.** Analysis of the structure and behavior of labor and business enterprises and implications of this behavior for resource allocation and individual welfare. Prerequisite: ECON 101, ECON 202. 3 semester credit hours.

**ECON 340 Public Finance.** This course examines the economics of the public sector, including the impact of the government budget on resource allocation, income distribution and economic stabilization; principles and problems of budget determination, including both tax and expenditure aspects; tax shifting and incidence; and fiscal and debt management policies. Prerequisite: ECON 101 and ECON 202. 3 semester credit hours.

**ECON 351 Global Development Issues.** A study of the meaning, measurement and historical context of economic development and the issues underlying the vast differences in development between nations of the world. Topics covered include population, agriculture, industry, trade and foreign debt. Cross-listed as ECON 351/INTB 351/MKTG 351. 3 semester credit hours. Typically offered: Periodically.

**ECON 360 International Trade and Finance.** Trade theory, trade barriers, balance of payments, exchange rates, open-economy macroeconomics. Prerequisite: ECON 101, ECON 310, and "C" or better in MATH 115. 3 semester credit hours. Typically offered: Periodically.

**ECON 370 Industrial Organization & Policy.** Focuses on empirical studies in patterns of market structure, business behavior, and performance. Applications in the fields of antitrust and regulation are stressed. Prerequisite: ECON 202. 3 semester credit hours.

**ECON 391 Topics.** Advance coverage of selected topics in economics. Specific content will vary from year to year depending on which faculty member teaches the course. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 15.*

**ECON 395 Independent Study.** Directed readings, independent research, or student projects on areas of individual academic interest; topics, meeting times, and outcomes arranged with instructor. 1-3 semester

credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 15.*

**ECON 397 Internship.** Practical experiences in business related fields under the supervision of the program. 3 semester credit hours. Engaged Learning. *Department Consent Required.*

## Education

**EDUC 200 Preclinical Experience Level 1 with Seminar.** This preclinical experience introduces the candidate to K-12 education through active observation and analysis of the learning environment, instructional planning, and student learning. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 1 semester credit hour. Engaged Learning. Typically offered: Fall and Spring Terms.

**EDUC 205 Educational Foundations.** This introductory course in education will introduce teacher education candidates to the historical, philosophical, social, and the legislative foundations of education. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 3 semester credit hours. Teacher and Core. Typically offered: Fall and Spring Terms.

**EDUC 207 Introduction to Education Seminar.** This course is a survey of the teaching profession through exploration of critical issues in education, the K-12 school environment, and the Benedictine University Teacher Education Program (TEP). This course also introduces the state and national teaching and learning standards including licensure requirements for becoming a teacher. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 1 semester credit hour. Typically offered: Fall, Spring, and Summer Terms.

**EDUC 209 Language Arts in the Elementary School.** A study of the major perspectives on the development of oral and written language. Includes second language acquisition (ELL), phonological awareness, the writing process, listening and speaking in the content areas, children's literature and using assessment to drive instruction. Introduces current methods of teaching integrated lessons utilizing language arts best practices and strategies for improving the quality and quantity of oral and written language in elementary classroom settings with special emphasis on the impact on literacy development. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 3 semester credit hours. Teacher and Core. Typically offered: Fall and Spring Terms.

**EDUC 210 Educational Psychology.** 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 students will explore various theoretical perspectives and research findings on how students develop throughout the elementary and secondary years, how they differ from one another in ways that affect their classroom performance, how they learn most effectively, what things motivate them, and how their learning and achievement can best be measured and evaluated. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 215 Technology for Teachers.** This course introduces and provides practical experience with digital learning tools that support teaching and learning. These tools will connect the students with professional



content, resources, and tools to personalize their teaching and learning. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 234 Preclinical Experience Level 2 with Seminar.** This preclinical experience introduces the candidate to teaching methods, including planning, classroom management, and instructional delivery strategies where K-12 students engage in learning experiences. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 1 semester credit hour. Engaged Learning. Typically offered: Fall and Spring Terms.

**EDUC 236 Preclinical Experience Level 3 with Seminar.** This preclinical experience allows the candidate to plan lessons and implement differentiated instruction while practicing multiple classroom management and assessment strategies. Candidates evaluate their own teaching of these lessons in consultation with the cooperating teacher and the university supervisor. Candidates are expected to participate in collaborative activities and exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 1 semester credit hour. Engaged Learning. Typically offered: Fall and Spring Terms.

**EDUC 240 Teaching Reading/Writing in the Elementary School.** This course provides a broad understanding of the processes by which elementary students learn to read and write. Focus is on exploring the development of a comprehensive balanced reading/ language arts program by differentiating all language arts components. Evidenced-based instructional practices promoting factors involved in teaching reading readiness, reading in primary grades, word recognition, fluency, and comprehension as readers/writers move from emergent literacy to the fluent stages of reading are introduced. Investigation of materials and procedures used for teaching reading in content area are also emphasized, and strategies and techniques for promoting and expanding literacy for English Language Learners and others with diverse educational needs are presented. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hours. Teacher and Core. Typically offered: Fall and Spring Terms.

**EDUC 257 Characteristics of Learners with Low Incidence Disabilities.** This course provides candidates with an introduction to the learning and behavioral characteristics of children and youth with diverse disabilities, including those with learning disabilities, emotional and behavioral disorders, intellectual disabilities, communication disorders, physical disabilities, autism spectrum disorders, multiple disabilities, and gifted and talented abilities. It examines the impact of disability on learning and instruction and presents tactics that can be used to differentiate curricula and instruction in ways that foster the personal and educational success of all learners. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 3 semester credit hours. Teacher and Core. Typically offered: Fall and Spring Terms.

**EDUC 260 Survey of Exceptional Children.** Survey of the historical, legal, and philosophical foundations of special education. The primary focus will be on children with disabilities, but will also include at-risk children. Course work will include the categories of exceptionality as identified by federal law, Individuals with Disabilities Education Act and the Illinois State Board of Education, etiological factors, the disability characteristics, and collaborative/intervention strategies to address their needs. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 265 Characteristics of Learners with High Incidence Disabilities.** This course is 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, 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. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 308 Creating An Inclusive Learning Environment.** This course is designed to provide knowledge and skills including designing, adapting, and evaluating materials, methods, and resources for individuals with a variety of disabilities as defined by Individuals with Disabilities Education Improvement Act (IDEA) (20 USC 1400 et seq.) In addition the course will include knowledge and skills for collaborating and consulting with other educators regarding specially designed instruction and how to build inclusive classrooms for individuals with disabilities and presents strategies that can be used to differentiate curricula and instruction in ways that foster the personal and educational success of all learners. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 310 Assessment in Action.** This course focuses on identifying, developing and evaluating formative and summative assessments used to monitor student learning, student growth and instructional delivery. Students learn how to use data to make decisions concerning instructional and curricular effectiveness, and adjusting practices using differentiated strategies in order to meet the needs of all students. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 311 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. Prerequisite: EDUC 260 and cumulative gpa of 2.5 or higher. 3 semester credit hours.

**EDUC 312 Methods of Teaching Social Studies - Elementary.** This course focuses on planning and designing elementary social science instruction based on the knowledge of social science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 2 – Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall Term.

**EDUC 313 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. For ESL, 20 clinical hours in ESL or bilingual setting. For Bilinguals, 20 clinical hours in bilingual setting. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**EDUC 314 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. For ESL, 20 clinical hours in ESL or bilingual setting. For Bilinguals, 20 clinical hours in bilingual setting. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**EDUC 315 Methods of Teaching Mathematics - Elementary.** This course focuses on planning and designing elementary mathematical instruction based on the knowledge of mathematical content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall Term.

**EDUC 317 Methods and Materials for Teaching 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 Terms.

**EDUC 318 Methods of Teaching Science - Elementary.** This course focuses on planning and designing elementary science instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 320 Reading/Writing Diagnostics for All Learners.** This course focuses on the recognition and diagnosis of reading difficulties using a variety of assessment tools and on prescribing and implementing a variety of appropriate methods and materials to improve the reading performance of all learners. Students will understand how assessment drives instruction through thorough analysis of students reading performance. Emphasis is on the study of principles of remedial-corrective reading and language arts methods, analysis and interpretation of data, and materials useful in correction of reading and language arts difficulties. Students will select appropriate reading assessment instruments, observe and record data, analyze test scores and performance, interpret data, and outline accommodations and plans for remediation. Educational decisions will be made based on data provided by local and/or state assessments and communication of these assessment results will be made. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**EDUC 321 Preclinical Experience: Reading.** Thirty-five hours in an off-campus setting. Transportation needed. Prerequisite Main Campus: Preclinical application, coregistration in EDUC 320, cumulative G.P.A. of 2.5, and TEP. Prerequisite Springfield Campus: Preclinical application, coregistration in EDUC 320, cumulative G.P.A. of 2.75, and TEP. 0 semester credit hours. *Department Consent Required.*

**EDUC 322 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. Prerequisite: Cumulative G.P.A. of 2.5 and TEP. 3 semester credit hours. Typically offered: Spring Term.

**EDUC 330 Methods of Teaching Physical Science - Middle/Jr. and High School.** This course focuses on planning and designing middle and secondary education Physics instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall Term.

**EDUC 331 Methods of Teaching Chemical Science - Middle/Jr. and High School.** This course focuses on planning and designing middle and secondary education chemistry instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 332 Methods of Teaching Biological Science - Middle/Jr. High School.** This course focuses on planning and designing middle and secondary education Biology instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 333 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 For ESL, 20 clinical hours in ESL or bilingual setting. For Bilinguals, 20 clinical hours in bilingual setting. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**EDUC 334 Cultural and Linguistic Diversity for 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. For ESL, 20 clinical hours in ESL or bilingual setting. For Bilinguals, 20 clinical hours in bilingual setting. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**EDUC 335 Methods of Teaching Mathematics - Middle/Jr. and High School.** This course focuses on planning and designing middle and secondary education math instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 337 Multicultural Literature for Children and Adolescents.** This course will introduce students to a range of high quality multicultural literature for all grade levels. Students will immerse themselves in the texts as they learn how cultural, linguistic and ethnic diversity influence reading; how breadth and depth of reading experience influence vocabulary and comprehension development; a variety of ways to respond to literature; the analysis and evaluation of material; understanding dialect; and language differences and the implication for reading. Clinical Hours: 5 hours. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**EDUC 338 Methods of Teaching English - Middle/Jr. and High School.** This course focuses on planning and designing middle and secondary education English/ Language Arts instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 340 Methods of Teaching Spanish-Elementary, Middle/Junior, and High School.** This course focuses on planning and designing middle and secondary education Spanish instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EDUC 342 Methods of Teaching History, Political Science and Economics-Middle/Jr. and High School.** This course focuses on planning and designing middle and secondary education history, political science, and economics instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 343 Methods of Teaching Business/Marketing/Computer Education - Middle/Junior and High School.** This course focuses on planning and designing middle and secondary education business, marketing, and computer education instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 345 Methods of Teaching Physical Education - Elementary, Middle/Jr. and High School.** This course focuses on planning and designing middle and secondary education Physical education instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 350 Preclinical Experience - Middle/Junior and High School.** This preclinical experience allows the candidate to plan lessons and implement differentiated instruction while practicing multiple classroom management and assessment strategies. Candidates evaluate their own teaching of these lessons in consultation with the cooperating teacher and the university supervisor. Candidates are expected to

participate in collaborative activities and exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 1 semester credit hour. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EDUC 352 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 (Lisle campus): cumulative GPA of 2.5 and TEP. Prerequisites (Springfield campus): cumulative GPA of 2.75 and TEP. Cross-listed as EDUC 352. 3 semester credit hours. Typically offered: Periodically.

**EDUC 353 Methods and Principles of Middle School Education.** This course focuses on planning and designing middle school education instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context.

Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 354 Preclinical Experience: Methods and Principles of Middle School Education.** This preclinical experience allows the candidate to plan lessons and implement differentiated instruction while practicing multiple classroom management and assessment strategies. Candidates evaluate their own teaching of these lessons in consultation with the cooperating teacher and the university supervisor. Candidates are expected to participate in collaborative activities and exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 0 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EDUC 355 Managing the Learning Environment.** This course is designed to provide knowledge and skills for structuring a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal setting. This course also includes identifying positive programming strategies for managing challenging behavior in elementary, middle school, secondary and special education classrooms. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EDUC 364 Methods of Reading & Reading/Writing in the Content Area for Middle and Secondary Schools.** This course shows pre-service content area teachers how to use literacy-related instructional strategies to help students think and learn with all kinds of print and digital texts. The emphasis is on the comprehensive content, including an ever-expanding knowledge base in the areas of literacy, cognition and learning, and English-Language Learning. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**EDUC 370 Student Teaching.** This course is a full-time supervised student teaching experience in grades 1-6 for a minimum of 12 weeks in an elementary school. It includes a student teaching seminar. This experience is directed by a qualified supervising teacher and has university-provided supervision. Prerequisite: EDUC 210, 205, 260, 207, 200, 240, 315, 318, 312,320, 215, 310, 355 Preclinical Level 2, Language Arts, Preclinical Level 3, Inclusive Classrooms. 12 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EDUC 371 Student Teaching (w/ Seminar) Education Minor.** Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 12 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EDUC 372 Student Teaching (w/ Seminar) Special Education (LBS1).** Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 12 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EDUC 374 Student Teaching K-8 Elementary Music Education.** Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 6 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*



**EDUC 375 Student Teaching 6-12 Secondary Music Education (w/ Seminar).** Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 6 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms.  
*Department Consent Required.*

**EDUC 378 Student Teaching, Physical Education-Elementary, Middle and High School (w/ Seminar).** Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 12 semester credit hours. Typically offered: Fall and Spring Terms.  
*Department Consent Required.*

**EDUC 391 Topics.** Relevant topics according to the needs and interest of education students. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 395 Independent Study in Education.** Intensive independent study on a problem topic in education to fit the specific interests as well as needs of specific research problems. Work cannot be done in conjunction with another education course, nor in place of a required course. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

## Engineering

**ENGR 100 Introduction to the Engineering Profession.** This course is an introduction to the field of engineering and is designed for students entering or considering engineering as a career path. The course consists of hands-on projects, where students will learn the basics of the engineering design process, as well as presentation by outside speakers who will discuss specifics about the different fields of engineering. 1 semester credit hour. Typically offered: Fall Term.

**ENGR 110 Engineering Design.** A hands-on course where students learn about the engineering design process and problem solving through the implementation and completion of projects from different fields

of engineering. During the course students will work in groups to develop skills in design, team work, technical writing, and presentations. Prerequisite: "C" or better in ENGR 100 or Instructor Consent. 3 semester credit hours. Typically offered: Spring Term.

**ENGR 120 Engineering Graphics.** Fundamentals of engineering communications employing applied geometry in instrument and CAD presentation and interpretation of orthographic, sectional, intersection, development and pictorial views. Introduction to basic machine elements and shop practices. 2 semester credit hours. Typically offered: Fall Term.

**ENGR 220 Analytical Mechanics.** This course gives students an introduction to the principles of mechanics and their application to solutions of engineering problems. Vector analysis, differential equations and integrals/derivatives will be discussed as useful tool. The topics include (but are not limited to): Statics of particles, rigid bodies: equivalent systems of forces, equilibrium of rigid bodies, analysis of structures, kinematics of particles, kinetics of particles, Newton's second law, energy and momentum methods, systems of particles, mechanical vibrations. Prerequisite: "C" or better in PHYS 211 and MATH 211. Cross-listed as PHYS/ENGR 220. 3 semester credit hours. Typically offered: Fall Term.

**ENGR 264 Electronics.** An integrated laboratory and lecture course designed to cover the basic principles of modern electronics. Topics include AC and DC circuits, linear and non-linear devices, nodal analysis, mesh analysis, power supplies, operational amplifiers, and logic circuits. Lecture and laboratory work are integrated allowing the students to test the theories through projects and experiments. Prerequisite: "C" or better in PHYS 212 and MATH 211 or departmental consent. Cross listed as PHYS/ENGR 264. 3 semester credit hours. Typically offered: Spring Term.

## English for Academic Purposes

**EAP 101 Reading College Success II.** A course in English for Academic Purposes for non-native speakers of English. The course builds on the skills developed in EAP 91. The focus is on academic vocabulary development, reading, analyzing, and discussing challenging texts in a variety of genres and disciplines, and critical thinking skills. 4 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EAP 102 Academic Writing II.** A course in English for Academic Purposes for non-native speakers of English. The course builds on the skills developed in EAP 92. The focus is on writing in the disciplines and using outside sources effectively. The basics of library research are introduced. 4 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EAP 103 Grammar II.** A course in English for Academic Purposes for non-native speakers of English. The course builds on the skills developed in EAP 93, with a focus on analyzing the context to make appropriate grammatical, pragmatic, and rhetorical choices. 4 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EAP 091 Reading for College Success I.** A course in English for Academic Purposes for non-native speakers of English. The course offers advanced English learners extensive practice in reading, understanding, and discussing authentic, challenging texts in a variety of genres that students are likely to encounter in U.S. academic settings. The focus is on academic vocabulary development and effective reading comprehension strategies. 4 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*



**EAP 092 Academic Writing I.** A course in English for Academic Purposes for non-native speakers of English. The course offers advanced English learners extensive practice in academic writing, with a focus on the conventions of Edited Standard Written English. The basics of working with sources and avoiding plagiarism are introduced and reinforced. 4 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EAP 093 Grammar I.** A course in English for Academic Purposes for non-native speakers of English. The course offers advanced English learners an intensive review of English grammar, with a focus on using grammatical forms correctly in academic contexts, both orally and in writing. 4 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EAP 094 Listening and Speaking.** A course in English for Academic Purposes for non-native speakers of English. The course offers advanced English learners highly intensive contextualized practice in academic listening and speaking. The focus is on preparing students to transition to regular degree courses. There is extensive opportunity for critical thinking, discussion, and listening in academic genres. Students may also have an opportunity to sit in on some university classes in their discipline. 4 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EAP 095 Culture and Communication.** A course in English for Academic Purposes for non-native speakers of English. The course enables development of higher-level conversation skills in English on topics related to American culture. Students learn through a variety of media and participate in on-campus activities. Regular writing is included in extension activities. 2 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**EAP 096 Study Skills and Test-Taking.** A course in English for Academic Purposes for non-native speakers of English. The course familiarizes students with the American academic culture and covers topics such as participating in class discussions, small-group work, time management, using on-campus resources such as the library and the Student Success Center, and preparing for exams and standardized tests. 2 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

## Entrepreneurship

**ENT310 Finance and Funding.** This course focuses on funding and managing entrepreneurial businesses through the various stages of business growth and explores differences in funding for different business models and organizations (e.g. technology, non-profit). Students will learn: 1) how to develop pro forma financial plans; 2) conduct what-if analysis b) the changing funding requirements of a firm growing from inception through maturity with a particular emphasis on deal structure and risk/reward scenarios for different investor types. 3 semester credit hours. Prerequisite: FINA 300.

**ENT320 Technology Innovation.** Many new businesses are based on technology (e.g., Facebook, Amazon...) for its products or services, which presents many challenges. New technology is often embraced because of its "coolness" factor while the downside risks are ignored. The Internet of Things is presenting such challenges by exposing companies to potential litigation from harmed customers. Other challenges in areas of intellectual property protection, team building and funding opportunities also exist. This course explores entrepreneurship in growing new technology ventures. 3 semester credit hours. Prerequisite: BALT 240.

**ENT 330 Family Businesses.** In this course, students are challenged to advance a real opportunity for value creation within a family business. Students will conduct both primary and secondary research through engaging family members, prospective customers, experts, suppliers, stakeholders, and investors of a family-run business. Students will gain a clearer understanding of the complexities involved with mixing entrepreneurial efforts and family dynamics. Course readings and cases will provide supplemental background. 3 semester credit hours. Prerequisite: MGT 301.

**ENT 340 Entrepreneurial Challenge.** The Entrepreneurial Challenge course is a highly competitive, patterned after the TV shows "Apprentice" and "Shark Tank". Students, organized in teams, will compete over the semester, testing their skills in strategy, marketing, negotiation, management, finance and problem solving. Students will form a business, develop a business plan, and present their results to a panel of judges. 3 semester credit hours. Prerequisite: MGT 301, FINA 300, MKTG 300, MGT 300.

## Environmental Science

**ENVS 105 Physical Geography.** An introduction to hydrology and the physical processes operating in and on the planet earth. Topics of study will include ground and surface water, the hydrologic cycle, watershed models, groundwater recharge, geomorphology, tectonics, structural features, and geological processes relating to natural resource management, environmental processes and concerns. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective. Typically offered: Periodically.

**ENVS 205 Environmental Science.** A survey of environmental science with an emphasis on global concerns, biological and physical resources, resource use, conservation issues, and the interactions among science, society, and the environment. Prerequisite: "C" or better in: BIOL197 or 297, BIOL 198, and CHEM 123. Cross listed BIOL 205/ENVS 205. Sustainability. 3 semester credit hours. Typically offered: Fall Term.

**ENVS 210 OSHA Hazardous Waste Operation & Emergency Response Training.** Forty classroom hours of training in recognition, evaluation, and proper work practices dealing with hazardous materials and wastes in compliance with 29CFR 1910.120. Students passing the course will receive a certificate renewable every year allowing them to work on sites in compliance with the federal statute. There will be an extra certification fee associated with the course. 1 semester credit hour. Engaged Learning and Sustainability. Typically offered: Spring Term. *Department Consent Required.*

**ENVS 211 OSHA Hazardous Waste Operations and Emergency Response Training Refresher.** Eight classroom hours of training in the recognition, evaluation, and proper work practices dealing with hazardous materials and hazardous waste evaluation. The class is for the annual recertification in compliance with 29CFR 1910.120 for students who have passed ENVS-210 or who have current valid certification through other institutions. There will be an extra certification fee associated with the course. Prerequisite: ENVS 210. 1 semester credit hour. Engaged Learning and Sustainability. Typically offered: Spring Term. *Department Consent Required.*

**ENVS 291 Selected Topics.** 1-4 semester credit hours. Typically offered: Periodically.

**ENVS 300 Ecology of Lakes and Streams.** The study of the interrelations among the physical, chemical, and biological components of freshwater ecosystems. Includes taxonomy, adaptations, distributions, and

abundance of aquatic organisms. Prerequisite: "C" or better in CHEM 123 and one of: BIOL 201, BIOL 203, or BIOL 250. Cross-listed ENV5 / BIOL 300. 3 semester credit hours. Typically offered: Periodically.

**ENV5 305 Environmental Toxicology.** A study of the toxic effects of chemicals on human and ecological populations. Includes the physiological, genetic, and teratogenic effects of chemicals on humans and the study of biomagnification of chemicals through the food chain. Case studies and risk modeling using computers will be included to integrate theory and regulatory compliance. Prerequisite: "C" or better in CHEM 123 and either BIOL 256 or BIOL 258. Cross listed with ENV5 / BIOL 305. 3 semester credit hours. Typically offered: Periodically.

**ENV5 398 Capstone Project.** Projects (involving laboratory and field study) that integrate the principle and practice of environmental issues. The experience culminates in written and oral presentation of the findings. 1-3 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 3.*

## Finance

**FINA 120 Financial Literacy.** This course provides students of all majors, concentrations and levels of study, strategies to achieve good spending and savings habits, along with an opportunity to share their knowledge with others in the outside community. Students will create a personal budget and statement of net worth, keep track of their spending and learn how to better manage credit card debt and learn how to use benefit and savings plans to help achieve future financial goals. This course has a service learning component. 2 semester credit hours. Social-Scientific I Mode of Inquiry (QIO) 2 semester credit hours. Typically offered: Periodically.

**FINA 220 Personal Financial Planning.** An introduction to personal financial planning. Topics covered include: time value of money, tax planning, cash management, credit cards, purchase of home, auto and health insurance, retirement and estate planning. Social-Scientific I Mode of Inquiry (QIO). 3 semester credit hours. Business Core Elective. Typically offered: Spring Term.

**FINA 250 Introduction to Bloomberg System.** The course will provide an introduction to the Bloomberg System. Students will learn how to navigate through the system to access the vast amount of data available through the application and will assist students in receiving Bloomberg certification. Prerequisite: FINA 300. 1 semester credit hour. Typically offered: Periodically.

**FINA 255 Equities & Portfolio Management Using Bloomberg.** The course will provide an introduction to the using the Bloomberg System to evaluate equities and equity portfolios. Students will gain knowledge necessary for one of the Bloomberg certifications. Prerequisites: FINA 250, FINA 300. 1 semester credit hour. Typically offered: Periodically.

**FINA 260 Fixed Income Analysis using Bloomberg.** The course will provide an introduction to the using the Bloomberg System to evaluate fixed income instruments. Students will gain knowledge necessary for one of the Bloomberg certifications. Prerequisites: FINA 250, FINA 300. 1 semester credit hour. Typically offered: Periodically.

**FINA 297 Internship.** Practical experiences in business related fields under the supervision of the program coordinator. 2-6 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**FINA 300 Managerial Finance.** An analysis of the functions of financial management in the decision-making process of the firm. Prerequisite: ACCT 112; MATH 105 or MATH 110. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**FINA 310 Money and Financial Markets.** Study of money, the banking system, monetary theories, and relation of the monetary system to national income, employment, and price levels. Prerequisite: ECON 101, ECON 102. Cross-listed as ECON 310/FINA 310. 3 semester credit hours. Typically offered: Fall Term.

**FINA 320 Investments.** A framework useful to develop investment policy for individuals and institutions; security evaluation methods and portfolio management strategies are developed. Prerequisite: FINA 300. 3 semester credit hours. Typically offered: Fall Term.

**FINA 325 Derivatives.** An examination of the pricing and use of options, futures, forwards and swaps in the financial markets. Prerequisite: FINA300. 3 semester credit hours. Typically offered: Annually.

**FINA 330 Predictive Analytics I.** Acquaints students with statistical forecasting methodologies, while placing special emphasis on the underlying assumptions. The emphasis is on time-series methods used for forecasting and includes techniques such as decomposition, smoothing, regression, and ARIMA modeling. Prerequisites: FINA 300, MGT 251 or BALT 301. 3 semester credit hours. Typically offered: Fall Term.

**FINA 335 Risk Management.** This course will introduce students to risk management issues faced by all companies. The course will cover governance, types of risk, (market, credits, liquidity, operational, and reputational), how to calculate Value at Risk using simulation, portfolio Value at Risk, and Stress Testing. Prerequisite: FINA 300; MGT 251 or BALT 301. 3 semester credit hours. Typically offered: Annually.

**FINA 345 Fixed Income.** This course will introduce students to international fixed income markets and debt securities. Topics covered include: interest rate measures, forwards, futures, duration and convexity, the yield curve, and yield spreads. Prerequisite: FINA 300 and MGT 251 or BALT 301. 3 semester credit hours. Typically offered: Annually.

**FINA 355 Talon Trading Fund.** The Talon Trading Fund is the feeder class for the MMspire Trading Company internship. MMspire is an enhanced algorithmic trading firm designed to provide financial internships and first career opportunities to young professionals in the Chicago area. Interns run the complete business of MMspire from back to front office. Interns are expected to cross train and manage several projects dynamically through our various business strategies: risk management, banking, treasury, compliance and marketing. We began this internship program with interns from Benedictine University in the Spring 2016 term. In the summer 2016 term, we have interns from Benedictine, DePaul, Kalamazoo College, Loyola University and SUNY Binghamton.

**FINA 360 International Trade and Finance.** Trade theory, trade barriers, balance of payments, exchange rates, open-economy macroeconomics. Prerequisite: ECON 101, ECON 310, and "C" or better in MATH 115. 3 semester credit hours. Typically offered: Periodically.

**FINA 361 History of Regulation.** This course gives students the opportunity to learn how the compliant environment came to be through the foundation of the Federal Reserve. The course is broken into four different over-arching topics starting with how the gold standard became the norm. The course discusses from a historical perspective the strengths and weakness of the gold standard. Next, the creation of the Federal Reserve is examined. This section focuses on both the goals of the Federal Reserve and the tools of how those goals are achieved. Additionally, the Federal Reserve is evaluated through history whether

those goals have been achieved. Moving forward, students will explore the aftermath of World War 1, focusing on how the United States became the global currency in which other currencies pegged. This section will discuss Bretton Woods, the gold standard and the United States leaving the gold standard. The final section of the course will focus on 1990 through present day. This section evaluates the global financial crashes which increased in both intensity and frequency. Prerequisite: FINA 300. 3 semester credit hours. Typically offered: Annually.

**FINA 362 Compliance Legislation.** Compliance has evolved with the creation of new compliance regulation which has resulted from a financial crisis. As each crisis occurred, new legislation was developed for the purpose of protecting the interests of the public and investors. This course seeks to examine four major pieces of compliance regulation from equities (Sarbanes-Oxley), to banking (Basel 1 & Basel 11), to pensions (ERISA) and finally through Trading Firms (Dodd-Frank). The course is broken into four sections covering each of the four pieces of legislation. The first section focuses on the equities market. The section begins with an understanding of the equities market in general, followed quickly with the scandals in accounting and accountability with upper management. Students will then examine the legislation of Sarbanes-Oxley itself, followed by the implementation on the equities industry. The second section focuses on the banking industry. The section begins with an understanding of the banking industry in general, followed quickly with the associated scandals. Students will then examine the legislation of Basel 1 & Basel 11 themselves, followed by the implementation on the banking industry. The third section focuses on the pension industry. The section begins with an understanding of the pension industry in general, followed quickly with the associated scandals. Students will then examine the legislation of ERISA itself, followed by the implementation on the pension industry. The final section focuses on the trading industry. The section begins with an understanding of the trading industry in general, followed quickly with the associated scandals. Students will then examine the legislation of Dodd-Frank itself, followed by the implementation on the trading industry. Prerequisite: FINA 300. 3 semester credit hours. Typically offered: Annually.

**FINA 363 Compliance Systems.** Compliance systems' introduces the concepts of the implementation of compliance rules and regulations in a firm. The course is broken into three sections. The first of these sections is the development of the compliance rules and regulations to best suit the needs and requirements of a particular firm. Students have the opportunity to design and develop the appropriate rules and regulations. During the next phase of the course students develop monitoring systems for the compliance rules and regulations which have been developed in the first part of the course. Students gain hands-on experience developing reporting systems and monitoring systems. In the final section, the students are given situations which fall outside of their prescribed rules and regulations. In this sections students are taught how to address these issues and how to manage, mitigate and report the issues. Prerequisite: FINA 300. 3 semester credit hours. Typically offered: Annually.

**FINA 365 Fundamental and Technical Currency Trading.** Fundamental and technical trading is driven by the practitioners' knowledge of managing an enhanced algorithmic proprietary foreign exchange fund. The class will learn the basics of managing money and speculative trading on the basis of economic analysis, western and eastern technical analysis (with an emphasis on candlestick charting), and psychological attitudes. Students will produce and trade their own speculative trading plan: watch the market, analyze profitable situations, and produce winning trades. The class will manage a \$50K simulation speculation book and will also watch the professor trade a real money book in class. This class is necessary if the student plans to enroll in the Talon Fund internship which is the Benedictine vehicle for the MMspire Trading internship: <http://www.mmspiretrading.com/>. Prerequisite: FINA300. Department consent required.

**FINA 370 Multinational Corporate Finance.** Stresses the financial decision-making of a firm in an international setting. Covers international financial markets, exchange risk management, asset and liability management, and international banking. Prerequisite: ECON 101, ECON 102, ACCT 111. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**FINA 375 Energy Markets.** This course runs at a fast pace and focuses on the more immediately useful energy market portfolio skills: physicality of natural gas market (transportation, storage, basis), natural gas pricing (physical + financial), natural gas portfolio transactions including producer and consumer hedging (guarantee price, index pricing, and optionality). Prerequisites: FINA 300 and Junior Standing. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**FINA 380 Advanced Managerial Finance.** A continuation of Managerial Finance with a focus placed upon corporate financial decisions. The case approach is used to analyze various advanced finance-related topics. This is the capstone course for the Finance major. Prerequisite: FINA 300. 3 semester credit hours. Typically offered: Spring Term.

**FINA 385 Talon Trading Fund.** This course will prepare students to enter careers in trading, modeling, risk management and operations. Student will apply traditional academic knowledge to practical market issues and increasing their professional, quantitative and behavioral skill set. Prerequisites: FINA 300 and Junior Standing. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 12.*

**FINA 391 Topics.** Specially designed courses in various business topics to supplement the business curriculum. Prerequisite: Varies based upon the specific topic being explored. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**FINA 395 Independent Study.** Provides an opportunity for an advanced student in the major to pursue study in a field of business related interest. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**FINA 397 Institute Project.** Practical experiences in business related fields under the supervision of the program coordinator. 2-6 semester credit hours. Engaged Learning. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

## **Fine Arts**

**FNAR 100 Art Appreciation.** Introduction to the visual arts through lectures, discussions and field trips. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Fall and Spring Terms.

**FNAR 101 Fundamentals of Design.** Emphasizes the knowledge and application of basic design principles of two-dimensional images in abstract and representational forms. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Fall Term.

**FNAR 105 Fundamentals of Design: Computer Application.** This course explores fundamental design elements and principles in visual communication by employing a computer and its applications. Students will practice basic skills of Photoshop, Illustrator, and other graphic programs as needed to create simple design projects that use a computer as an artist's tool. Meets Artistic and Creative Mode of Inquiry. (QCA) 3 semester credit hours. Typically offered: Fall Term.



**FNAR 110 Three-Dimensional Design.** A studio art course which explores the design principles when applied to the exploration and ordering of three-dimensional space. Using a variety of physical materials students will construct artworks which challenge their conceptual capacity of considering visual and tactile properties of form. No prerequisite. 3 semester credit hours.

**FNAR 111 Drawing I.** FNAR 111 Drawing I. Fundamentals of drawing from observation with emphasis on sight measuring, linear perspective, and tone modeling. Subjects of drawing comprise the still life, perspective interior, and the portrait. Fee \$40.00. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Fall and Spring Terms.

**FNAR 120 Lettering & Layout - Foundational.** Introduction to calligraphic lettering with a broad-nib pen. Explores a variety of designs and techniques in italic and related cursive styles. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Fall Term.

**FNAR 121 Lettering & Layout - Italic.** Introduction to calligraphic lettering with a broad-nib pen. Explores a variety of designs and techniques in italic and related cursive styles. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Spring Term.

**FNAR 203 Ancient and Medieval Art.** Art historical survey of significant paintings, sculptures and buildings with emphasis on religious concepts. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Fall Term.

**FNAR 204 Renaissance to Modern Art.** Art historical survey of painting, sculpture and architecture in Western civilization with emphasis on religious concepts. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Spring Term.

**FNAR 205 Non-Western Art History.** Introduction to the history of the visual cultures of Africa, India and Southeast Asia, China and Japan. Emphasizes the arts in context, especially the world religions Buddhism, Christianity, Hinduism and Islam. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective.

**FNAR 206 Modern and Contemporary Art History.** Survey of major visual arts movements from 1865 to present. Emphasizes artists' contexts and audience reception. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective.

**FNAR 207 Art of China.** Chronological survey of the breadth of Chinese art from Ancient period to Contemporary trends: in painting, architecture, decorative arts, printmaking, sculpture, ceramics, photography, performance and installations. Examines major artists, art styles and aesthetic theories within their historical, social, political and aesthetic contexts. Meets Artistic and Creative Mode of Inquiry. (QCA) 3 semester credit hours. Typically offered: Odd Years.

**FNAR 208 Art of Islam and the Middle East.** Chronological survey of Islamic and Middle Eastern visual culture from the Ancient period through Contemporary era. Examines major artists, art styles and aesthetic theories within their historical, social, political and aesthetic contexts. Meets Artistic and Creative Mode of Inquiry. (QCA) 3 semester credit hours. Typically offered: Odd Years.



**FNAR 209 History of Latin American Art.** Chronological survey of Western visual culture from the Rococo period through the transnational Postmodern era. Examines major artists, art styles and aesthetic theories within their historical, social, political and aesthetic contexts. Meets Artistic and Creative Mode of Inquiry. (QCA) 3 semester credit hours. Typically offered: Even Years.

**FNAR 210 Figure Drawing.** Introduction to drawing the human figure from observation. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**FNAR 211 Drawing II.** This studio art course is a continuation and expansion of Drawing I which utilizes the representational tradition of drawing. Drawing II will give focus to the compositional and design aspects of picture making. Towards the conclusion of the course the nature of abstraction will be investigated. Reference to historical models of drawing is a constant factor of the course. A variety of materials will be included. Prerequisite: FNAR 111 Drawing I. 3 semester credit hours. Core Elective.

**FNAR 240 Printmaking: Intaglio(Etching).** A studio course emphasizing the etching medium. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Spring Term, Even Years.

**FNAR 241 Printmaking: Relief.** Introduction to the woodcut and relief processes. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Fall Term, Even Years.

**FNAR 242 Printmaking: Silk-Screen.** A studio course on silk-screen printing. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Fall Term, Odd Years.

**FNAR 243 Printmaking: Lithography.** A studio course utilizing the traditional technique of drawing and printing on limestones. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Fall Term, Odd Years.

**FNAR 244 Intermediate Printmaking.** This is a printmaking course which expands on the techniques of any one, or in combination, of the four printmaking courses (i.e. 240, 241, 242, and 243). Investigations into color, advanced techniques, and an exploration of texture are key components of the course. Prerequisite: two printmaking courses. 3 semester credit hours.

**FNAR 250 Oil Painting.** An introductory studio course emphasizing color mixing as it relates to traditional representation. The genre of still life is a major component of the course. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Spring Term.

**FNAR 260 Intermediate Painting.** This studio art course continues on the foundations of the beginning Oil Painting course which seeks to establish the groundwork for painting from life, the mechanics and craft of oil painting, which includes learning to conceptualize working with a pallet of color. Exploration of new genre, including the still life, will be a factor in the course. Prerequisite: FNAR 250 Oil Painting. 3 semester credit hours.

**FNAR 291 Topics.** Focuses on various topics relating to the needs of the students and recent events and/or topics of interest. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 3.*

**FNAR 293 Digital Photography.** Emphasis on shooting and manipulation of digital camera imagery. Core. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective.

**FNAR 294 Computer Art.** Creation of artwork using the computer as medium. Core QCA. 3 semester credit hours. Fine Arts Core Elective. Typically offered: Periodically.

**FNAR 295 Intermediate Photography.** A studio art course that further exposes students to the discipline of Studio assignments. Assignments would involve the control of lights, exposures, background selections, still life/product photography, portraiture, and figure studies. A digital SLR camera required for the assignments. Prerequisite: FNAR 293 Digital Photography 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

**FNAR 296 Science Meets Art.** The relationship between science and art will be studied in 8 two-week units to help science majors develop illustration skills and an appreciation for qualitative empirical evidence. Prerequisites: completion of one life science course and one physical science course. 3 semester credit hours. Fine Arts/Music Core Elective. Typically offered: Spring Term.

**FNAR 305 Advanced Painting.** An advanced 300 level studio art course that explores the meaning of Modernist abstraction, which also includes the representational tradition. The course will also consider the relevance of understanding contemporary art as it becomes pertinent to conceiving of a personal artistic vision. Having an aesthetic posture of creativity, invention, and discovery is the primary attitude towards the course. This course is not a core elective. 3 semester credit hours.

**FNAR 311 Advanced Drawing.** FNAR 311 Advanced Drawing. An intensive investigation into the use of value and the compositional elements of picture making, while seeking a personal vision. Emphasis will be placed on the methods of representation as evidenced by the traditions of past masters. This is not a core elective. Prerequisite: FNAR 211 Drawing II. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**FNAR 340 Advanced Printmaking.** An advanced 300-level studio art course that utilizes one, or more, of the traditional printmaking mediums. Students are expected to pursue a personal vision while being aware of the influences that contemporary printmaking can offer. Mastery of the printmaking material and techniques will remain a primary concern. Prerequisite: FNAR 244 Intermediate Printmaking. 3 semester credit hours.

**FNAR 350 Senior Portfolio: Thesis Exhibition.** This is a capstone course for Senior Art majors. Students are expected to produce a developed vision within their chosen medium of concentration, and then exhibit their artworks in the University Art Gallery. The course will also consider the development of a digital portfolio that can serve the student post-graduation. The critique process by Art faculty is a constant factor in the course. Prerequisite--One of three: FNAR 305, FNAR 340, or FNAR 394. 3 semester credit hours. Engaged Learning. *Department Consent Required.*

**FNAR 360 Senior Seminar: Professional Portfolio.** The students will analyze the job markets and prepare analyses of current issues in the performing arts. Analyses of demographics affecting the operations and organization of art programs in the United States will be studied. Students will be required to create a portfolio of personal data to prepare for job searches, prepare for mock interviews and present exhibition of works. Prerequisite: Junior Standing 3 semester credit hours. Fine Arts Core and Writing Intensive. Typically offered: Spring Term.

**FNAR 381 Advanced Studio I.** An advanced studio course that focuses on advanced issues in art making related to medium and content. The instructor may also introduce a theme for the course to further influence student work. Prerequisite: Any 100 or 200 level studio course. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**FNAR 382 Advanced Studio II.** An advanced studio course that focuses on advanced issues in art making related to medium and content. Students develop individual mastery in form and chosen subject matter. Prerequisite: Advanced Studio I (FNAR 381). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**FNAR 383 Advanced Studio III.** An advanced studio course that focuses on advanced issues in art making related to medium and content. Students continue to develop individual mastery in form and chosen subject matter. Prerequisite: Advanced Studio II (FNAR 382). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**FNAR 384 Advanced Studio IV: Senior Exhibit.** An advanced studio course that focuses on advanced issues in art making related to medium and content. Students focus their efforts on compiling art for their senior exhibit. Prerequisite: Advanced Studio III (FNAR 383). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**FNAR 391 Topics.** Focuses on various topics relating to the needs of the students and recent events and/or topics of interest. 1-3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 99.*

**FNAR 394 Advanced Photography.** An advanced, 300-level studio art course which would include developing a thesis with a selected concentration in the photographic discipline. This course could also have as a concentration topics related to photo journalism, documentary photography, or event photography. The course begins the process of developing a body of work that leads to a professional portfolio. Prerequisite: FNAR 294 Intermediate Photography. 3 semester credit hours. Core Elective.

**FNAR 395 Independent Study.** A course designed to provide students with individual and focused coursework in some area of studio art. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

**FNAR 397 Internship.** A practical course intended to give those students who are qualified an opportunity to do some observing - either in a classroom or privately - or to perform any practical job associated with his or her field under the supervision of the faculty. 3 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**FNAR 398 Senior Seminar: Art Criticism.** This is a writing intensive course that focuses on the methods, theories, and imagery that contribute to the art of writing art criticism. Much emphasis will be placed on the act of interpretation. This course is also intended towards the fine artist who is serious about developing a personal artistic vision. 3 semester credit hours. Typically offered: Fall Term. *Course Repeatable. Maximum number of units allowed 99.*

## Gender Studies

**GENS 100 Gender and Literature.** Introduction to gender issues in a variety of disciplines and exploration of international issues in the human social development that stem from the ways that gender is constructed, institutionalized, and exacted in the contemporary world. Emphasis will be placed on understanding the biological, social and cultural bases of gender differentiation as they are understood and acted upon in our own and in other societies. Typically cross-listed with a Mode of Inquiry class, and may fulfill the corresponding Mode of Inquiry requirement. See Schedule of Classes for details. 3 semester credit hours.

## Geography

**GEOG 105 Physical Geography.** An introduction to hydrology and the physical processes operating in and on the planet earth. Topics of study will include ground and surface water, the hydrologic cycle, watershed models, groundwater recharge, geomorphology, tectonics, structural features, and geological processes relating to natural resource management, environmental processes and concerns. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective. Typically offered: Periodically.

**GEOG 106 Geography and Cartography.** An interdisciplinary offering that covers basic physical geography before moving to the study of cartography and then to cultural geography. Students will demonstrate an understanding of human population growth and its impact on the earth's resources, including food, energy, physical materials, water, and landscapes; the geography of resource availability and the limits of the earth as producer of resources. They will also be required to use computer software to explore connections between geography and contemporary political, social, and economic issues. 3 semester credit hours.

**GEOG 107 Earth and Space Science.** A physical science laboratory course that includes the study of key principles of Earth and Space Science through the investigation of real world problems. The earth science component includes the study of large-scale dynamic forces, events, and processes that affect the Earth's land, water, and atmospheric systems, identification and evaluation of the uses of the Earth's resources, and the processes involved in the life cycle. The space science component focuses on concepts that explain the composition, structure of and changes in the universe and Earth's place in it. By working and studying within the context of a real world problem, students learn how scientific principles are used and applied in everyday life. Physical-Scientific Mode of Inquiry (QPS). 4 semester credit hours. Typically offered: Spring Term.

## Global Studies

**GBLS 101 Introduction to Global Studies.** This interdisciplinary course will survey and interrogate the major events and processes such as colonialism, imperialism and globalization that shape and inform the contemporary world. From the perspectives of selected regions, Latin America, non-Latin America, the Middle East and the Mediterranean, the course will explore the 21st-century challenges they face and the solutions they offer for preserving and inhabiting the new, global, interdependent world. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Studies Core Elective.

**GBLS 102 Global Studies II.** This course introduces students to research methods in various academic disciplines that are essential for conducting research in Global Studies topics. Students research topics

related to global environmental issues. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Studies Core Elective.

**GBLS 200 American Studies.** This course uses elements of fiction and non-fiction in the study of various topics of race, class and gender in American Studies. Cross listed with HIST 200. 3 semester credit hours. Typically offered: Fall Term.

**GBLS 202 Theories in Global Studies.** Course examines the major theoretical concepts in the field of Global Studies such as capitalism, communism, socialism, transnationalism and globalization. Cross listed as GBLS 202/302. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Studies Core Elective. Typically offered: Fall Term.

**GBLS 205 Ancient China.** 3 semester credit hours. Typically offered: Annually.

**GBLS 220 Mediterranean World.** Studies the ancient cultures located around the Mediterranean Sea and the contributions they made to the development of western civilizations to about 500 A.D. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the theme of "person in community" as reflected in religion, art, philosophy, and social, political, and economic institutions. 3 semester credit hours. Typically offered: Spring Term.

**GBLS 269 The American Civil War.** This course examines the era of the American Civil War with emphasis on the period from 1861-1865, four years during which the United States endured its greatest national trauma. The course examines the economic, social, cultural and political causes of the war as well as a detailed analysis of the military history of the war. The course moves through biological sketches of Frederick Douglas, Ulysses S. Grant, "Stonewall" Jackson, William Tecumseh Sherman, Robert E. Lee and Abraham Lincoln. Attention will be brought to the lives of everyday people consumed in the war and the enlisted men who fought. 3 semester credit hours. Typically offered: Even Years.

**GBLS 291 Special Topics in Global Studies.** 3 semester credit hours.

**GBLS 300 Junior Seminar: Topics in Global Studies.** Junior year seminar which takes as its focus one topic of global significance (e.g. global poverty, AIDS, development). Topic varies by year and instructor. 3 semester credit hours. Typically offered: Fall Term.

**GBLS 301 Advanced U. S. Literary and Cultural Studies.** Explores critical questions, analytical categories, and common methodologies that structure the practice of U. S. literary and cultural studies. Students will work with primary literary texts as well as secondary sources and theoretical works. Students will also complete a research paper. Prerequisite: LITR 100 and GBLS 200. 3 semester credit hours. Global Studies Core Elective. Typically offered: Spring Term.

**GBLS 302 Theories in Global Studies.** Course examines the major theoretical concepts in the field of Global Studies such as capitalism, communism, socialism, transnationalism and globalization. Cross listed as GBLS 202/302. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Studies Core Elective. Typically offered: Fall Term.

**GBLS 391 Global Studies Topics.** 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**GBLS 395 Independent Study.** Independent study of a Global Studies theme in consultation with Global Studies professors. 3 semester credit hours. *Department Consent Required.*

**GBLS 399 Senior Thesis.** Senior capstone experience. Prerequisite: GBLS 101 and GBLS 102 or senior standing. 3 semester credit hours. Typically offered: Spring Term.

## **Graphic Arts and Design**

**GAD 205 History of Graphic Design.** This course explores the relationship between the history of graphic design, fine art and modern graphic design. The impact of political and social movements as it relates to graphic design will be of critical importance. 3 semester credit hours. Typically offered: Spring Term.

**GAD 230 Typography.** This course introduces typography as a vital element of visual communications. Typographic structure, terminology, expression, and strategy will be explored from the single letterform to an entire page layout. The course uses both computer and hands on skills to address the effective use of typography. 3 semester credit hours. Typically offered: Spring Term.

**GAD 260 Graphic Design I.** This course introduces students to the basic principles and elements of graphic design. Students will explore visual problem solving strategies in print media by applying fundamental principles and elements of graphic design. Industry standard graphic design software such as Adobe Illustrator and Photoshop on the Macintosh platform will be taught and practiced. 3 semester credit hours. Typically offered: Fall Term.

**GAD 297 Internship.** An Internship provides valuable hands-on work experience in the Graphic Design field before graduation. Students will be given job assignments and responsibilities in the professional industry and apply their knowledge and skills learned from the course work. 2-6 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

**GAD 300 New Media and Design.** This course introduces students to knowledge and practice of new media (also known as 'digital media' or 'interactive media') for effective visual communication. The course will cover basic concepts of new media and practical use of digital media technologies to interact with a wide audience via web. Prerequisite: Fnar 105 and/or Gad 260. 3 semester credit hours. Typically offered: Fall Term.

**GAD 360 Graphic Design II.** This course is a continuation of Graphic Design I. The course provides opportunities to solve more complex visual problems by exploring design elements, principles, contents, and trends. Prerequisite: GAD 260. 3 semester credit hours. Typically offered: Spring Term.

**GAD 393 Senior Portfolio.** This course focuses on the developments of a student's individual portfolio. The preparation of a portfolio is an essential part of transition from a graphic design student to a qualified designer. A senior Graphic Arts major will create both a physical portfolio and a digital portfolio demonstrating his/her acquired skills and personal interests in graphic design. Prerequisite: GAD 360. 3 semester credit hours. Typically offered: Spring Term.

## **Health Science**

**HLSC 200 Applied Exercise Science Lecture.** For PE Majors only. This course covers key exercise science core principles from exercise physiology, kinesiology, biomechanics, and preventive health related fitness. Special emphasis will be given to the scientific principles and importance of maintaining a physically active lifestyle. A secondary emphasis will be to develop a healthy lifestyle for others through lifetime health related physical activity. Co-registration in HLSC 201 (lab) required. 4 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*



**HLSC 201 Applied Exercise Science - Lab.** For PE Majors only. Practical experience in the Exercise Physiology laboratory to complement the material covered during lecture. Students will participate both as subjects as well as testers. Coregistration in HLSC 200 (lecture) required. Typically offered: Fall Term. *Department Consent Required.*

**HLSC 291 Medical Terminology.** Introduction of medical terms for each body system and specialty medical fields. Includes word roots, prefixes and suffixes commonly encountered in the health care field. 2 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

**HLSC 300 Practicum Experience in Veterinary Medicine.** The Practicum provides 75 hours of observation for the specific Healthcare career. The observation is in a variety of clinical sites and/or private practice offices. Prerequisite [Main Campus]: 3.400 GPA, 30 hours completed at Benedictine University. Prerequisite [Springfield Campus]: 3.200 GPA, 30 hours completed at Benedictine University. 2 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**HLSC 301 Practicum Experience: Medicine.** The Practicum provides 75 hours of observation for the specific Healthcare career. The observation is in a variety of clinical sites and/or private practice offices. Prerequisite: Instructor Consent, 3.400 GPA, 30 hours completed at Benedictine University. 2 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**HLSC 302 Practicum Experience - Dentistry.** The Practicum provides 75 hours of observation for the specific Healthcare career. The observation is in a variety of clinical sites and/or private practice offices. Prerequisite [Main Campus]: 3.400 GPA, 30 hours completed at Benedictine University. Prerequisite [Springfield Campus]: 3.200 GPA, 30 hours completed at Benedictine University. 2 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**HLSC 303 Practicum Experience - Occupational Therapy.** The Practicum provides 75 hours of observation for the specific Healthcare career. The observation is in a variety of clinical sites and/or private practice offices. Prerequisite [Main Campus]: 3.400 GPA, 30 hours completed at Benedictine University. Prerequisite [Springfield Campus]: 3.200 GPA, 30 hours completed at Benedictine University. 2 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**HLSC 305 Practicum Experience - Podiatry.** The Practicum provides 75 hours of observation for the specific Healthcare career. The observation is in a variety of clinical sites and/or private practice offices. Prerequisite [Main Campus]: 3.400 GPA, 30 hours completed at Benedictine University. Prerequisite [Springfield Campus]: 3.200 GPA, 30 hours completed at Benedictine University. 2 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**HLSC 307 Practicum Experience - Physical Therapy.** The Practicum provides 75 hours of observation for the specific Healthcare career. The observation is in a variety of clinical sites and/or private practice offices. Prerequisite [Main Campus]: 3.4 GPA, 30 hours completed at Benedictine University. Prerequisite [Springfield Campus]: 3.2 GPA, 30 hours completed at Benedictine University. 2 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*



**HLSC 309 Practicum Experience - Optometry.** The Practicum provides 75 hours of observation for the specific Healthcare career. The observation is in a variety of clinical sites and/or private practice offices. Prerequisite [Main Campus] 3.4 GPA, 30 hours completed at Benedictine University. Prerequisite [Springfield Campus]: 3.2 GPA, 30 hours completed at Benedictine University. 2 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**HLSC 310 Practicum Experience - Chiropractic.** The Practicum provides 75 hours of observation for the specific Healthcare career. The observation is in a variety of clinical sites and/or private practice offices. Prerequisite [Main Campus]: 3.4 GPA, 30 hours completed at Benedictine University. Prerequisite [Springfield Campus]: 3.2 GPA, 30 hours completed at Benedictine University. 2 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**HLSC 321 Fitness Testing.** Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Fall. Prerequisite: Must be accepted into the 4 + 1 Clinical Exercise Physiology graduate program to register. Cross-listed with EXPH 521. 1 semester credit hour. *Department Consent Required.*

**HLSC 322 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 Term.

**HLSC 358 Exercise Physiology.** Provides an in-depth overview of how the body's physiological, hormonal, and biochemical systems acutely and chronically respond to various forms of physical activity and environmental conditions in untrained and trained individuals. Prerequisite: 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 Terms.

**HLSC 360 Advanced Human Physiology.** This class is an in-depth study of the normal functioning of the human body, with major focus on the cardiovascular and respiratory systems. Emphasis is placed on the acute effects of exercise as well as the adaptations that occur thereof. Prerequisite: "C" or better in CHEM 101 or 123; BIOL 258, BIOL 358. Cross-listed with EXPH 560. Department Consent Required. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**HLSC 361 Pathophysiology and Prevention.** This class is an in-depth study of the basic and clinical pathophysiology and prevention of the human diseases covering cardiovascular, pulmonary, skeletal, nervous and endocrine systems; with particular reference on cardiopulmonary pathophysiology. Emphasis is placed on common clinical entities encountered in the clinical setting. Prerequisite: "B" or better in HLSC 360/EXPH 560. Cross-listed as HLSC 361/EXPH 561. 3 semester credit hours. Typically offered: Spring Term.

**HLSC 381 Professional Experiences in Clinical Exercise Physiology.** This course is an introductory course to clinical exercise physiology, related professional organizations, licensure, and certifications. Research designs and library research resources are covered, providing the basis for literature discussion in other courses. Students will gain exposure to the field through observation visits where clinical exercise physiologists are employed, leading to a class presentation and a paper. Cross-listed with HLSC 381 and EXPH 581. 1 semester credit hour. Typically offered: Fall Term.

**HLSC 382 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 and HLSC 382. 1 semester credit hour. Typically offered: Fall Term.

**HLSC 389 Health Sciences Research.** Students desiring more intensive original research, with extensive requirements for laboratory or clinical facilities may use this as an extension of practicum, internship and other courses in this section. 1-3 semester credit hours. *Department Consent Required.*

**HLSC 390 Internship.** Practical experience in exercise physiology in various settings such as Villa St. Benedict, hospitals, rehabilitation centers, YMCAs, colleges and corporations under the supervision of an experienced on-site professional. Internships available in wellness/fitness, rehabilitation, or research. Prerequisite: Junior Standing. 1-2 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

**HLSC 391 Selected Topics in Health Sciences.** Special courses in the health fields with which the student has not become aquatinted in formal course work. May be an extension of or a supplement to material previously encountered, or lectures from a completely new area. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**HLSC 392 Human Metabolism.** In depth study of energy metabolism of carbohydrates, lipids, and proteins in health and disease. Endocrine regulation of fuel turnover and metabolic techniques to study whole-body and regional energy fluxes, with particular reference to exercise, diabetes and obesity. Prerequisite: A biochemistry course, and a "B" or better in EXPH 582/HLSC 382, or instructor consent. Cross-listed with HLSC 392. 4 semester credit hours. Typically offered: Spring Term.

**HLSC 395 Independent Study.** 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

## History

**HIST 101 Western Civilization to 1715.** An integrated survey of the development and interaction of the centers of civilization throughout the Western world to 1715. 3 semester credit hours. Typically offered: Periodically.

**HIST 111 American History to 1865.** Covers the Colonial era, the revolutionary age, internal growth of the Republic, and causes of the Civil War. Historical Mode of Inquiry (QHT). 3 semester credit hours. Typically offered: Fall Term.

**HIST 112 American History since 1865.** Covers the industrialization of America; the organization of labor; the development of imperialism; the growth of foreign policy. Historical Mode of Inquiry (QHT). 3 semester credit hours. Typically offered: Spring Term.

**HIST 180 Survey of East Asia: Ancient to 1600.** An integrated survey of the development and interaction of the centers of civilization throughout East Asian world to 1600. Meets Historical Mode of Inquiry (QHT). 3 semester credit hours. Typically offered: Fall Term.

**HIST 200 Introduction to American Studies.** This course uses elements of fiction and non-fiction in the study of various topics of race, class and gender in American Studies (topics vary). Cross-listed with GBL 200. 3 semester credit hours. Typically offered: Periodically.

**HIST 203 Historiography.** Introduction to the methodology and practice of history and to some of the great historians. Includes an emphasis on world history. Prerequisite: HIST 111, HIST 112. Cross-listed with HIST 303. 3 semester credit hours. Writing Intensive Course. Typically offered: Annually.

**HIST 205 American Economic History.** Analysis of the growth of the U.S. economy and the role of government, business and labor. Cross-listed with HIST 305. 3 semester credit hours.

**HIST 206 Modern European Economic History.** Analyzes the evolution of manufacturing, agriculture, demography and international trade of Europe since 1500. Cross-listed with HIST 306. 3 semester credit hours.

**HIST 210 Africa to 16th Century.** Surveys early African civilization and formation and development of major kingdoms. Cross-listed with HIST 310. 3 semester credit hours.

**HIST 211 Modern Africa.** Surveys the major historical and cultural developments in Africa from the 19th century to the present. Cross-listed with HIST 311. 3 semester credit hours.

**HIST 212 Colonial Latin America, 1492-1821.** Surveys the pre-colonial societies (Olmec, Toltec, Aztec, Maya, Inca) that shaped the Americas prior to the coming of the Europeans, the European conquest of the Americas, the establishment of colonial societies in the Americas, through the nineteenth century wars of independence and ending with the demise of the Spanish empire in the Americas, the Cuban-Spanish War (1895-1898). Cross-listed as HIST 212/312. 3 semester credit hours. Typically offered: Periodically.

**HIST 213 Contemporary Latin America, 1898-2000.** Beginning with the creation of independent nation states in Latin America, this course will survey the social processes, issues and events that have given rise to contemporary Latin America as well as the impact of Latin America on the wider world. Cross-listed with HIST 313. Historical Mode of Inquiry (QHT). 3 semester credit hours. Global and Sustainability. Typically offered: Periodically.

**HIST 214 The African Diaspora in Latin America, 1492-1899.** An interdisciplinary course that explores the African diaspora in Latin American from the conquest of the Americans by Europeans through the end of the century. Examines how Africans and their descendants in conflict and in concert with Native Americans, Europeans and Asians have created new cultures, religions and societies in the Americas. Cross-listed with HIST 314. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**HIST 215 The African Diaspora in Latin America, 1899-2000.** An interdisciplinary course that explores the experiences of people of African descent in Latin America focusing on the fight for independence of Latin American and the continuing struggle for economic and social equality in contemporary Latin America. Cross-listed with HIST 315. Historical Mode of Inquiry (QHT). 3 semester credit hours. Global and Sustainability. Typically offered: Spring Term, Odd Years.

**HIST 220 The Mediterranean World.** Studies the ancient cultures located around the Mediterranean Sea and the contributions they made to the development of western civilizations to about 500 A.D. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the theme of "person in community" as reflected in religion, art, philosophy, and social, political, and economic institutions. Cross-listed with HIST 320. Historical Mode of Inquiry (QHT). 3 semester credit hours. Typically offered: Fall Term.

**HIST 223 Constitutional History of England.** The growth and change of the English constitution from late Roman times to the present. Cross-listed with HIST 323. 3 semester credit hours.

**HIST 230 The Baptism of Europe.** Studies the development and Christianization of Europe in the Middle Ages (500-1500 A.D.). Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the theme of "person in community" through social structures (religious, political, economic) and through the interactions and/or conflicts between people and cultures (Eastern and Western Christianity; Christianity, Judaism, Islam). 3 semester credit hours. Typically offered: Spring Term.

**HIST 240 Converging Hemispheres.** Studies the increasingly global encounter of peoples, ideas, and cultures from the Age of Exploration (from 1400 A.D.) into the Twentieth century. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the shift in emphasis from "person in community" the values of freedom, equality, and responsibility. Examines the construction of the modern era focusing on scientific revolutions, economic transformation, religious reformations, and revolution, resistance and republicanism. 3 semester credit hours.

**HIST 242 19th-Century Church History.** Studies the European Church's reaction to the French Revolution and scientific theories and the social questions of the 19th century. Analyzes the roots of contemporary developments in the church. Cross-listed with HIST 342. 3 semester credit hours.

**HIST 243 20th-Century Church History.** Analyzes the impact of 19th-century developments, the world wars, decolonization, intellectual trends, and Vatican II's origins and results. Cross-listed with HIST 343. 3 semester credit hours.

**HIST 251 The French Revolution in the Wider World.** Examines the intellectual and political dimensions of the French Revolution as well as the intellectual and political ramifications of that revolution in the wider world. The course will focus on the French Revolution as a generative factor in the wars of independence in the Americas, the Haitian Revolution, the European revolutions of 1848 and the Paris Commune. Cross-listed with HIST 351. 3 semester credit hours. Global Course.

**HIST 252 19th-Century Europe.** Covers the political, military, economic, social, and cultural development of Europe from the French Revolution to 1900. 3 semester credit hours.

**HIST 253 20th-Century Europe, 1900 - Present.** Covers the political, military, economic, social, and cultural development of Europe, including the Soviet Union, from 1900 to the present. 3 semester credit hours.

**HIST 254 Modern Eastern Europe.** Survey of the cultural and historical development of the peoples of Eastern Europe. Covers nationalism, independent states in the inter-war period, Communist control of Eastern Europe, collapse of communism, and the struggle for democracy. 3 semester credit hours.

**HIST 255 Modern Russia.** Surveys Russia in the 20th century, including the rise of the Communist Party, the 1917 revolution, Stalinism, de-Stalinization, Gorbachev, perestroika, and the break-up of the Soviet Union. 3 semester credit hours.

**HIST 257 20th-Century Social and Political Movements in a Global Context.** Explores the major social and political movements that have shaped the world in the twentieth century, such as the Mexican, Russian, Chinese and Cuban Revolutions, populist, revolutionary nationalist and liberation movements in Africa and Latin America as well as the contemporary civil rights and women's movements in the United States. Cross-listed as HIST 257/357. 3 semester credit hours. Global Course.

**HIST 259 Contemporary World.** Examines expressions of the human condition by analyzing fundamental forces shaping and defining the contemporary era, with an emphasis on social and political conflict, economic equity and expansion, and scientific and technological development. 3 semester credit hours.

**HIST 260 Women in American Society.** Examines women's roles in American life and the ways in which they have shaped society, culture and politics. Topics include the major experience of women from the colonial era to the present; gender ideology and the changing images of women; the diversity of race, class and religion. Historical Mode of Inquiry (QHT). 3 semester credit hours.

**HIST 261 Revolutionary and Jeffersonian Eras: 1763 -1828.** Analyzes the causes of the Revolution, origins of the Constitution and early development of the new nation. 3 semester credit hours.

**HIST 262 Antebellum America, 1824-1877.** This course examines the economic, political and cultural changes in the United States, culminating in the Civil War. The primary focus of the course is slavery and the battle to dismantle the institution. 3 semester credit hours. Typically offered: Periodically.

**HIST 263 20th-Century America to World War II.** Analyzes the impact of the later industrialization, reform movements, World War I, Depression and New Deal, World War II. 3 semester credit hours.

**HIST 264 America Since World War II.** Discusses the impact of World War II, the Cold War, the affluent society, and contemporary society. 3 semester credit hours.

**HIST 265 African-American History.** Surveys the major events in Black history from 1619 to present. Topics include origins of slavery, Blacks in the American Revolution, Civil War and Reconstruction, Harlem Renaissance, Depression, and the modern Civil Rights movement. Historical Mode of Inquiry (QHT). 3 semester credit hours.

**HIST 266 Vietnam at War.** An intensive, holistic study of the United States' involvement in South East Asia. The course examines the war from the Vietnamese, French and American perspectives, taking into account Vietnamese culture and history, French colonialization, and Cold War ideology and strategy. The course also addresses the anti-war movement and the influence of the counter-culture on US policy. 3 semester credit hours.

**HIST 267 Diplomatic History of the United States.** The evolution of American foreign policy, emphasizing the domestic and international background of the U.S. expansion from the American Revolution to America's rise as a great power. 3 semester credit hours.

**HIST 268 Colonial America to 1763.** Course examines the early European settlement of North America and the economic, political and social consequences of colonization for Europe, Africa and the Native Americans. 3 semester credit hours.

**HIST 269 The American Civil War.** 3 semester credit hours. Typically offered: Periodically.

**HIST 270 Labor and the State, 1877-Present.** Examines the growth of industrial America and the struggle of workers to organize. The course follows the labor movement in and its various constituencies, from the AFL-CIO to more radical groups such as the IWW, and their impact on American policy and culture. 3 semester credit hours.

**HIST 271 Modern Middle East.** An intensive study of 19th and 20th century Middle-East. Cross-listed with

**HIST 371. Historical Mode of Inquiry (QHT).** 3 semester credit hours.

**HIST 272 Early Islamic Middle East 500-1258.** The first of a three-course sequence studying the history of the Middle East. The course covers the pre-Islamic Middle East including the conflict between the Eastern Roman and Sasanian empires and focuses on the development of an Islamic civilization that spread throughout the Middle East, North Africa and into Spain under the rule of the two most important Islamic dynasties of this period, the Umayyads and the Abbasids. Relations with neighboring regions including Europe are highlighted including the crusades which began in the late 11th century and continued in Syria/Palestine through the 13th century. Historical Mode of Inquiry (QHT). Cross-listed with HIST 372. 3 semester credit hours. Typically offered: Spring Term.

**HIST 273 Empires and Cultures of Islamic World.** Introduction to the history of the Islamic world in the half-millennium before the rise of Europe following a chronological and thematic frame. Beginning with the Mongol invasions of the 13th century then the emergence of Turkish war bands of the 14th and 15th centuries while the era of bubonic plague (the 'Black Death') in the middle of the 14th century influences economic and social policies. The final chronological segment is the "imperial age" (from its zenith in the late 16th century to its passing the 18th). Cross listed with HIST 373 3 semester credit hours. Typically offered: Spring Term.

**HIST 275 Ancient China.** Introduction to the ancient history of China, in a global context, with special attention to Chinese discoveries, technology, warfare, philosophy, and traditions. 3 semester credit hours. Typically offered: Periodically.

**HIST 280 The World of Alexander the Great.** Course examines the major economic, cultural and political developments during the age of Alexander the Great. The course places Alexander within a global context and also explores the enduring legacy of the period in art, architecture and the development of the ancient world. Cross-listed with HIST 380. 3 semester credit hours. Typically offered: Periodically.

**HIST 281 Survey of East Asia 1600-Present.** An introductory survey of the modern history of East Asia, examining the efforts of traditional states, particularly China and Japan, to respond to Western intrusion into the region after 1600. Focus on social and cultural problems created by attempts to modernize yet defend tradition and on the differing results of Chinese and Japanese approaches. 3 semester credit hours. Typically offered: Spring Term.

**HIST 282 Modern China.** This course explores the transformation of China from the Qing Dynasty when the nation achieved its modern borders into today's global power by examining the changes wrought by external and internal forces during the tumultuous 19th and 20th centuries to its contemporary problems and successes in the 21st century. 3 semester credit hours. Typically offered: Periodically.

**HIST 291 Topics.** A study of various persons, events, trends, and institutions in European, American or non-Western History. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 15.*

**HIST 292 Selected Topics: European/American/Non-Western.** A study of various persons, events, trends, and institutions in European, American or non-Western History. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 15.*

**HIST 295 Independent Study.** Designed to encourage the superior student to study in-depth and to



research an area beyond the undergraduate course offerings. 3 semester credit hours. *Department Consent Required.*

**HIST 303 Historiography.** Introduction to the methodology and practice of history and to some of the great historians. Includes an emphasis on world history. Prerequisite: HIST 111, HIST 112. Cross-listed with HIST 203. 3 semester credit hours. Writing Intensive Course. Typically offered: Annually.

**HIST 305 American Economic History.** Analysis of the growth of the U.S. economy and the role of government, business and labor. Cross-listed with HIST 205. 3 semester credit hours.

**HIST 306 Modern European Economic History.** Analyzes the evolution of manufacturing, agriculture, demography and international trade of Europe since 1500. Cross-listed with HIST 206. 3 semester credit hours.

**HIST 310 Africa to 16th-Century.** Surveys early African civilization and formation and development of major kingdoms. Cross-listed with HIST 210. 3 semester credit hours.

**HIST 311 Modern Africa.** Surveys the major historical and cultural developments in Africa from the 19th century to the present. Cross-listed with HIST 211. 3 semester credit hours.

**HIST 312 Colonial Latin America, 1492-1821.** Surveys the pre-colonial societies (Olmec, Toltec, Aztec, Maya, Inca) that shaped the Americas prior to the coming of the Europeans, the European conquest of the Americas, the establishment of colonial societies in the Americas, through the nineteenth century wars of independence and ending with the demise of the Spanish empire in the Americas, the Cuban-Spanish War (1895-1898). Cross-listed as HIST 212/312. 3 semester credit hours. Typically offered: Periodically.

**HIST 313 Contemporary Latin America, 1898-2000.** Beginning with the creation of independent nation states in Latin America, this course will survey the social processes, issues and events that have given rise to contemporary Latin America as well as the impact of Latin America on the wider world. Cross-listed with HIST 313. Historical Mode of Inquiry (QHT). 3 semester credit hours. Global and Sustainability. Typically offered: Periodically.

**HIST 314 The African Diaspora in Latin America, 1492-1899.** An interdisciplinary course that explores the African diaspora in Latin American from the conquest of the Americans by Europeans through the end of the century. Examines how Africans and their descendants in conflict and in concert with Native Americans, Europeans and Asians have created new cultures, religions and societies in the Americas. Cross-listed with HIST 214. 3 semester credit hours.

**HIST 315 The African Diaspora in Latin America, 1899-2000.** An interdisciplinary course that explores the experiences of people of African descent in Latin America focusing on the fight for independence of Latin American and the continuing struggle for economic and social equality in contemporary Latin America. Prerequisite: Social Science or History major. Cross-listed with HIST 215. Historical Mode of Inquiry (QHT). 3 semester credit hours. Global and Sustainability.

**HIST 320 The Mediterranean World.** Studies the ancient cultures located around the Mediterranean Sea and the contributions they made to the development of western civilizations to about 500 A.D. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the theme of "person in



community" as reflected in religion, art, philosophy, and social, political, and economic institutions. Cross-listed with HIST 220. 3 semester credit hours.

**HIST 323 Constitutional History of England.** The growth and change of the English constitution from late Roman times to the present. Cross-listed with HIST 223. 3 semester credit hours.

**HIST 342 19th-Century Church History.** Studies the European Church's reaction to the French Revolution and scientific theories and the social questions of the 19th century. Analyzes the roots of contemporary developments in the church. Prerequisite: Social Science or History major. Cross-listed with HIST 242. 3 semester credit hours.

**HIST 343 20th-Century Church History.** Analyzes the impact of 19th century developments, the world wars, decolonization, intellectual trends, and Vatican II's origins and results. Prerequisite: Social Science or History major. 3 semester credit hours.

**HIST 351 The French Revolution in the Wider World.** Examines the intellectual and political dimensions of the French Revolution as well as the intellectual and political ramifications of that revolution in the wider world. The course will focus on the French Revolution as a generative factor in the wars of independence in the Americas, the Haitian Revolution, the European revolutions of 1848 and the Paris Commune. Prerequisite: Social Science or History major. Cross-listed with HIST 251. 3 semester credit hours.

**HIST 353 20th-Century Europe, 1900 - Present.** Covers the political, military, economic, social, and cultural development of Europe, including the Soviet Union, from 1900 to the present. Prerequisite: Social Science or History major. Cross-listed with HIST 253. 3 semester credit hours.

**HIST 354 Modern Eastern Europe.** Survey of the cultural and historical development of the peoples of Eastern Europe. Covers nationalism, independent states in the inter-war period. Communist control of Eastern Europe, collapse of communism, and the struggle for democracy. Prerequisite: Social Science or History major. Cross-listed with HIST 254. 3 semester credit hours.

**HIST 355 Modern Russia.** Surveys Russia in the 20th century, including the rise of the Communist Party, the 1917 revolution, Stalinism, de-Stalinization, Gorbachev, perestroika, and the break-up of the Soviet Union. Prerequisite: Social Science or History major. Cross-listed with HIST 255. 3 semester credit hours.

**HIST 357 20th-Century Social and Political Movements in a Global Context.** Explores the major social and political movements that have shaped the world in the twentieth century, such as the Mexican, Russian, Chinese and Cuban Revolutions, populist, revolutionary nationalist and liberation movements in Africa and Latin America as well as the contemporary civil rights and women's movements in the United States. Cross-listed as HIST 257/357. 3 semester credit hours. Global Course.

**HIST 360 Women in American Society.** Examines women's roles in American life and the ways in which they have shaped society, culture and politics. Topics include the major experience of women from the colonial era to the present; gender ideology and the changing images of women; the diversity of race, class and religion. Prerequisite: Social Science or History major. Cross-listed with HIST 260. Historical Mode of Inquiry (QHT). 3 semester credit hours.

**HIST 361 Revolutionary and Jeffersonian Eras: 1763 -1828.** Analyzes the causes of the Revolution, origins of the Constitution and early development of the new nation. Prerequisite: Social Science or History major. Cross-listed with HIST 261. 3 semester credit hours.

**HIST 362 Antebellum America, 1824-1877.** This course examines the economic, political and cultural changes in the United States, culminating in the Civil War. The primary focus of the course is slavery and the battle to dismantle the peculiar institution. Prerequisite: Social Science or History major. Cross-listed with HIST 262. 3 semester credit hours.

**HIST 363 20th-Century America to World War II.** Analyzes the impact of the later industrialization, reform movements, World War I, Depression and New Deal, World War II. Prerequisite: Social Science or History major. Cross-listed with HIST 263. 3 semester credit hours.

**HIST 364 America Since World War II.** Discusses the impact of World War II, the Cold War, the affluent society, and contemporary society. Prerequisite: Social Science or History major. 3 semester credit hours.

**HIST 365 African-American History.** Surveys the major events in Black history from 1619 to present. Topics include origins of slavery, Blacks in the American Revolution, Civil War and Reconstruction, Harlem Renaissance, Depression, and the modern Civil Rights movement. Historical Mode of Inquiry (QHT). Cross-listed with HIST 265. 3 semester credit hours. Typically offered: Spring Term.

**HIST 368 Colonial America to 1789.** Course examines the early European settlement of North America and the economic, political and social consequences of colonization for Europe, Africa and the Native Americans. Cross-listed with HIST 268. 3 semester credit hours. Typically offered: Periodically.

**HIST 370 Labor and the State, 1877-Present.** Examines the growth of industrial America and the struggle of workers to organize. The course follows the labor movement in and its various constituencies, from the AFL-CIO to more radical groups such as the IWW, and their impact on American policy and culture. Prerequisite: Social Science or History major. Cross-listed with HIST 270. 3 semester credit hours.

**HIST 371 Modern Middle East.** An intensive study of 19th and 20th century Middle East. Cross-listed with HIST 271. 3 semester credit hours.

**HIST 372 Early Islamic Middle East 500-1258.** The first of a three course sequence studying the history of the Middle East. The course covers the pre-Islamic Middle East including the conflict between the Eastern Roman and Sasanian empires and focuses on the development of an Islamic civilization that spread throughout the Middle East, North Africa and into Spain under the rule of the two most important Islamic dynasties of this period, the Umayyads and the Abbasids. Relations with neighboring regions including Europe are highlighted including the crusades which began in the late 11th century and continued in Syria/Palestine through the 13th century. Cross-listed with HIST 272. 3 semester credit hours. Typically offered: Spring Term.

**HIST 373 Empires and Cultures of Islamic World.** Introduction to the history of the Islamic world in the half-millennium before the rise of Europe following a chronological and thematic frame. Beginning with the Mongol invasions of the 13th century then the emergence of Turkish war bands of the 14th and 15th centuries while the era of bubonic plague (the 'Black Death') in the middle of the 14th century influences economic and social policies. The final chronological segment is the "imperial age" (from its zenith in the late 16th century to its passing the 18th). Cross listed with HIST 273. 3 semester credit hours. Typically offered: Spring Term.

**HIST 380 The World of Alexander the Great.** Course examines the world of the Mediterranean 360 BC-320 BC and the rise and fall of Alexander the Great. Course focuses on the cultural, economic, political and social history of the period. Cross-listed with HIST 280. 3 semester credit hours. Typically offered: Periodically.

**HIST 391 Topics.** Directed readings and research to be used in discussions pertaining to specific topics in European, American or non-Western history. Prerequisite: Social Science or History major, Junior or Senior standing. 3 semester credit hours. Writing Intensive Course. *Department Consent Required. Course Repeatable. Maximum number of units allowed 15.*

**HIST 395 Independent Study.** Designed to encourage the superior student to study in-depth and to research an area beyond the undergraduate course offerings. Prerequisite: Social Science or History major. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 15.*

**HIST 397 Internship.** Practical experiences in a related career field under the supervision of the History Department. Prerequisite: 3.00 GPA or better, Social Science or History major. 3 semester credit hours. Engaged Learning. *Department Consent Required.*

**HIST 399 Senior Thesis.** Senior capstone experience. Prerequisite: GBLS 101 and GBLS 102 or senior standing. 3 semester credit hours. Typically offered: Spring Term.

## Honors

**HNRS 190 First-Year Colloquium I.** Students develop oral and written communication, research, and leadership skills and engage in service-learning and the study of world classics and/or other culturally significant texts. Grade of "C" or better meets WRIT 101 or WRIT 104 Basic Skills requirement. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**HNRS 191 First-Year Colloquium II.** Students develop oral and written communication, research, and leadership skills and engage in the study of world classics and/or other culturally significant texts. Grade of "C" or better meets WRIT 102 and SPCH 110 Basic Skills requirements. 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

**HNRS 195 Leadership.** Introduces leadership and organizational theory within the context of leadership and helps students understand the role of leaders, the associated impact of leaders on organizational performance, and themselves as leaders. Specific topics include motivation, group dynamics, power, status, conflict, and leadership in a global context. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**HNRS 201 Catholic and Benedictine Intellectual Traditions.** Interdisciplinary seminar focused on various religious and philosophical traditions, including one or more Catholic or Benedictine hallmarks. Counts as IDS 201. 3 semester credit hours. Writing Intensive Course. Typically offered: Spring Term. *Department Consent Required.*

**HNRS 291 Electronic Portfolio Workshop.** A workshop course designed to enable students to begin to compile the electronic portfolio that is the capstone project of the Scholars Program and required for graduation as a Benedictine University Scholar. Includes training in the use of the Desire2Learn platform and the study of texts that provide excellent models for the academic intellectual autobiography. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**HNRS 294 Creativity, Art & Culture.** A critical examination of classic and contemporary works of art, generating theories concerning artistic creativity. Focus is on works of art and the culture from which art comes. Creative and Artistic Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Spring Term. *Department Consent Required.*

**HNRS 301 Human Dignity or the Common Good.** Interdisciplinary seminar focused on issues of social responsibility, stewardship of self and environment, civic engagement, and personal and intellectual development. Counts as IDS 301. 3 semester credit hours. Engaged Learning. Typically offered: Fall Term. *Department Consent Required.*

**HNRS 393 Global Interdependence.** Upper-level study of political themes, with special attention to the 20th century. Counts as HUMN 250. 3 semester credit hours. Anthropology/Political Science Core Elective. Global. Historical Mode of Inquiry (QHT). Typically offered: Spring Term. *Department Consent Required.*

**HNRS 395 Independent Study.** Students with interest in independent study of topics not offered in the curriculum may propose a plan of study in conjunction with a faculty member. Approval based on academic appropriateness and availability of resources. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**HNRS 397 Internship.** Practical experiences in a prospective career field under the supervision of the Scholars Program. 1-3 semester credit hours. Engaged Learning. *Department Consent Required.*

## Humanities

**HUMN 100 Critical Reasoning.** Discussion sessions on gaining critical understanding of readings in the first-year seminar. Integrates critical thinking and study strategies in a meaningful context. Emphasis on: analyzing, synthesizing, and evaluating terminology, concepts and arguments. 1 semester credit hour. *Department Consent Required.*

**HUMN 200 Climate Change - Semester Interdisciplinary Course.** A Meta Course taught by instructors participating in the Climate Change Semester and open only to those students enrolled in participating classes. Course starts mid-semester and covers varied topics related to climate change. A service learning component is included. 2 semester credit hours. *Department Consent Required.*

**HUMN 201 Climate Change: Interdisciplinary Seminar.** A Meta Course taught by instructors participating in the Climate Change Semester and open only to those students enrolled in participating classes. Course starts mid-semester and covers varied topics related to climate change. A service learning component is included. 1 semester credit hour.

**HUMN 240 Converging Hemispheres.** Studies the increasingly global encounter of peoples, ideas, and cultures from the Age of Exploration (from 1400 A.D.) into the Twentieth century. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the shift in emphasis from "person in community" the values of freedom, equality, and responsibility. Examines the construction of the modern era focusing on scientific revolutions, economic transformation, religious reformations, and revolution, resistance and republicanism. 3 semester credit hours.

**HUMN 291 Topics in Humanities.** Special topics offered by visiting lecturers and/or practitioners in the arts and humanities. Content will vary depending on the topic and instructor. 1-3 semester credit hours.

**HUMN 391 Topics in Humanities.** Special topics offered by visiting lecturers and/or practitioners in the arts and humanities. Content will vary depending on the topic and instructor. 1-3 semester credit hours.

## **Inquiry**

**INQ 111 Interfaith Oral History Archives.** Students working in the library's Interfaith Oral History Project will document the history, experiences, and traditions of individuals from various religious and cultural groups on campus and in the community by collecting and transcribing oral histories. Students will learn how to research and develop interview questions and establish rapport and dialog with a diverse range of people as well as technical skills for recording, transcribing, and digitally publishing the histories. In addition to developing communication and research skills, students will be assisting in publishing the oral histories they collect to an online repository, and their contributions will become part of ongoing pool of primary source material for future interfaith education and research. Course requirements include: orientation and training; periodic progress check sessions; working in teams to collect and transcribe four oral histories per student (including recording their own); publishing the histories collected; final group reflection session; writing a final reflection paper. Interfaith Concentration AND Interfaith Learning Community. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**INQ 198 Intercultural Engagement.** International and U.S. students participate together in activities, events, discussion, and reflection with the aim of building community and gaining greater insight into different cultures, worldviews, social experiences, religions, values, and languages. Typically offered: Fall Term.

**INQ 199 Intercultural Engagement II.** Restricted to students living in the Intercultural House. Involves intercultural communication and interaction within groups representing diverse ethnic heritages, worldviews, faiths, languages, and historical environmental influences, as well as experiential learning involving diversity and multiculturalism in local and global communities. Required activities may include field trips, film screenings, workshops, presentations, and blogging. (Intercultural House Learning Community) Spring term. Typically offered: Spring Term, Odd Years.

**INQ 298 Intercultural Engagement Workshop 1: Intercultural House Learning Community.** Restricted to students living in the Intercultural House. Involves intercultural communication and interaction within groups representing diverse ethnic heritages, worldviews, faiths, languages, and historical environmental influences, as well as experiential learning involving diversity and multiculturalism in local and global communities. Required activities may include field trips, film screenings, workshops, presentations, and blogging. Prerequisite: Intercultural House 1 semester credit hour. Typically offered: Fall Term.

**INQ 299 Intercultural Engagement Workshop 2.** Restricted to students living in the Intercultural House. Involves intercultural communication and interaction within groups representing diverse ethnic heritages, worldviews, faiths, languages, and historical environmental influences, as well as experiential learning involving diversity and multiculturalism in local and global communities. Required activities may include field trips, film screenings, workshops, presentations, and blogging. Prerequisite: Intercultural House 1 semester credit hour. Typically offered: Spring Term.

## **Interdisciplinary Seminar**

**IDS 201 Catholic/Benedictine Traditions.** Interdisciplinary seminar focused on various religious and philosophical traditions, including one or more Catholic or Benedictine hallmark(s). Students with 30 or

more credit hours earned. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**IDS 202 Catholic/Benedictine Intellectual Traditions: Sustainability/Stewardship.** Interdisciplinary seminar focused on various religious and philosophical traditions, including one or more Catholic or Benedictine hallmark(s). Students with 30 or more credit hours earned. 3 semester credit hours. Writing Intensive and Sustainability. Typically offered: Fall and Spring Terms.

**IDS 203 Catholic/Benedictine Intellectual Traditions: Global.** Interdisciplinary seminar focused on various religious and philosophical traditions, including one or more Catholic or Benedictine hallmark(s). Students with 30 or more credit hours earned. 3 semester credit hours. Writing Intensive and Global. Typically offered: Fall and Spring Terms.

**IDS 204 Catholic/Benedictine Intellectual Traditions: Sustainability/Stewardship and Global.** Interdisciplinary seminar focused on various religious and philosophical traditions, including one or more Catholic or Benedictine hallmark(s). Students with 30 or more credit hours earned. 3 semester credit hours. Writing Intensive, Global and Sustainability. Typically offered: Fall and Spring Terms.

**IDS 301 Human Dignity/Common Good.** Interdisciplinary seminar focused on issues of social responsibility, stewardship of self and environment, civic engagement, and personal and intellectual development. Students with 60 or more credit hours earned. 3 semester credit hours. Typically offered: Spring Term.

**IDS 302 Human Dignity/Common Good: Sustainability/Stewardship..** Interdisciplinary seminar focused on issues of social responsibility, stewardship of self and environment, civic engagement, and personal and intellectual development. Students with 60 or more credit hours earned. 3 semester credit hours. Sustainability. Typically offered: Fall and Spring Terms.

**IDS 303 Human Dignity/Common Good: Global.** Interdisciplinary seminar focused on issues of social responsibility, stewardship of self and environment, civic engagement, and personal and intellectual development. Students with 60 or more credit hours earned. 3 semester credit hours. Global Course. Typically offered: Fall and Spring Terms.

**IDS 304 Human Dignity/Common Good: Sustainability/Stewardship and Global.** Interdisciplinary seminar focused on issues of social responsibility, stewardship of self and environment, civic engagement, and personal and intellectual development. Students with 60 or more credit hours earned. 3 semester credit hours. Global and Sustainability. Typically offered: Fall and Spring Terms.

## **International Business**

**INTB 101 The Global Economy.** This course examines the concept of globalization from an international business and economic perspective. Special attention is paid to the political, legal, cultural and technological forces that affect and are affected by this phenomenon. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Course. Typically offered: Fall, Spring and Summer Terms.

**INTB 220 Area Studies.** Cultural, economic and business conditions of different world regions. 3 semester credit hours. Typically offered: Periodically.



**INTB 291 Topics.** This course examines such topics as globalization, international trade and investment, offshoring of production, and the impact of international business on culture. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 15.*

**INTB 292 Business Anthropology: Culture and International Business.** Introduction to the impact of cultural variation on the functional areas of business with emphasis on globalization and the development of the world system. 3 semester credit hours.

**INTB 297 Institute Project.** An internship with a company, not-for-profit organization, or government agency in an international business capacity. This may involve companies in the United States or abroad. Students that complete internships in the United States must arrange an internship that involves some aspects of international operations. 2-6 semester credit hours. Engaged Learning. *Department Consent Required.*

**INTB 300 Introduction to International Business.** This course is designed to introduce students to the importance and role of international business. Predominant themes will be culture and business opportunities. Topics include international trade, balance of payments, multinational corporations and the functional areas of international business. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Course. Typically offered: Fall Term.

**INTB 302 International Management.** Study of the dynamics involved in international business management. Explores key issues such as political, legal and labor environments, strategic planning and organizational design. Emphasis is placed on the role of managers and others in successful international operations. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Course. Typically offered: Spring Term.

**INTB 320 Area Studies.** Cultural, economic and business conditions of different world regions. 3 semester credit hours. Business Core Elective. Typically offered: Periodically. *Department Consent Required.*

**INTB 330 Global Human Resource Management.** Analyzes effect of human resource practices on the global corporation's strategy and structure, and demonstrates the complexity of recruitment, selection, training, evaluation, compensation, and labor relations in global organizations. 3 semester credit hours. Typically offered: Periodically.

**INTB 340 Global Logistics.** This course introduces students to the changing and increasingly important role of logistics in the global business arena. Students will explore the areas of inventory planning and management, supply chain integration, transportation and distribution, and warehousing; logistics information systems architectures and implementation strategies; and logistics organization design alternatives. 3 semester credit hours. Typically offered: Spring Term.

**INTB 350 International Marketing.** Studies strategic issues in marketing products and services across national borders. Examines cultural, legal, ethical, and economic constraints. Prerequisite: INTB 300 or MKTG 300. Cross-listed as MKTG 350/INTB 350. 3 semester credit hours. Typically offered: Fall Term.

**INTB 351 Global Development Issues.** A study of the meaning, measurement and historical context of economic development and the issues underlying the vast differences in development between nations of the world. Topics covered include population, agriculture, industry, trade and foreign debt. Cross-listed as ECON 351/INTB 351/MKTG 351. 3 semester credit hours. Typically offered: Periodically.



**INTB 360 International Trade and Finance.** Trade theory, trade barriers, balance of payments, exchange rates, open-economy macroeconomics. Prerequisite: ECON 101, ECON 310, and "C" or better in MATH 115. 3 semester credit hours. Typically offered: Periodically.

**INTB 370 Multinational Corporate Finance.** Stresses the financial decision-making of a firm in an international setting. Covers international financial markets, exchange risk management, asset and liability management, and international banking. Prerequisite: ECON 101, ECON 102, ACCT 111. 3 semester credit hours. Typically offered: Spring Term.

**INTB 371 International Negotiations.** This course aims to introduce students to the theoretical basics of joint problem-solving negotiation, with a particular emphasis on cross-cultural negotiation. As the emphasis here is on learning by doing, students will be lead through a variety of simulations that represent a variety of negotiation settings. 3 semester credit hours. Typically offered: Periodically.

**INTB 375 Global Interdependence.** Politics of international economics and economic determinants of international politics in a globally interdependent world. 3 semester credit hours. Global Course. Typically offered: Periodically.

**INTB 380 Global Strategic Management.** This course, as the capstone to the International Business and Economics major, should come after students have studied all basic aspects of international business. The course focuses on multinational corporate strategies. Using a computer simulation and the case study method, students will apply the concepts of accounting, finance, marketing, and management to the development of an international strategic plan. Prerequisite: Senior standing. 3 semester credit hours. Writing Intensive Course. *Department Consent Required.*

**INTB 391 Topics.** This course examines such topics as globalization, international trade and investment, offshoring of production, and the impact of international business on culture. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 15.*

**INTB 395 Independent Study.** Directed readings, independent research, or student projects on areas of individual academic interest; topics, meeting times, and outcomes arranged with instructor. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 15.*

**INTB 397 Institute Project.** An internship with a company, not-for-profit organization, or government agency in an international business capacity. This may involve companies in the United States or abroad. Students that complete internships in the United States must arrange an internship that involves some aspects of international operations. 2-6 semester credit hours. Engaged Learning. *Department Consent Required.*

## **International Student Orientation Undergraduate**

**ISOU 100 International Student Orientation Undergraduate.** 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, Spring, and Summer Terms.

## Linguistics

**LING 301 Introduction to Linguistics.** Provides an overview of phonology, morphology, syntax, semantics, and discourse analysis, as well as an introduction to the history of linguistics, and psycholinguistic and sociolinguistic theory. For TESOL students, the course also addresses research in linguistics as it relates to educational theory and practice, specific to teaching and learning of English as a second language. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**LING 302 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. Typically offered: Fall Term. *Department Consent Required.*

**LING 303 Methods and Materials.** 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. 3 semester credit hours. *Department Consent Required.*

**LING 304 Assessment of ESL and Bilingual Students.** Provides a general background in language and academic content assessment issues, opportunities to examine assessment instruments, and practical experience developing and using formal and informal assessment measures. Students critically select and analyze evaluation tools and techniques for measuring ESL students' performance in academic settings. Addresses the relationship between TESOL and state-mandated standards and methods for assessing English Language Learners (ELLs). 3 semester credit hours. *Department Consent Required.*

**LING 305 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 306 World Englishes.** Examines the uses of English in a variety of global and local contexts (colonialism and its legacy, English-medium education around the world, business, science, popular culture, and social media). Addresses research that problematizes the notions of "native speaker" and "mother tongue" and explores their changing meaning in an increasingly globalized world. 3 semester credit hours. *Department Consent Required.*

**LING 307 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." (Cross-listed with LITR 307 for Secondary Ed majors. Prerequisite for LITR 307 is LITR 100.) 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**LING 308 Style.** Examines why some textual artifacts are valued over others, why some texts are perceived as more effective than others and how writers and speakers achieve particular rhetorical effects on their audiences. The course explores these questions through the lenses of a number of related sociolinguistic approaches including genre theory, semiotics, and pragmatics. Students investigate how the words we choose to use, and the way we put them together in sentences and larger units of text combine to produce stylistic effects. Tools of stylistic analysis such as corpus analysis and systemic functional analysis will be introduced and used in the course. (May be cross-listed with LITR 291). 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

## Literature

**LITR 150 Themes in Literature.** This course is designed primarily for non-majors. Students will be introduced to literary methods and theories, with a focus on transferable skills, such as literary analysis, close reading, and essay writing. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Typically offered: Periodically.

**LITR 210 Literature and Film.** Selected literary texts and their representation on film; analysis of the relationship between the two genres, and differences between written texts and visual media. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term, Odd Years.

**LITR 241 Environmental Literature.** Study of the connections between humans and their environment, between the imagined landscapes and the real. Authors studied may include Thoreau, Silko, Leopold, and Steingraber. Course will combine literary analysis with cultural analysis, informed by science-based activism, and is suited to both English Language and Literature majors and others with an interest in the environment. Literature Core Elective. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Writing Intensive and Sustainability. Typically offered: Periodically.

**LITR 250 Medieval Literature.** Study of literature from the medieval era of British European history. Students will learn to read Old English and/or in Middle English; texts to be studied may include work by Marie de France, Chaucer, the Gawain poet, Langland, medieval dramatists, and others major writers. Counts as pre-1800. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Fall Term, Odd Years.

**LITR 255 American Literature I.** Survey of American literature from its Colonial roots, particularly the influence of the Puritans, to its flowering in New England. Counts as pre-1800. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Fall Term.

**LITR 256 American Literature II.** Survey of American literature since the Civil War. Emphasis on development of Realism and Naturalism in the nineteenth century, and modernism in the twentieth. Counts as post-1800. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term.

**LITR 257 British Literature I.** Historical survey of representative British literary texts from the Anglo-Saxon period to 1789, with attention to modes of critical reading and development of important genres. Counts as pre-1800. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Fall Term.

**LITR 258 British Literature II.** Historical survey of representative British and Anglophone literary texts from 1789 to the present, with attention to modes of critical reading and relevant cultural and historical contexts. Counts as post-1800. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term.

**LITR 259 World Literatures.** Study of major literary works from the ancient and classical, pre-modern, modern, and/or global eras, in English. May include comparative study of world traditions or mythologies. Not a Global-designated course. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core and Writing Intensive. Typically offered: Fall Term, Even Years.

**LITR 263 Literature of the Early Modern Period.** Selected literary and cultural texts drawn from the late sixteenth to the eighteenth centuries. Places these texts in the context of emerging modernity. Counts as pre-1800. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term, Odd Years.

**LITR 264 Global/Postcolonial Literature and Theory.** Comparative study of literature and theory concerning colonial, postcolonial, third world, and diasporic cultures and communities. May include such topics as education and the colonial/postcolonial condition; intellectual culture and imperialism; the politics of tourism, identity and diaspora; travel, migration, and globalization; and trauma, genocide, and historical fiction. Counts as diversity elective for majors. Cross-listed with LITR 364. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term, Odd Years.

**LITR 265 Shakespeare.** Critical reading of representative comedies, tragedies, and histories. Emphasis on such issues as his Shakespeare's dramatic art, critical response, and role in constructions of literary culture. Counts as pre-1800. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term, Even Years.

**LITR 266 Studies in the Novel.** Critical study of selected novels, with emphasis on British and American writers and forms in English; theories of the novel as literary genre. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core and Writing Intensive. Typically offered: Spring Term, Odd Years.

**LITR 267 Studies in Poetry.** Critical study of selected poetry, with attention to both formal and interpretive issues; theories of poetry as literary genre. Topics will vary. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core and Writing Intensive. Typically offered: Spring Term, Even Years.

**LITR 268 Studies in Drama.** Critical study of selected dramatic literature from a range of cultures and periods; theories of drama as literary genre. Topics will vary. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core and Writing Intensive. Typically offered: Fall Term, Odd Years.

**LITR 269 Introduction to Creative Writing.** Writing workshop for students; introduction to various forms of modern fiction and poetry. Students will have the opportunity to create original poetry and fiction. Artistic and Creativity Mode of Inquiry (QCA). 3 semester credit hours. Fine Arts Core Elective. Typically offered: Periodically.

**LITR 279 U. S. Multiethnic Literature.** Comparative study of literature reflecting the diversity of American culture. In our exploration of just a sampling of the multiple voices of U.S. literature, we will consider these

narratives within specific historical, cultural, rhetorical, and literary contexts. Counts as diversity elective for majors. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Fall Term, Even Years.

**LITR 280 African-American Literature.** Historical and critical exploration of African-American writers' contributions to American fiction, poetry, drama, and non-fiction, from the oral tradition to the present. May include an Afrocentric approach. Counts as diversity elective for majors. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term, Even Years.

**LITR 281 Gender and Literature.** Introduction to gender studies as a mode of literary analysis, and to the role of literary texts in shaping gender constructions. Counts as diversity elective for majors. Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Literature Core and Writing Intensive. Typically offered: Fall Term, Even Years.

**LITR 291 Topics in Literature.** Intermediate-level study of authors, themes, movements, and genres; attention to historical context. Sample topics: American Renaissance, Nineteenth-Century British Women Writers, Gothic, the Graphic Novel, Lyric. May count as pre-1800, post-1800, or diversity course for majors, depending on topic. May be designated Literary and Rhetorical Mode of Inquiry (QLR) depending on topic. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 99.*

**LITR 298 Advanced Academic and Nonfiction Writing.** Advanced introduction to academic writing and research, with emphasis on understanding the essay form and its history. Students will also develop versatility in adapting writing skills to different platforms, media, and genres. Introductory course for English Language and Literature majors; prerequisite for 300-level Literature courses. Not a Literature Core Elective or Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Typically offered: Fall Term.

**LITR 299 Introduction to Literary Analysis.** Advanced introduction to literary study and criticism. Focus on genres, techniques and development of literature. Emphasis on critical reading and writing. Introductory course for English Language and Literature majors; prerequisite for 300-level Literature courses. Not a Literature Core Elective or Literary and Rhetorical Mode of Inquiry (QLR). 3 semester credit hours. Typically offered: Spring Term.

**LITR 300 Advanced U.S. Literary and Cultural Studies I.** Explores critical questions, analytical categories, and common methodologies that structure the practice of U.S. literary and cultural studies. Students will work primarily with literary texts written before 1800 as well as with secondary sources and theoretical works. Students will also complete a research paper. Counts as pre-1800. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Periodically.

**LITR 301 Advanced U.S. Literary and Cultural Studies II.** Explores critical questions, analytical categories, and common methodologies that structure the practice of U.S. literary and cultural studies. Students will work primarily with literary texts written after 1800 as well as with secondary sources and theoretical works. Students will also complete a research paper. Counts as post-1800. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**LITR 305 Critical Theory.** Survey and application of contemporary theories of literature and language. Covers the intersection of modern literary theory with philosophy, linguistics, psychology, anthropology,

and other humanistic fields. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**LITR 307 Modern English Language.** 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." Cross-listed as LING 307/507. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**LITR 315 American Literary Realism and Naturalism.** This course provides advanced study of U.S. realist and naturalist literature of the nineteenth and twentieth centuries. Counts as post-1800. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**LITR 322 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. Prerequisite: Cumulative G.P.A. of 2.5 and TEP. Cross-listed as EDUC 322. 3 semester credit hours. Typically offered: Periodically.

**LITR 352 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 (Lisle campus): cumulative GPA of 2.5 and TEP. Prerequisites (Springfield campus): cumulative GPA of 2.75 and TEP. Cross-listed as EDUC 352. 3 semester credit hours. Typically offered: Periodically.

**LITR 357 The Nineteenth Century.** Advanced study of nineteenth-century fiction, poetry, and/or drama. Topics may include Victorian literature, the nineteenth-century novel, and Romanticism. Counts as post-1800. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**LITR 362 Modern Literature.** Examines the evolution of poetic and narrative forms since the late nineteenth century. Emphasis on major British and/or American poets and novelists; may also include translated works from other cultures. Counts as post-1800. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**LITR 364 Global/Postcolonial Literature and Theory.** Comparative study of literature and theory concerning colonial, postcolonial, third world, and diasporic cultures and communities. May include such topics as education and the colonial/postcolonial condition; intellectual culture and imperialism; the politics of tourism, identity and diaspora; travel, migration, and globalization; and trauma, genocide, and historical



fiction. Counts as diversity elective for majors. Prerequisite: LITR 298 or LITR 299. Cross-listed with LITR 264. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**LITR 369 Advanced Creative Writing.** Advanced writing workshop with focus on writing and revision of fiction and poetry; includes group discussions and individual conferences. Students will produce a professional portfolio of creative work. Prerequisite: LITR 269 or Department approval. 3 semester credit hours. Typically offered: Periodically.

**LITR 381 Theories of Gender in Literary Analysis.** Advanced readings in literature and in selected gender-based modes of textual analysis, as well as theories of the relationship between gender and language. Counts as diversity elective for majors. Prerequisite: LITR 298 or LITR 299 or GENS 100. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**LITR 384 Major Authors and Genres I.** Detailed study of major writers and/or literary genres prior to 1800. Authors to be studied may include such figures as Geoffrey Chaucer, Aphra Behn, or John Milton; genres to be studied may include epic or the rise of the novel. Counts as pre-1800 for majors; may also count as diversity course depending on topic. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Periodically.

**LITR 385 Major Authors and Genres II.** Detailed study of major writers and/or literary genres after 1800. Authors to be studied may include such figures as Jane Austen, Robert Browning, or Toni Morrison; genres to be studied may include slave narratives and the poetic collection. Counts as pre-1800 for majors; may also count as diversity course depending on topic. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**LITR 391 Advanced Topics in Literature.** Advanced study of authors, themes, movements and genres, with attention to historical context. May count as pre-1800, post-1800, or diversity course for majors, depending on topic. Prerequisite: LITR 298 or LITR 299. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**LITR 395 Independent Study.** Students with interest in independent study of topics not offered in the curriculum may propose a plan of study in conjunction with a faculty member. Approval based on academic appropriateness and availability of resources. May count as pre-1800, post-1800, or diversity course for majors, depending on topic. Prerequisites: LITR 298 or LITR 299 and junior or senior standing. 3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**LITR 399 Senior Seminar.** Group workshop and individual instruction in literary research and critical writing, leading to the completion of a thesis paper in a literary field of the student's choice. Prerequisites: LITR 298, LITR 299, and senior standing. 3 semester credit hours. Writing Int and Engaged Learn. Typically offered: Fall Term.

## **Management and Organizational Behavior**

**MGT 110 Business Principles and Skills for Academic Success.** Introductory course for adults pursuing an associate degree. Academic success topics include learning styles, group interaction, written and oral communication skills, research and critical thinking skills, and time management. This course also includes a survey of business structures and operations. Other topics include the role of consumers in business, social



responsibility within business organizations, and specialized business fields. Prerequisite: Admission into the Adult Associate of Arts Program. 3 semester credit hours.

**MGT 120 "Going Green" in the Business World.** This course provides students of all majors, concentrations and levels of study a variety of business frameworks and tools to influence business leaders' decisions about environmental sustainability. As a result of this course the student will better understand how they can make a positive difference on the job influencing their employers to adopt green business practices. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**MGT 125 Business Sustainability Topics.** This course traces present-day expectations on corporations for taking on environmental and social responsibilities. Students will study specific topics that are important components of sustainability initiatives. Topics include consumerism and resource depletion, substitution of renewable for non-renewable resources, building design and construction, carbon reduction, waste reduction and recycling, climate change and sustainability measurement and reporting. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MGT 150 Business Statistics I.** Basic course in statistical technique; includes measures of central tendency, variability, probability theory, sampling, estimation, and hypothesis testing. Prerequisite: MATH 105 or MATH 110. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MGT 210 Management.** An overview of the fundamentals of management and leadership and their impact on the modern corporation. The course is a combination of theory and practical application, offering the student an opportunity to learn about the nature of management, leadership, and cultural diversity issues. Prerequisite: sophomore standing. 3 semester credit hours.

**MGT 217 Group Dynamics and Learning Strategies.** This course provides an overview of organizational structure, group dynamics, and learning strategies. Prerequisite: Admission to the Adult Bachelor of Arts Learning Team or Online Program. 3 semester credit hours.

**MGT 220 Entrepreneurship.** Application of business principles to planning, organizing and operating the entrepreneurial enterprise. 3 semester credit hours.

**MGT 234 Organizational Planning & Analysis.** Provides a basic understanding of key concepts and an ability to use basic analytical tools related to financial, economic and marketing planning. Topics include revenues, costs, supply and demand, pricing and the development of products and services to meet market needs. 3 semester credit hours.

**MGT 235 Business Law I.** Introduction to the role of the legal system in our society with an emphasis on the law of contracts, sales, and agency. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MGT 236 Business Law II.** Introduction to the role of the legal system in our society with an emphasis on the law of commercial paper, partnership, and corporations. 3 semester credit hours. Typically offered: Periodically.

**MGT 237 Business Communications.** Theory and practice of communication within and between business organizations of all types. Focus on the training for and development of entry-level skills in communication and its related technology. 3 semester credit hours. Writing Intensive Course.

**MGT 247 Ethical Leadership.** This course is an overview of management at the strategic and tactical levels. It reviews various models of leadership, ethics involved in that leadership, strategies, and skills. Prerequisite: Admission to the Adult Bachelor of Arts Learning Team or Online Program. 3 semester credit hours. Writing Intensive Course.

**MGT 251 Business Statistics II.** Covers: Regression and correlation, analysis of variance, and nonparametric statistics. Prerequisite: MGT 150. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MGT 252 Business Ethics in the Context of Catholic Social Teaching.** This course is designed to give the student knowledge of the range of ethical theories that currently govern behavior in business, how Catholic Social Teaching provides a guide to business, why ethics are necessary to business and how ethics influence corporate success. Cross-listed as THEO 252. Theological/Religious Mode of Inquiry (QRT). 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall and Spring Terms.

**MGT 254 Interfaith Issues in Management.** This course will address business management areas of leadership, communication, and decision making in this diverse environment. The course expands on communications and leadership courses by specifically addressing interfaith issues and dialogue methods. Students will expand their knowledge of different faiths, they will develop skills needed to succeed in diverse business and professional organizations, and they will build insight as to how they can contribute to a more just, inclusive, and robust society. (QRT) Theology and Religious Studies mode of inquiry. 3 semester credit hours. Typically offered: Spring Term.

**MGT 255 Readings in Organizational Research.** Introduces methods of systematic investigation which are needed to provide continued development of the body of knowledge upon which the disciplines of management and organizational behavior are based. Focus is on an understanding of the research process in organizations, its value and its limitations. 3 semester credit hours.

**MGT 260 Fundamentals of Human Resource Management.** This course will focus on: developing, contributing to, and supporting the organization's mission, vision, values, strategic goals, and objectives; formulating policies; guiding and leading the change process; and evaluating HR's contributions to organizational effectiveness. 3 semester credit hours.

**MGT 262 Employee Recruitment Strategies.** This course will focus on developing, implementing and evaluating sourcing, recruitment, hiring, orientation, succession planning, retention, and organizational exit programs necessary to ensure the workforce's ability to achieve the organization's goals and objectives. 3 semester credit hours.

**MGT 264 Employee Performance and Appraisal Management.** This course will focus on developing, implementing and evaluating activities and programs that address employee training and development, performance appraisal, talent and performance management, and the unique needs of employees to ensure that the knowledge, skills, abilities, and performance of the workforce meet current and future organizational and individual needs. 3 semester credit hours.

**MGT 266 Essentials of Compensation and Benefits.** This course will focus on developing, selecting, implementing, administering, and evaluating compensation and benefits programs for all employee groups that support the organization's strategic goals, objectives, and values. 3 semester credit hours.

**MGT 268 Managing Workplace Relationships.** This course will focus on analyzing, developing, implementing, administering and evaluating a broad range of workplace relationships. Functional areas include techniques for facilitating positive employee relations, positive employee relations strategies, and non-monetary rewards, motivation concepts and applications, and employee involvement strategies. (For example: employee management committees, self-directed work teams, and staff meetings). 3 semester credit hours.

**MGT 270 Employment Law and Risk Management.** This course will focus on developing, implementing, administering, and evaluating programs, plans, and policies which provide a safe and secure working environment and to protect the organization from liability. Additional focus will be placed on the workplace relationship between employer and employee in order to maintain relationships and working conditions that balance employer and employee needs and rights in support of the organization's strategic goals, objectives, and values. 3 semester credit hours.

**MGT 275 Accounting and Financial Analysis.** This course surveys a broad range of financial and managerial accounting techniques used by managers as applied to business and organizational planning, reporting, and control. The financial accounting topics dealt with, from the perspective of the financial statement user, include the basic processes of the accounting information system, transaction analysis, the form and content of financial statements, and financial analysis tools. In the managerial accounting topics we explore the tools of management decision making, including variable costing, cost-volume-profit analysis, performance reporting, and capital budgeting. The emphasis is on understanding rather than on mathematical rigor. The focus is on the analysis and solution of problems that managers normally deal with. Prerequisite: ACCT 112 and Admission to the Adult Bachelor of Arts Learning Team or Online Program. 3 semester credit hours.

**MGT 287 Why Work?.** This course is a two-part course and is cross-listed with THEO 287A. The first part of the two-part course examines the life of a business leader - why work? It will examine why business is viewed as a calling to not only make a living but improve lives -- co-workers, customers, and the wider community. In the second part, students will explore their own vocation, leadership strengths, write their dream job description, and find companies and careers toward a meaningful life. 3 semester credit hours. Typically offered: Spring Term.

**MGT 291 Topics.** Specially designed courses on various business topics to supplement the business curriculum. Varies based upon the specific topic being explored. 3-6 semester credit hours.

**MGT 297 Internship.** Practical experiences in business related fields under the supervision of the program coordinator. 2-6 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MGT 300 Management.** Fundamental principles and practices of the corporate enterprise are utilized to consider planning, organizing, implementing and controlling in management. Prerequisite: Sophomore standing. 3 semester credit hours. Business Core and Writing Intensive. Typically offered: Fall and Spring Terms.

**MGT 301 Entrepreneurship.** This course provides students with the opportunity to create a complete written Business Plan and effectively present the Business Plan orally to a panel of prospective investors or lenders. Students will be grouped into teams with each team determining an appropriate business opportunity to develop according to course instruction. Prerequisites: MGT 300, ACCT 111. 3 semester credit hours. Typically offered: Fall Term.

**MGT 302 International Management.** Study of the dynamics involved in international business management. Explores key issues such as political, legal and labor environments, strategic planning and organizational design. Emphasis is placed on the role of managers and others in successful international operations. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Course. Typically offered: Spring Term.

**MGT 303 Management Labor Relations.** The course focuses on the evolution of employer-employee relations in union and non-union organizations. The emphasis is on union, governmental and workplace policies and practices, history, functions, forecasted changes relating to labor and management in both public and private sector. Prerequisite: MGT 300. 3 semester credit hours. Typically offered: Fall Term.

**MGT 305 Introduction to Sports Culture in America.** Introduces students to the business side of sports in America and provides an overview for the opportunities in the sports and leisure industry. The course emphasizes critical thinking skills and covers ethics, social concerns and the economic impact of sports and leisure upon America. 3 semester credit hours. Typically offered: Fall Term.

**MGT 310 Applied Innovation.** This course is a senior level interested in entrepreneurship focusing on applying innovation methods to real world problems by helping local start-up company become successful. Students will work in teams of 5 who have qualified for the positions through an interview process. The team will work to help a designated start-up company from the "1871" incubator business community develop their value proposition, business model, and go to market strategies for consideration as part of their business plan. Each section will have a series of questions the team must answer and use to formulate and defend a recommended path forward. Course composition will consist of a blend of on campus meetings, on-site conversations with the start-up and field work with stakeholders. Undergraduate Senior Status. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**MGT 315 Lean Six Sigma for Operational Excellence..** Lean Six Sigma is a methodology that focuses on process efficiency and effectiveness which directly translates into increased customer satisfaction and improved return on investment (ROI). This course focuses on the linkage between strategy and achieving operational efficiency using real-worlds projects and business cases. Cross-listed with BALT 325. 3 semester credit hours. Typically offered: Fall Term.

**MGT 320 Organizational Behavior.** Overview of organizational structures and group dynamics. Examines job satisfaction, motivation, performance evaluation, decision-making and goal setting. Prerequisite: MGT 300. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**MGT 323 Group Processes.** Provides the basic theory necessary to understand the components of the group process. The course gives the opportunity to participate in functioning groups for decision making and to practice newly developed skills in class groups. 3 semester credit hours.

**MGT 324 Global Sustainability Topics.** This course presents mainstream environmental and corporate sustainability challenges faced by business. Topics include the concept of Shared Value, greenhouse gas (GHG) abatement programs; mitigation discussions on global climate change; consumerism; renewable energy technologies; state of adoption of Triple Bottom Line sustainability reporting; accounting for Externalities through Natural Capital accounting methods. Supporting topics: What business tools can one use to take ideas and make them into sustainable programs? Overview of LEED building practices; recycling; alternative transportation programs, how to account for carbon emissions; employment trends in the green economy. Senior Status. 3 semester credit hours. *Department Consent Required.*

**MGT 330 Human Resource Management.** Relationship of internal and external labor market concepts to organizational manpower planning. Prerequisite: MGT 300. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MGT 331 Labor and Industrial Relations.** Analysis of the structure and behavior of labor and business enterprises and implications of this behavior for resource allocation and individual welfare. Prerequisite: ECON 101, ECON 202. 3 semester credit hours.

**MGT 333 Operations Management.** A study of theory, principles and computational procedures as applied to such areas as strategic planning, forecasting, capacity planning, productivity and quality control. Prerequisite: MGT 300. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MGT 334 Training and Development.** This course covers corporate training and development including assessment, training design, training evaluation, management and executive training. Prerequisite: MGT 330. 3 semester credit hours. Typically offered: Fall Term.

**MGT 335 Compensation and Performance Management.** A study of the historical development of compensation theory and its applications to the design and implementation of benefit/reward structures in modern organizations. Prerequisite: MGT 330. 3 semester credit hours. Typically offered: Spring Term.

**MGT 336 Employee Recruiting, Interviewing and Selection.** Covers a strategic approach to identification, attraction, selection, and retention of talent. Includes a comprehensive staffing model, staffing support systems, core staffing systems, cases and exercises for student skill building. 3 semester credit hours.

**MGT 347 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. Includes management of project scope, time, cost, quality, human resources, communications, and risks. A project planning software tool is utilized, usually MS Project. Prerequisite: Junior or Senior Standing. 3 semester credit hours. Typically offered: Spring Term.

**MGT 370 Industrial Organization & Policy.** Focuses on empirical studies in patterns of market structure, business behavior, and performance. Applications in the fields of antitrust and regulation are stressed. Prerequisite: ECON 202. 3 semester credit hours.

**MGT 380 Strategic Management.** Management capstone course enabling business students to use the disciplines and techniques learned throughout their program of study. Case studies stress the importance of basing management decisions on a strategic view of organizations. Prerequisite: Senior standing, FINA 300, MGT 300 MKTG 300. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**MGT 387 Management Capstone.** This is the management capstone course enabling students to integrate and use the disciplines and techniques learned throughout the program of study. Case studies are utilized to stress the importance of basing management decisions on a strategic view of organizations. The focus is on the role of management in the development of organizational strategy, on the practice of the decision-making process and in the development of an appropriate organizational structure. Prerequisite: MGT 275, 302, 330, 347 and admission to the adult B.A. in Management Program. 3 semester credit hours. Writing Intensive Course.

**MGT 389 Senior Seminar.** Capstone course for organizational leadership major. Focus on an analysis of the leadership role in complex organizations. Case-based approach will integrate previous knowledge and emphasize use of critical thinking. 3 semester credit hours.

**MGT 391 Topics.** Specially designed courses in various business topics to supplement the business curriculum. Prerequisite: Varies based upon the specific topic being explored. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**MGT 395 Independent Study.** Provides an opportunity for an advanced student in the major to pursue study in a field of business related interest. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MGT 397 Internship.** Practical experiences in business related fields under the supervision of the program coordinator. 2-6 semester credit hours. Engaged Learning. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MKTG 230 Fundamentals of Selling.** This course provides a comprehensive approach to the fundamentals of selling, focusing on effective strategies throughout the sales cycle, including: identifying customer needs; developing relationships; product presentations and qualifying sales; and closing and servicing a sale. Students apply these concepts through preparation of sales proposals and presentations that sell. 3 semester credit hours.

**MKTG 232 Managing Sales Relationships for Productivity.** The course is an introduction to aspects of professional sales relations that affect sales productivity. Participants are introduced to various patterns for analyzing the dynamics of the professional selling process and customer service which determine the dynamics of sales relationships. 3 semester credit hours.

**MKTG 234 Psychology of Sales.** This course provides a practical approach to the key component of the sales effort - "the close." Emphasis is given to consumer objectives, demonstration strategies, and closing techniques. 3 semester credit hours.

**MKTG 236 Negotiating Skills in Business.** This course focuses on the process and practice of effective negotiations in the sales and marketing environment. The impact of negotiating on management and other business practices is also addressed. 3 semester credit hours.

**MKTG 238 Sales Management.** This course is designed to prepare prospective sales managers for the challenges they face in corporate sales settings. It deals with the critical impact management has on sales, as well as the effective team-building strategies and leadership skills needed for success in these key positions. 3 semester credit hours.

**MKTG 240 Business Ethics in Sales.** This course deals with the ethical implications of management decision-making in society. It places emphasis on the ethical impact of contemporary social, political and economic issues. 3 semester credit hours.

**MKTG 241 Introduction to Social Media Marketing.** Introduction to social media marketing including Facebook, Twitter, and LinkedIn. Students learn how to develop a social media presence and work



towards fulfilling requirements for a social media certification (e.g. Hootsuite). To help develop critical thinking and strategic ability, students are exposed to current trends and diverse viewpoints in social media marketing, including evolving best practices. Credit cannot be earned in both MKTG 241 and MKTG 347. 3 semester credit hours.

**MKTG 242 Introduction to Search Engine Optimization (SEO).** Students learn the fundamentals about how content development relates to SEO including applying SEO techniques to a blog. As part of the course, students work towards fulfilling requirements for an SEO certification (e.g. HubSpot). Students are exposed to sources for gaining an up to date perspective on the constantly evolving field of SEO, as well as getting exposure to the ethics of "white hat" and "black hat" SEO techniques. Credit cannot be earned in both MKTG 242 and MKTG 348. 3 semester credit hours.

**MKTG 243 Introduction to Search Engine Marketing.** Students learn fundamentals of SEM (search engine marketing) through hands-on exposure to the Google Adwords platform. Concepts and skills include creating ads, choosing keywords, monitoring performance. Students take the Google Adwords Fundamentals exam, which is 1 of the 2 exams required for Google Adwords certification. To help develop critical thinking and strategic ability, students are exposed to real world scenarios and live Adwords campaigns, to help them learn how to discriminate between various potential strategies and their relative effectiveness. Credit cannot be earned in both MKTG 243 and MKTG 349. 3 semester credit hours.

**MKTG 244 Intro to Web Analytics (Google Analytics).** Students learn fundamentals of Web Analytics through hands-on exposure to the Google Analytics platform. Concepts and skills include learning how Web Analytics can provide insight on Website visitors and their behavior, and the importance of monitoring ROI (return on investment). To help develop critical thinking and strategic ability, students are exposed to current trends and viewpoints in Web Analytics, to understand the importance of the insights that analytics can provide, and how it can inform clients' strategic marketing plans. Credit cannot be earned in both MKTG 244 and MKTG 345. 3 semester credit hours.

**MKTG 291 Topics.** Specially designed courses in various business topics to supplement the business curriculum. Prerequisite: Varies based upon the specific topic being explored. 3 semester credit hours.

**MKTG 297 Internship.** Practical experiences in business related fields under the supervision of the program coordinator. 2-6 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MKTG 300 Marketing.** This course is an investigation of the basic principles of marketing, with an emphasis on the practical application of those principles to formulate marketing plans that will deliver value to customers and meet the goals of the organization. It focuses on how companies develop marketing strategies based on the decisions they make about the types of products they will offer and how those products will be distributed, promoted, and priced. The impact the external market environment can have on those strategies is also examined. Prerequisite: Sophomore standing. Social-Scientific I Mode of Inquiry (QIO). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MKTG 305 Sports Marketing.** A case study approach will be used to explore and analyze situations that pertain to sports marketing. Prerequisite: MKTG 300. 3 semester credit hours. Typically offered: Spring Term.

**MKTG 310 Consumer Behavior.** This course is an in-depth examination of the internal and external factors that influence consumers in their selection, use, and disposition of products and services. In examining



consumer needs, wants, and behavior as a foundation for the formulation of effective marketing strategies, the course emphasizes the importance that organizations must place on understanding not only the demographic and economic factors that drive consumers to behave in certain ways, but the psychological, cultural, and social factors as well. This course examines consumers' needs, wants, and market behavior as a foundation for the formulation of effective marketing strategies by organizations. The course also provides an understanding of consumer behavior that can be used by all students to enhance their ability to consume wisely and to enable them to appreciate the critical role consumers play in our economic system. Prerequisite: MKTG 300. Social-Scientific I Mode of Inquiry (QIO). 3 semester credit hours. Business Core Elective. Typically offered: Spring Term.

**MKTG 320 Data and Text Mining.** Knowledge discovery and business analytics are core tools used by organizations to direct business decisions, improve strategies, reduce risk and create new business opportunities. This course focuses on algorithm techniques that can be used for knowledge discovery such as classification, association rule mining, clustering, and heuristics. Successful applications of this methodology have been reported in areas such as credit rating, fraud detection, database marketing, customer relationship management, and stock market investments. This course will cover data mining for business intelligence and will cover applications to both data and text. The focus is on several techniques that aim at discovering patterns that can bring value or "business intelligence" to organizations. Examples of such patterns include fraud detection, consumer behavior, and credit approval. The course will cover the most important data mining techniques including: classification, clustering, association rule mining, prediction --- through a hands-on approach using specialty software. Cross-listed with BALT 320. Prerequisite: MGT 251 or BALT 301. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MKTG 325 CRM Business Concepts and Software Applications.** CRM Business Concepts and Software Applications. Successful businesses rely on a CRM software system to provide a 360 degree view of their customers and important insights into their own business. This course provides students with the understanding of customer relationships, including strategic, operational, and analytical views and their applications to business. Students will also gain hands-on experience in and outside the classroom using Salesforce.com, one of the premier CRM software programs that is widely used in business today. Salesforce.com experience is in high demand in the market place. Students will earn badges which will lay the groundwork for students to become certified. Understanding of CRM along with Salesforce.com badges are coveted credentials that can help students accelerate a successful job search and career. Prerequisite: MKTG 300. 3 semester credit hours. Typically offered: Spring Term.

**MKTG 330 Promotional Strategy.** To maximize their impact on both end consumers and other businesses, companies must coordinate and integrate all of their marketing functions. Using an integrated marketing communications (IMC) approach, this course goes beyond the traditional study of advertising, sales, promotion, personal selling, direct marketing, and public relations, to show how all of these components of promotion, as well as the other three elements of the marketing mix, must blend together to present a unified message to consumers. An integrated marketing communications (IMC) approach to the study of the strategies organizations use to promote their products and services. The course goes beyond the traditional study of advertising, sales promotion, personal selling, direct marketing, and public relations to show how all four elements of the marketing mix – product, price, promotion, and distribution – must blend together to present a unified message to customers. Prerequisite: MKTG 300. 3 semester credit hours. Typically offered: Fall Term.

**MKTG 331 Internet Marketing Communications.** Internet marketing is reshaping the way businesses and consumers interact with each other. This course studies how the Internet as a communication channel can be valuable to 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 the Internet offers an array of one-to-one, real-time, personalized marketing communications. Through various exercises and projects, students will explore how the Internet affords decision makers the opportunity to customize their marketing approaches to meet individual customers' needs and to make the Internet an effective part of an overall Integrated Marketing Communications Strategy. Prerequisite: MKTG 300. 3 semester credit hours.

**MKTG 333 Personal Selling and Sales Management.** This course examines the role personal selling plays in an organization's overall integrated marketing communications program. Students will explore how personal selling works with other elements of the promotional mix (advertising, publicity, sales promotion) to create a uniformed, integrated marketing message. In addition to gaining knowledge of traditional personal selling practices and techniques, students will learn how the Internet is increasingly factoring into an organization's personal selling strategy. Prerequisite: MKTG 300. . 3 semester credit hours. Typically offered: Spring Term.

**MKTG 334 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. Cross-listed with MIS/MBA657. Prerequisite: MKTG 300. 3 semester credit hours. Typically offered: Annually.

**MKTG 336 Advanced Social Media Marketing.** Advanced coverage of social media marketing, including creating and monitoring social media ad campaigns, as well as social media monitoring. To help develop critical thinking and strategic ability, students gain additional exposure to applications, evaluation of best practices, and advanced skill development in various situations. Credit cannot be earned in both MKTG 336 and MKTG 347. 3 semester credit hours.

**MKTG 337 Advanced Search Engine Optimization (SEO).** Advanced coverage of SEO (search engine optimization), including developing skills through creating a website, and using related tools to monitor performance and analyze keywords. As part of the course students work towards fulfilling requirements for an SEO certification. (ex: Search Engine News; subject to change) To help develop critical thinking and strategic ability, students gain additional exposure to applications, evaluation of best practices, and advanced skill development in various situations. Credit cannot be earned in both MKTG 337 and MKTG 348. 3 semester credit hours.

**MKTG 338 Advanced Search Engine Marketing.** Students continue learning and applying SEM (search engine marketing) techniques, working on live campaigns, and advancing to more sophisticated optimization, including learning how to increase CTR (click through rate) and working with bidding strategies. Students take the Google Adwords Advanced exam, which is 1 of the 2 exams required for Google Adwords certification. To help develop critical thinking and strategic ability, students gain additional exposure to applications, evaluation of best practices, and advanced skill development in various situations. Credit cannot be earned in both MKTG 338 and MKTG 349. 3 semester credit hours.

**MKTG 339 Advanced Web Analytics (Google Analytics).** Students continue learning Web Analytics through developing hands-on skills, including developing actionable insights for a business or organization,

and becoming familiar with more metrics (measurements) and related best practices. Students take the Google Analytics Certification exam. To help develop critical thinking and strategic ability, students gain additional exposure to applications, evaluation of best practices, and advanced skill development in various situations. Credit cannot be earned in both MKTG 339 and MKTG 345. 3 semester credit hours.

**MKTG 342 Web Intelligence and Analytics.** This course will focus on developing an understanding of web analytics and web intelligence. Students will learn how to: leverage Web site effectiveness and marketing; and measure, identify, and interpret key Web metrics and KPIs. Additionally, students will gain an understanding of main data collection techniques, their impact on metrics, and their limitations. Insight into the potential of data mining and predictive analytics in the context of the Web will be explored as well as web spiders, web bots, and social listening software. Prerequisite: MKTG 320. 3 semester credit hours. Typically offered: Periodically.

**MKTG 345 Introduction to Web Analytics.** Web Analytics, one of the core skills for online marketing, is becoming increasingly important to companies, as they seek to evaluate the performance of their websites and advertising campaigns, with the ultimate goal of tracking the return on investment. Students will learn about Google Analytics, one of the top tools, starting with creating a blog and then monitoring the number of people who see the blog posts and where they come from. The students doesn't need any required skills and doesn't need to be "numbers person" – the course is for anyone who wants to get a job in online marketing or who wants to learn how the performance of websites fits into business. Skills that will be learned in this course connect to other areas, such as search engine marketing and social media marketing, and provide a "network effect" to help students become more effective online marketers and more employable. The course also includes working towards a Google Analytics "Individual Qualification," which is like a certification, and is a great thing for students to have on their resumes. Web Analytics can be a competitive differentiator in the job market, either as a skill set or as a dedicated role. Credit cannot be earned in both MKTG 339 and MKTG 345. 3 semester credit hours. Typically offered: Fall Term.

**MKTG 347 Social Media Marketing.** LinkedIn listed Social Media Marketing as the #1 skill that got people hired in 2013. Social Media Marketing continues to grow and be an important area, as a dedicated role or skill set. In this course, students will learn how to create and monitor the performance of social media marketing campaigns, with a focus on the three main platforms - Facebook, Twitter, and YouTube. Coverage also includes establishing and maintaining an organization's presence on LinkedIn, and using tools such as Hoot suite, to post content to multiple networks (e.g., Facebook, Twitter, and LinkedIn). Other topics include social media monitoring, and looking at the performance of social media campaigns with built-in tools such as Facebook Insights and You Tube Analytics. Students will gain an understanding of not just how to manage social media, but how to look at return on investment (ROI). This emphasis on ROI provides a competitive edge, and students can also participate in an experiment that may eventually become a social media certification. Credit cannot be earned in both MKTG 336 and MKTG 347. 3 semester credit hours. Typically offered: Fall Term.

**MKTG 348 Content Development & Search Engine Optimization.** An interdisciplinary course focusing on helping students capture, preserve, and share digital stories. Students will learn how to develop content telling the story of an organization to boost the relevance of a website and support the overall marketing efforts of the organization. Credit cannot be earned in both MKTG 337 and MKTG 348. 3 semester credit hours. Typically offered: Spring Term.

**MKTG 349 Search Engine Marketing.** This course introduces search engine marketing, the process of creating and managing ads on Google, which is a core skill in digital marketing that can also be a

dedicated role. Students work on live campaigns and work towards Adwords certification. Credit cannot be earned in both MKTG 338 and MKTG 349. 3 semester credit hours. Typically offered: Spring Term.

**MKTG 350 International Marketing.** Studies strategic issues in marketing products and services across national borders. Examines cultural, legal, ethical, and economic constraints. Prerequisite: INTB 300 or MKTG 300. Cross-listed as MKTG 350/INTB 350. 3 semester credit hours. Typically offered: Fall Term.

**MKTG 351 Global Development Issues.** A study of the meaning, measurement and historical context of economic development and the issues underlying the vast differences in development between nations of the world. Topics covered include population, agriculture, industry, trade and foreign debt. Cross-listed as ECON 351/INTB 351/MKTG 351. 3 semester credit hours. Typically offered: Periodically.

**MKTG 360 Marketing Research.** This course presents the principles of marketing research primarily from the perspective of the users of that research, with a focus on the practical and applied aspects of the subject. Emphasis will be placed on how marketing researchers apply the various concepts and techniques, as well as how business decision makers implement the findings to improve marketing practices. Topics covered will include research design, sampling techniques, questionnaire design, measurement and scaling, data collection and analysis, and report preparation. Prerequisite: MKTG 300, MGT 150, Junior standing. 3 semester credit hours. Typically offered: Fall Term.

**MKTG 380 Marketing Strategy.** A comprehensive study of major topics in strategic marketing, the components of a marketing plan, and financial analysis for marketing management. Case studies are used as the approach for utilizing marketing concepts and practices to analyze marketing problems in a wide variety of industry settings and to develop marketing strategies based on those analyses. Prerequisite: MKTG 300, Senior standing. 3 semester credit hours. Typically offered: Spring Term.

**MKTG 391 Topics.** Specially designed courses in various business topics to supplement the business curriculum. Prerequisite: Varies based upon the specific topic being explored. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**MKTG 395 Independent Study.** Provides an opportunity for an advanced student in the major to pursue study in a field of business related interest. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MKTG 397 Internship.** Practical experiences in business related fields under the supervision of the program coordinator. 2-6 semester credit hours. Engaged Learning. *Department Consent Required.*

## Mathematics

**MATH 104 Advanced Business Mathematics.** This course is designed to provide the student with a good understanding of proper problem-solving techniques; simplifying algebraic expressions; solving first-degree equations; the properties of lines, graphs and functions; modeling and analysis of functions; and solving finance problems. The TI-83 Plus graphing calculator is used throughout the course. Prerequisite: Admission to the Adult Learning Team or Online Program. 3 semester credit hours.

**MATH 105 Finite Mathematics.** A survey of algebra, functions, graphs, and linear equations as applied to problems in economics and business. Topics include mathematics of finance, linear, polynomial,

exponential, and logarithmic functions. Credit will not be granted for both MATH 105 or MATH 110. Prerequisite: Placement exam or a "C" or better in MATH 095. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MATH 108 Quantitative Reasoning.** Develops conceptual understanding and computational skills in unit analysis, uses of percentages, and dealing with quantities and their magnitudes. Includes formulas of finance for simple interest, compound interest and loan payments; functions and their graphs; linear equations; exponential growth and decay; principles of counting; fundamentals of probability; and estimation and approximation techniques to judge the reasonableness of answers. Also includes representing and analyzing data using statistical tools such as histograms; measures of central tendency; variance and standard deviation; linear regression and scatter plots; normal distributions; and margin of error and confidence intervals. Prerequisite: Placement exam or a "C" or better in MATH 095. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MATH 110 College Algebra.** This course will focus on using functions and equations to model real-world phenomena. Topics include equations, inequalities, functions, graphs, polynomial and rational functions, exponential and logarithmic functions, conics, systems of equations and inequalities, and finding regression curves using technology. Credit will not be granted for both MATH 105 and MATH 110. Prerequisite: Placement exam or a "C" or better in MATH 095. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MATH 111 College Trigonometry.** General study of the trigonometric functions and their graphs, trig identities, and equations, inverse trig functions, applications of trigonometry, vectors, polar coordinates, and parametric equations. Prerequisite: Placement exam or a "C" or better in MATH 105 or MATH 110. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MATH 112 Mathematics for Elementary Teachers I.** This course deeply explores the mathematical content of elementary school mathematics. Topics include mathematical thinking and processes, problem solving, numeration, arithmetic operations, estimation, number theory, integers, fractions, rational numbers, decimals, real numbers, proportions, and percents. This course is the first of two mathematics courses required of all Elementary Education majors. Prerequisite: Placement exam or "C" or better in MATH 095. 3 semester credit hours. Math Computer Science Core Elective. Typically offered: Fall Term.

**MATH 115 Business Calculus.** A survey of mathematical techniques used in the managerial, social and life sciences. Topics include systems of linear equations and matrices, linear programming, differential calculus, and applications of the derivative. Prerequisite: Placement exam or a "C" or better in MATH 105 or MATH 110. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MATH 131 The Mathematical Universe.** This course allows the student to discover the beauty and elegance of mathematics, its strength and value to everyday life. Includes topics such as zero, infinity, fractals, the golden ratio, clock arithmetic, matrices, cryptology, etc., that have helped shape the modern world. Students would be required to understand the techniques discussed to levels that would enable them to think abstractly beyond specific examples covered. Prerequisite: "C" or better in MATH 105, 108, 110 or placement exam. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 3 semester credit hours. Math Computer Science Core Elective. Typically offered: Periodically.



**MATH 150 Introduction to Statistics.** Basic course in statistical techniques which includes representations of data, measures of central tendency, methods of counting, probability, sampling, estimation, hypothesis testing, correlation, and regression. For non-business majors. Prerequisite: "C" or better in MATH 105 or MATH 110. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**MATH 170 Introduction to Calculus I.** An introduction to limits and differentiation. Topics in algebra, functions, and trigonometry will be reviewed as necessary for calculus. Further study includes the chain rule, Newton's approximations, plane analytic geometry, and applications of velocity and marginal cost. The computer algebra system Maple will be employed. Prerequisite: Placement exam or a "C" or better in MATH 111. 5 semester credit hours. Typically offered: Fall Term.

**MATH 200 Applications of Calculus I.** A continuation of MATH 170. Topics include curve sketching, plane analytic geometry, maxima and minima, related rates, and other applications of the derivative. Study concludes with definite and indefinite integrals, numeric integration, elementary differential equations, parametric functions, mean value theorem and the Fundamental Theorems of Integral Calculus. The computer algebra system Maple will be employed. Credit will not be granted for both MATH 200, MATH 210 and MATH 220. Prerequisite: "C" or better in MATH 170. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 4 semester credit hours. Typically offered: Spring Term.

**MATH 210 Calculus for Physical Sciences I.** Topics include differentiation, and antidifferentiation of algebraic, trigonometric and transcendental functions, the fundamental theorem of calculus, mean value theorem, applied problems on maxima and minima, plane analytic geometry, and simple differential equations. The computer algebra system Maple will be used to illustrate calculus concepts. Credit will not be granted for both MATH 200, MATH 210 and MATH 220. Prerequisite: Placement exam or "B" or better in MATH 111. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 5 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**MATH 211 Calculus for Physical Sciences II.** Topics include applications of the definite integral, methods of integration, L'Hopital's sequences and series and numeric integration. The computer algebra system Maple will be used to illustrate calculus concepts. Prerequisite: "C" or better in MATH 200, MATH 205, MATH 210, MATH 220. 4 semester credit hours. Math Computer Science Core Elective. Typically offered: Fall, Spring, and Summer Terms.

**MATH 212 Calculus III.** Topics include solid analytic geometry and vectors, partial differentiation, multiple integrals and vector calculus. The computer algebra system Maple will be used to illustrate calculus concepts. Prerequisite: "C" or better in MATH 206, MATH 211, MATH 221 or MATH 224. 4 semester credit hours. Math Computer Science Core Elective. Typically offered: Fall and Spring Terms.

**MATH 220 Calculus for Life Sciences I.** This is the first course in a two-semester sequence in calculus with biological applications. There is a strong emphasis on biological models using real biological data. Topics include semi-log and log-log plots, sequences, basic difference equations, discrete time models, limits, continuity, differentiation and antidifferentiation of algebraic, trigonometric, and transcendental functions, applied problems on maxima and minima, equilibria and stability, basic differential equations, and the fundamental theorem of calculus. The course uses the computer algebra system Maple and other modeling software to explore calculus concepts and biological models. Prerequisite: Placement exam or "B" or better in MATH 111. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 5 semester credit hours. Typically offered: Fall Term.

**MATH 222 Mathematics for Elementary Teachers II.** This course deeply explores the mathematical content of elementary school mathematics. Topics include basic concepts of geometry, two- and three-dimensional geometric figures, transformational geometry, coordinate geometry, symmetry, tessellations, similarity, and measurement. This course is the second of two mathematics courses required of all Elementary Education majors. MATH 112 and MATH 222 together satisfy IAI M1903. Prerequisite: "C" or better in MATH 112. . 3 semester credit hours. Math Computer Science Core Elective. Typically offered: Spring Term.

**MATH 224 Calculus for Life Sciences II.** This is the second course in a two-semester sequence in calculus with biological applications. There is a strong emphasis on biological models and examples using real biological data. Topics include applications of the definite integral, methods of integration, differential equations, systems of linear equations, matrices, eigenvalues and eigenvectors, analytic geometry, functions of several variables, partial derivatives, differentiability, tangent planes and linearization, systems of difference equations, systems of linear and nonlinear differential equations, equilibria and stability, and an introduction to probability. Applications may include allometric growth, age-structured population matrix models, epidemic models, competition models, host-parasitoid models, and models for neuron activity. The course uses computer applications to explore calculus concepts and biological models. Prerequisite: "C" or better in MATH 200, MATH 210, or MATH 220. Credit will not be granted for MATH 224 and MATH 211. 4 semester credit hours. Natural Sciences Core Elective. Typically offered: Spring Term.

**MATH 240 Discrete Mathematics.** Basic concepts of finite and discrete algebraic structures, with emphasis on applications in computer science. Sets, relations, and functions, boolean algebra, computer arithmetic, combinatorics, matrix algebra, directed and undirected graphs, and methods of proof. Prerequisite: "C" or better in MATH 115 or placement or credit in MATH 200, MATH 210, MATH 220. 4 semester credit hours. Typically offered: Fall and Spring Terms.

**MATH 260 Differential Equations.** An introduction to first and second order ordinary differential equations (ODEs) with an emphasis on linear ODEs and the methods used to solve them; integrating factor method; various applications of ODEs; slope fields; phase plane analysis; stability of equilibrium solutions; separation of variables; exact ODEs; the Wronskian; existence and uniqueness of solutions; reduction of order; undetermined coefficients; variation of parameters; systems of first order linear ODEs and the eigenvalue/eigenvector method; nonlinear systems; locally linear systems and stability analysis; and the Laplace transform. Prerequisite: Credit or co-registration in Math 212. 4 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**MATH 280 Introduction to Proofs.** An introduction to methods of formal mathematical proof, with emphasis on improving the student's ability to both read and write such proofs. Topics include logic, set theory, relations, functions, induction and cardinality. Course serves as a transition from beginning mathematics courses to the higher level courses. Prerequisite: "C" or better in MATH 211. 3 semester credit hours. Typically offered: Periodically.

**MATH 297 Introduction to Mathematical Research.** An introduction to original mathematics research conducted under the supervision of a faculty member. Department Consent required. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 0.*

**MATH 298 Introduction to Mathematical Research.** An introduction to original mathematics research conducted under the supervision of a faculty member. Department Consent 1-2 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 3.*



**MATH 300 Linear Algebra.** This course serves as an introduction to more abstract mathematics courses. In addition to the theory of Linear Algebra students will learn methods of proof. Topics include matrix algebra, theory of determinants, introduction to vector spaces, linear independence and span, and properties of linear transformations on finite dimensional vector spaces. Prerequisite: Credit or co-registration in Math 212 or Math 240. 3 semester credit hours. Typically offered: Spring Term.

**MATH 310 Modern Geometry.** Euclidean and non-Euclidean geometries, geodesics, triangle congruence theorems, area and holonomy, parallelism, symmetry, and isometries. Prerequisite: "C" or better in MATH 211. 3 semester credit hours. Writing Intensive Course. Typically offered: Spring Term, Even Years.

**MATH 312 Mathematics for Middle and Secondary Teachers..** Topics include analyses of alternate definitions, languages, and approaches to mathematical ideas; extensions and generalizations of familiar theorems; discussions of the history of mathematics and historical contexts in which concepts arose; applications of mathematics in various settings; analyses of common problems of high school mathematics from a deeper mathematical level; demonstrations of alternate ways of approaching problems, including ways with and without calculator and use of technology; connections between ideas that may have been studied separately in different courses; and relationships of ideas studied in school to ideas students may encounter in later study. Prerequisite: "C" or better in MATH 212 and MATH 240. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**MATH 331 Abstract Algebra I.** Rings and elementary theory of rings: internal domains, fields, homomorphism, isomorphism, polynomial rings, quotient rings and ideals. We will also include an introduction to other algebraic groups and the elementary theory of groups: subgroups, isomorphism, Lagrange's theorem, normal subgroups and quotient groups. Prerequisite: "C" or better in MATH 300. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**MATH 332 Abstract Algebra II.** Euclidean Domains, Principal Ideal Domains, Unique Factorization domains, Field Extensions, Galois Theory, and Sylow Theorems. Other topics on application of abstract algebra will also be included. Prerequisite: "C" or better in MATH 331. 3 semester credit hours. Engaged Learning. Typically offered: Spring Term, Even Years.

**MATH 341 Real Analysis I.** Topological properties of Euclidean spaces, limits of sequences and functions and continuity and differentiability for functions of one variable. Prerequisite: "C" or better in MATH 212, and "C" or better in MATH 240 or completion of MATH 300. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**MATH 342 Real Analysis II.** Integrability, sequences of functions and infinite series. Prerequisite: "C" or better in MATH 341. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**MATH 350 Complex Variables.** Complex numbers and their geometric representation, analytic functions, elementary functions, transformations, complex integration, Taylor and Laurent series, and the calculus of residues, conformal mapping, and applications to hyperbolic geometry. Prerequisite: "C" or better in MATH 212. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**MATH 361 Fourier Analysis & Boundary Value Problems.** Fourier series and their applications; Fourier Integral Representation; Sturm-Liouville Problems; techniques for solving partial differential equations (PDE's); heat equation, wave equation, and potential equation in Cartesian, polar, and cylindrical coordinates; Laplacian operator; and Bessel functions and their applications. Prerequisite: "C" or better in MATH 260. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**MATH 365 Vector Analysis.** Vector algebra; vector integration and differentiation; the del operator; the gradient, divergence and curl; line and surface integrals; the main integral theorems of vector analysis - Stokes' Thm., Green's Thm. and Divergence Thm.; tensor notation; and curvilinear coordinates. Prerequisite: "C" or better in MATH 212. 3 semester credit hours. Typically offered: Periodically.

**MATH 370 Theory of Interest.** Topics include measurement of interest, various types of annuities, yield rates, amortization schedules, sinking funds, bonds and securities. Prerequisite: "C" or better in MATH 211. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**MATH 371 Probability and Statistics I.** Discrete and continuous probability distributions, moments and mathematical expectation, moment generating functions, conditional probability and expectation, and multivariate distributions. Prerequisite: Credit or co-registration in MATH 212. 3 semester credit hours. Typically offered: Fall Term.

**MATH 373 Probability and Statistics II.** Sampling distributions, estimation, tests of hypotheses, least squares and regression, correlation, introduction to Bayesian analysis and analysis of variance. Prerequisite: "C" or better in MATH 371. 3 semester credit hours. Engaged Learning. Typically offered: Spring Term, Odd Years.

**MATH 380 Numerical Analysis.** Numerical methods for isolating roots, solving systems of linear equations, interpolation, and evaluating derivatives and definite integrals. Prerequisite: "C" or better in MATH 211 and programming experience. 3 semester credit hours. Typically offered: Periodically.

**MATH 381 Numerical Analysis Practicum.** A hands-on experience with issues in numerical analysis. Topics may include the application of parallel processing capabilities to numerical problems, extend accuracy computations, computational aspects of large physical problem modeling, or experimental relationships between accuracy and complexity in numerical computations. Prerequisite: Credit or coregistration in MATH 380. 1 semester credit hour. Typically offered: Periodically.

**MATH 385 Introduction to Modern Cryptology.** Cryptology concerns communicating in the presence of an adversary, with goals like preservation of privacy and integrity of communicated data. Topics include rigorous mathematical description of various symmetric (i.e., private key) and asymmetric (i.e., public key) cryptographic methods including substitution ciphers, block ciphers, RSA, the discrete logarithm problem, and other applications, with emphasis on "provable security". Prerequisite "C" or better in MATH 212 or MATH 240. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**MATH 390 Selected Topics.** Lectures on miscellaneous 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, or material from a completely new area. 3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

**MATH 395 Independent Study.** Designed to encourage superior students to continue the study of mathematics beyond the scope of undergraduate course offerings, through guided independent study. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

**MATH 397 Mathematical Research.** Original research in mathematics or mathematics education conducted under the supervision of a faculty member. Prerequisite: "C" or better in MATH 211/224. 1-3 semester credit hours. Engaged Learning. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 3.*

**MATH 399 Internship.** Practical experience in mathematics or related career fields under the supervision of the Mathematics faculty. 3-6 semester credit hours. Engaged Learning. *Department Consent Required.*

**MATH 095 Intermediate Algebra.** Topics include real numbers, linear equations, exponent, polynomials, rational expressions, radicals, and quadratic equations. Prerequisite: Placement exam. 3 semester credit hours. Typically offered: Fall and Spring Terms.

## Medical Humanities

**MDHM 200 Introduction to Medical Humanities.** Provides an introduction to the interdisciplinary fields of study that characterize the discipline, as well as to the Benedictine major program. May be cross-listed with another class. Required for all Medical Humanities majors. Counts as Learning Community (LC). 3 semester credit hours. Typically offered: Spring Term.

**MDHM 399 Medical Humanities.** Group or independent research and coursework to culminate in a senior project with a hands-on experiential or service component. Required for all Medical Humanities majors. Requires senior Medical Humanities majors to work with and mentor students in MDHM 200. 3 semester credit hours. Engaged Learning. Typically offered: Periodically.

## Military Science

**MSCI 101 Foundations of Officership.** This course is an introduction to fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. This course also addresses "life skills" including fitness, communications theory and practice (written and oral), interpersonal relationships, and the ethics of Christian service. Emphasis on "hands-on" learning also includes blocks of instruction map reading, orienteering, marksmanship, and rappelling as well as weekly leadership laboratories, one weekend field trip, and physical training. Upon completion of this semester, the cadets should be prepared to receive more complex leadership instruction. 2 semester credit hours.

**MSCI 102 Basic Leadership.** Builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision making. "Life skills" lessons in this semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations. Additionally, they will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). Again, "hands-on" learning also includes blocks of instruction on map reading, orienteering, marksmanship, and rappelling as well as weekly leadership laboratories, one weekend field trip, and physical training. 2 semester credit hours. Typically offered: Annually.

**MSCI 123 Military Science Leadership Lab.** Practical application of military skills taught in MSCI basic and advanced courses. Hands on training in basic soldiers skills, squad and platoon tactics, weapons, communications, and organizational leadership. Engaged Learning.

**MSCI 201 Individual Leadership Studies.** This course builds on the fundamentals introduced in the first year curriculum. Using practical exercise, cadets must increasingly apply communications and leadership skills to solve increasingly complex problems. The course concludes with a major leadership and problem solving case study which draws on virtually all of the classroom instruction received in the first three

semesters of the Basic Course. The course also includes one weekend field trip, weekly leadership laboratories, and physical training. Upon completion of this semester, cadets should be well grounded in the fundamental principles of leadership, and be prepared to intensify the practical application of their studies during the Advanced Course. 2 semester credit hours. *Department Consent Required.*

**MSCI 202 Leadership and Teamwork.** Basic Course capstone course focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision making and leadership. Introduces fundamentals and principles of small unit tactics. Upon completion of this semester, cadets should possess a fundamental understanding of both leadership and officership, demonstrate the ability to apply this understanding in real world situations, and be excited about the aspect of shouldering the responsibility of a commissioned officer in the United States Army. Includes one weekend field trip, weekly leadership laboratories, and physical training. 2 semester credit hours. *Department Consent Required.*

**MSCI 211 American Military History.** Taught at Wheaton College by the Professor of Military Science for a \$25 cross enrollment fee. Introduces cadets to American military history using principles of warfare, threads of continuity, battle analysis, and oral biographies. This course is required for commissioning. 2 semester credit hours. *Department Consent Required.*

**MSCI 225 Leader's Training Course (LTC).** An alternative to the Basic Course above, LTC offers a possibility for students who have not considered ROTC until late in their sophomore year an opportunity for a scholarship and entry into the Advanced Course. The sole purpose for attending LTC is to qualify for the Advanced Course. Students contract prior to attending, and, therefore, must be American citizens to attend. LTC is a 28-day summer training course conducted at Fort Knox, Kentucky, designed to teach the fundamentals of soldiering and leadership and to enhance personal confidence using practical, hands-on exercises including: land navigation, rifle marksmanship, first aid, individual and unit tactics, obstacle courses, and rappelling. Military pay approximately \$750. (optional 4 hours credit incurs special tuition charge.) 4 semester credit hours. Engaged Learning. *Department Consent Required.*

**MSCI 301 Leadership and Problem Solving.** Focus of instruction is on leadership competencies using small unit operations as the primary mode of instruction. Cadets assume leadership positions within the Rolling Thunder Battalion, and actually apply the theory they have learned in the basic Course by planning and executing small unit training. The semester begins with instruction in the Leadership Development Process (LDP) used throughout the academic year and at NALC to assess and develop leadership. Cadets will focus on troop leading procedures, motivational theory, small unit training, operations orders, and risk assessment. Course includes weekly leadership lab, one weekend field trip, and physical training. 4 semester credit hours. *Department Consent Required.*

**MSCI 302 Leadership and Ethics.** A continuation of MSCI 331 emphasizing doctrinal leadership and tactical operations at the small unit level. It includes opportunities to plan and conduct individual and collective skill training for offensive operations to gain leadership and tactical experience. This critical semester synthesizes the various components of training, leadership and team building taught over the last three years, and prepares cadets for their summer experience at NALC. Course includes weekly leadership lab, one weekend field trip, and physical training. 4 semester credit hours. *Department Consent Required.*

**MSCI 303 Leadership and Management.** Focusing on leadership, management, and ethics, MSCI 401 begins the final transition from cadet to lieutenant. The course focuses cadets, early in the year, on

attaining apprentice level knowledge and proficiency in several critical areas they will need to operate effectively as Army officers including coordinating activities with staffs, counseling theory and practice within the "Army Context," training management, and ethics. Cadets will continue to sharpen these skills as they perform their roles as cadet officers in the Rolling Thunder Battalion and after commissioning. At the end of this semester cadets should possess the fundamental skills, attributes, and abilities to operate as competent leaders in the cadet battalion and confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. Course includes weekly leadership lab, one weekend field trip, and physical training. 4 semester credit hours. *Department Consent Required.*

**MSCI 304 Officership.** A continuation of MSCI 303, MSCI 304 completes the transition from cadet to lieutenant. As a follow-on to the Ethics instruction in MS 303, the course starts with a foundation in the legal aspects of decision making and leadership. The next modules reinforce previous instruction on the organization of the Army, introduce how we organize for operations from the tactical to strategic level, and introduce administrative and logistical management issues that focus on the fundamentals of soldier and unit level support. The final module that introduces new information focuses on the often confusing process of changing duty stations and reporting to a new unit. Upon completion of this semester the cadets will be prepared to shoulder the responsibility of being a commissioned officer in the United States Army. Course includes weekly leadership lab, one weekend field trip, and physical training. 4 semester credit hours. *Department Consent Required.*

**MSCI 335 National Advanced Leadership Camp (NALC).** Approximately 3,500 cadets nationwide will attend NALC at Fort Lewis, Washington each year. An Advanced Course requirement, NALC provides an opportunity to live and work with other cadets from around the country for 35 days. NALC is a performance based environment in which cadets can exercise their leadership skills in a variety of field and garrison activities, and cadre can assess leadership potential. Military pay approximately \$1,100. Prerequisite: MSCI 302. (Optional four hours credit incurs special tuition charge.) 4 semester credit hours. *Department Consent Required.*

**MSCI 343 American Military History.** Taught at Wheaton College by the Professor of Military Science for a \$25 cross enrollment fee. Introduces cadets to American military history using principles of warfare, threads of continuity, battle analysis, and oral biographies. This course is required for commissioning. 2 semester credit hours. *Department Consent Required.*

**MSCI 401 Leadership and Management.** Focusing on leadership, management, and ethics, MSCI 401 begins the final transition from cadet to lieutenant. The course focuses cadets, early in the year, on attaining apprentice level knowledge and proficiency in several critical areas they will need to operate effectively as Army officers including coordinating activities with staffs, counseling theory and practice within the "Army Context," training management, and ethics. Cadets will continue to sharpen these skills as they perform their roles as cadet officers in the Rolling Thunder Battalion and after commissioning. At the end of this semester cadets should possess the fundamental skills, attributes, and abilities to operate as competent leaders in the cadet battalion and confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. Course includes weekly leadership lab, one weekend field trip, and physical training. 4 semester credit hours. *Department Consent Required.*

**MSCI 402 Officership.** A continuation of MSCI 303, MSCI 304 completes the transition from cadet to lieutenant. As a follow-on to the Ethics instruction in MS 303, the course starts with a foundation in the legal aspects of decision making and leadership. The next modules reinforce previous instruction on the organization of the Army, introduce how we organize for operations from the tactical to strategic level, and introduce administrative and logistical management issues that focus on the fundamentals of soldier and unit level support. The final module that introduces new information focuses on the often confusing process of changing duty stations and reporting to a new unit. Upon completion of this semester the



cadets will be prepared to shoulder the responsibility of being a commissioned officer in the United States Army. Course includes weekly leadership lab, one weekend field trip, and physical training. 4 semester credit hours. *Department Consent Required.*

**MSCI 403 American Military History.** Taught at Wheaton College by the Professor of Military Science for a \$25 cross enrollment fee. Introduces cadets to American military history using principles of warfare, threads of continuity, battle analysis, and oral biographies. This course is required for commissioning. 2 semester credit hours. *Department Consent Required.*

**MSCI 495 Independent Study.** A self-paced study at the advanced level focusing on Military Science. 1-4 semester credit hours. *Course Repeatable. Maximum number of units allowed 4.*

## Music

**MUSI 100 Introduction to Music Theory, Composition and Performance.** A survey course intended to develop the understanding of musical elements and form with the goal of preparing the student for the study of applied or ensemble music courses. Basic skills in theory, composition, and performance will be taught. Awareness and understanding of how music as a subject relates to other arts and sciences will also be developed. Artistic and Creative Mode of Inquiry (QCA). Music Core Elective. 3 semester credit hours. Music Core Elective.

**MUSI 101 Music Theory I.** Reviews fundamentals of music theory. Examines basic theoretical elements in music including major and minor scales, chord progressions, and form as they apply to musical specific examples. Co-registration MUSI 112 and MUSI 194 required for music majors. Co-registration MUSI 112 required for music minors. 3 semester credit hours. Music Core Elective. Typically offered: Fall Term. *Department Consent Required.*

**MUSI 102 Music Theory II.** Works with basic theoretical elements applying them to harmonization and simple modulations. Introduces simple forms including binary and ternary. Co-registration with MUSI 113 and MUSI 195 are required. 3 semester credit hours. Typically offered: Spring Term.

**MUSI 103 Jazz Appreciation.** Jazz is America's original art form that reflects the cultural diversity that gave rise to it. African, Caribbean, European and Brazilian influences upon jazz as well as the impact of jazz on other forms of music will be discussed. The class will focus upon its musical development from pre-Civil War through the 20th century. The basic elements of music that distinguish jazz from other musical genres will be explored. The course will also cultivate an appreciation of the major figures within jazz (such as Armstrong, Parker, Ellington, Monk, Davis and Coltrane) and their stylistic innovations as well as their contributions to American culture. Artistic and Creative Mode of Inquiry (QCA) 3 semester credit hours.

**MUSI 104 Music Appreciation: Medieval to Contemporary.** This course explores the history of Western Classical Music by focusing on each of its eras. It also offers access to various ways to listen to music and how to take full advantage of concert attendance. Provides detailed explanations and sound demonstrations of the basic musical elements and performing media. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Music Core Elective. Typically offered: Periodically.

**MUSI 105 Music Appreciation: Medieval to Baroque.** Eight week modular course - Student cannot receive credit for MUSI 105 or 106 if MUSI 104 has been completed. Artistic and Creative Mode of Inquiry (QCA). 2 semester credit hours. Music Core Elective.

**MUSI 106 Music Appreciation: Classical to Contemporary.** Eight week modular course - Student cannot receive credit for MUSI 105 or 106 if MUSI 104 has been completed. Artistic and Creative Mode of Inquiry (QCA). 2 semester credit hours. Music Core Elective.

**MUSI 107 Music Appreciation for Educators.** This course is designed to provide candidates with opportunities for focused study regarding the educational, communicative, and aesthetic value of dance, drama, music, and visual art, and the role fine arts play in reflecting history and culture. Through an exploration of the history of Western Music and the intersection of dance, drama, and visual art with each of its eras, the course fosters a candidate's agency in promoting all students' ability to express themselves creatively using salient concepts, techniques, and materials in the arts. It also offers access to a variety of ways of taking full advantage of fine arts participation, including detailed explanations, demonstrations, and activities in several types of performing media. Artistic and Creative Mode of Inquiry (QCA). 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**MUSI 112 Aural Skills I.** Begin training of musical skills relating to pitch and rhythmic recall and recognition. Students will develop the ability to sing melodies in pitch and rhythm. Progression through Aural Skill courses dependent on course sequence or proficiency testing. Co-registration with MUSI 101 and MUSI 194. 1 semester credit hour. Music Core Elective. Typically offered: Fall Term.

**MUSI 113 Aural Skills II.** Second course in training of musical skills relating to pitch and rhythmic recall and recognition. Students will develop the ability to sing melodies in pitch and rhythm. Progression through Aural Skill courses dependent on course sequence or proficiency testing. Prerequisite: MUSI 101/112 or proficiency. Coregistration with MUSI 102 required. 1 semester credit hour.

**MUSI 121 Concert Band.** A performing ensemble dedicated to the study and performance of the wind band repertoire. Standard and new compositions will be performed in concerts each semester. Artistic and Creative Mode of Inquiry (QCA). Music Core Elective. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 14.*

**MUSI 122 Concert Choir.** A performing ensemble utilizing practical work and study of choral literature of all periods of music in concerts each semester. Artistic and Creative Mode of Inquiry (QCA). Music Core Elective. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 14.*

**MUSI 125 Chamber Music Ensemble.** Chamber Music Ensemble: Performing ensemble dedicated to the mastery of performance technique through intimate ensemble experiences. Heightened teamwork, communication, and music reading skills are stressed. A closer association with the audience is developed providing the music student, vocal or instrumental the ability to have and increased understanding of the impact their music making has on the community. Co-registration in 200 or 300 level applied music. 1 semester credit hour. Music Core Elective. *Course Repeatable. Maximum number of units allowed 14.*

**MUSI 126 Percussion Ensemble.** A performing ensemble consisting of mixed percussion instruments. Performances each semester. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 1.*

**MUSI 128 Jazz Ensemble.** A performing ensemble dedicated to the standards of the jazz repertoire, improvisation, and ensemble skills. Prerequisite: Audition required. Concurrent registration in applied instruction with an emphasis in jazz techniques. Artistic and Creative Mode of Inquiry (QCA). Music Core Elective. *Department Consent Required. Course Repeatable. Maximum number of units allowed 14.*



**MUSI 129 Chamber Orchestra.** A performing ensemble utilizing practical work and study of the orchestral literature of all periods of music in concerts each semester. Artistic and Creative Mode of Inquiry (QCA). Music Core Elective. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 14.*

**MUSI 130 Woodwind Methods.** Study of the technical and artistic aspects of playing instruments in the woodwind family with emphasis on the repertoire used in teaching applied lessons in the elementary, middle, and high schools levels. Students are required to perform basic pieces to show their competency in each of the instruments. 2 semester credit hours.

**MUSI 131 Brass and Percussion Methods.** Study of the technical and artistic aspects of playing instruments in the Brass and Percussion families with emphasis on the repertoire used in teaching applied lessons in the elementary, junior high, and high schools levels. Students are required to perform basic pieces to show their competency in each of the instruments. 2 semester credit hours.

**MUSI 132 String Methods.** Study of the technical and artistic aspects of playing instruments in the string family with emphasis on the repertoire used in teaching applied lessons in the elementary, middle, and high schools levels. Students are required to perform basic pieces to show their competency in each of the instruments. 2 semester credit hours.

**MUSI 133 Vocal Methods.** Study of the technical and artistic aspects of playing instruments in the voice family with emphasis on the repertoire used in teaching applied lessons in the elementary, middle, and high schools levels. Students are required to perform basic pieces to show their competency in each of the instruments. 2 semester credit hours.

**MUSI 140 Applied Instrumental: Non-Keyboard.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 1 semester credit hour. Music Core Elective. *Course Repeatable. Maximum number of units allowed 4.*

**MUSI 144 Applied Keyboard.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 1 semester credit hour. Music Core Elective. *Course Repeatable. Maximum number of units allowed 4.*

**MUSI 148 Applied Voice.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 1 semester credit hour. Music Core Elective. *Course Repeatable. Maximum number of units allowed 4.*

**MUSI 190 Class Instruction in Voice.** For the student who wants to learn to sing but has never studied voice or cannot read music. 2 semester credit hours. Music Core Elective. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 4.*

**MUSI 191 Class Instruction in Voice II.** For the student who wants to continue to learn to sing but has never studied voice other than MUSI 190. 2 semester credit hours.

**MUSI 194 Keyboard Skills.** Class instruction in Piano: For the beginning piano student who prefers to learn in a group setting. 2 semester credit hours. Music Core Elective. *Course Repeatable. Maximum number of units allowed 4.*

**MUSI 195 Class Instruction in Piano II.** To be taken after the completion of MUSI 194. Prerequisite: MUSI 194 2 semester credit hours.

**MUSI 196 Class Instruction in Voice.** Instruction in Voice: For the beginning vocal student who prefers to learn in a group setting 2 semester credit hours.

**MUSI 198 Class Instruction in Guitar.** For the beginning guitar student who prefers to learn in a group setting. 2 semester credit hours. Music Core Elective.

**MUSI 199 Class Instruction in Guitar II.** For the beginning student who wants to continue to learn to play the acoustic guitar. Student must supply the instrument. Prerequisite: MUSI 198 2 semester credit hours.

**MUSI 201 Theory III.** An advanced theory course designed to cover chordal structures, formal analyses, development of aural skills, inversions, non-diatonic harmony, and sight-singing. Prerequisite: MUSI 102. Co-registration with MUSI 212 required. 3 semester credit hours. Typically offered: Fall Term.

**MUSI 202 Music Theory IV.** A continuation of MUSI 201. with emphasis on twentieth century procedures and theoretical concepts. Co-registration with MUSI 213 required. 3 semester credit hours. Typically offered: Spring Term.

**MUSI 204 Music Literature.** The study and exploration of the Western Music composed during the Baroque, Classical, Romantic, and Contemporary periods. This music literature (i.e. musical scores) will be examined according to each significant genre, utilizing the composers from these periods as a frame of reference and discussion. Significant non-musical areas that influenced changes (such as religion, politics, technology, and historical events) will also be investigated. Emphasis will be placed upon developing listening skills, score analysis and the ability to generalize music listening activities to music not previously encountered from these periods. 3 semester credit hours. Music Core Elective. Typically offered: Periodically.

**MUSI 205 Music History I.** Studies the origin and development of music from the ancient times through the Medieval, Renaissance, and Baroque periods. Special emphasis is placed on the crucial events, individuals, and genres that were developed and produced during this time. Analyzes and focuses on the cultural contributions and pedagogical implications of the significant epochs of this era. Prerequisite: MUSI 101. 3 semester credit hours. Music Core Elective. Typically offered: Fall Term.

**MUSI 206 Music History II.** Studies the origin and development of music from the Classical through the modern periods. Special emphasis is placed on the crucial events, individuals, and genres that were developed and produced during this time. Analyzes and focuses on the cultural contributions and pedagogical implications of the significant epochs of this era. Prerequisite: MUSI 102, MUSI 205. 3 semester credit hours. Typically offered: Spring Term.

**MUSI 207 World Music.** An investigation of the diverse cultures as represented by their music. Native instruments, production strategies, and theoretical analyses provide the student with a foundation to better understand the role music plays both in these cultures as well as our own. The course focuses on non-western music. 3 semester credit hours. Music Core Elective. Typically offered: Fall Term.

**MUSI 208 Women in Music.** This course examines the role of women in Western music which has historically been de-emphasized or even ignored until recently. The full extent of musical endeavors among women will be investigated along with some of the factors which accounted for the treatment many of these important composers and performers have received in the past. The primary focus will be directed toward Western art music, although contemporary and popular examples will also be presented. 3 semester credit hours. Music Core Elective. Typically offered: Spring Term.

**MUSI 209 The Psalms.** A historical study of the Psalms that examines their literary form through music from the Biblical times to the present and exegeses. Their relevancy and prayerful application in our daily lives are examined. 3 semester credit hours.

**MUSI 210 Jazz History and Appreciation.** Jazz is America's original art form that reflects the cultural diversity that gave rise to it. African, Caribbean, European and Brazilian influences upon jazz as well as the impact of jazz on other forms of music will be discussed. The class will focus upon its historical development from pre Civil War through the 20th century, reflecting upon both its sacred and secular manifestations. The basic elements of music that distinguish jazz from other musical genres will be explored. The course seeks to cultivate an appreciation of the major figures within jazz history (such as Armstrong, Parker, Ellington, Monk, Davis and Coltrane) and their stylistic innovations as well as their contributions to American culture. 2 semester credit hours. Music Core Elective.

**MUSI 211 Rock History and Appreciation.** This course explores the formative influences that gave rise to rock and pop music. It identifies its major figures, innovators and their contributions, as well the various styles that have developed in its history. The impact of social trends on rock music and the influence of rock music on society both are explored, as well as the role that technology has played in rock's evolution. Finally, other forms of music that have assimilated elements of rock music are identified and examined. 2 semester credit hours. Music Core Elective.

**MUSI 212 Aural Skills III.** Third course in training of musical skills relating to pitch and rhythmic recognition. Students will develop the ability to sing melodies in pitch and rhythm. Progression through Aural Skill courses dependent on proficiency testing. Prerequisite: MUSI 101/112 and 102/113 or proficiency. Co-registration with MUSI 201 recommended. 1 semester credit hour. Typically offered: Fall Term.

**MUSI 213 Aural Skill IV.** Fourth course in training of musical skills relating to pitch and rhythmic recognition. Students will develop the ability to sing melodies in pitch and rhythm. Progression through Aural Skill courses dependent on proficiency testing. Prerequisites: MUSI 101/112, 102/113, and 201/212 or proficiency testing. Co-registration with MUSI 202 required. 1 semester credit hour. Typically offered: Spring Term.

**MUSI 217 Vocal Diction.** An advanced course in the study of English, Italian, Latin, German and French diction. The proper formation of vowel sounds, rules to follow in singing situations, and the International Phonetic Alphabet will be emphasized. This course will require research skills and include practicum experiences. Prerequisite: Co-registration with MUSI 348. Applied voice or consent of instructor. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**MUSI 218 Music and the Mind.** This course combines popular and academic sources in an overview of writers, thinkers and researchers and their viewpoints regarding what it means to be musical. Special

focus will be given to how people think and act musically. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**MUSI 240 Applied Instrumental: Non-Keyboard.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 2 semester credit hours. Music Core Elective. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

**MUSI 241 Sophomore Year Observation Experience.** The student will visit a host school to observe rehearsals, classes, contribute to special projects as proposed by the host teacher, and ask pertinent questions to the host teacher relating to the teaching and management of a band or choir class. This is a 12-week program course designed to cover a wide range of educational experiences (Four week elementary school observation; Four week Middle school observation; and a four week High school program observation). The students will record their experiences in a journal for revision and assessment by a Benedictine University teacher. 48 hours of observation to be completed.

**MUSI 242 Junior Year Observation Experience.** The student will visit a host school to observe and teach short sections of rehearsals, classes, sectionals, write lessons plans to teach a music history or music theory class, teach exceptional children, and teach a culturally diverse classroom. The student will choose two age levels for observation (six weeks of Elementary level classes, six weeks of Middle school classes, and/or six weeks of High school classes). The students will record their experiences in a journal for revision and assessment by a Benedictine University teacher. 48 hours of observation to be completed.

**MUSI 244 Applied Keyboard.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 2 semester credit hours. Music Core Elective. *Course Repeatable. Maximum number of units allowed 8.*

**MUSI 248 Applied Voice.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 2 semester credit hours. Music Core Elective. *Course Repeatable. Maximum number of units allowed 8.*

**MUSI 250 Junior Recital.** Preparation and presentation of a solo performance program. Weekly mentoring sessions until performance will include practice with the accompanist, discussion of proper performance etiquette and the preparation of program notes. Co-registration with Applied Music at the 200 level and consent of department. 1 semester credit hour. Music Core Elective. *Department Consent Required.*

**MUSI 291 Topics:.** Special course focusing on topics related to the needs and interests of the student. Topics to include areas of music literature, theory, and pedagogy. 1-3 semester credit hours. Typically offered: Periodically.

**MUSI 303 Technology for Music Teachers.** This course surveys the standard music technology software and hardware used in music education today. Emphasis will be given to the areas of pedagogy, composition, music theory, and performance. 3 semester credit hours.

**MUSI 313 Music Pedagogy.** An advanced course focusing on the development of music teaching skills. Particular emphasis will be made in accordance to the needs of the students enrolled. Students will learn the principles, techniques and materials necessary for applied music instruction in studio and classroom settings. Current trends and teaching strategies for diverse student abilities and need are examined. Methods for teaching basic skills in music reading, listening and arranging will be presented in the course. Prerequisite: 300 level applied instruction. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**MUSI 323 Music Practicum.** This course is designed to give students supervised practical application of previously studied music theory in music and experienced through applied music and ensembles. The areas of music arranging, conducting, and orchestration will be studied with special attention to their practical use in the current music business environment. The use of music technology to prepare assignments will also be a component of the course. Prerequisite: Junior Standing. 3 semester credit hours. Typically offered: Spring Term, Odd Years.

**MUSI 340 Applied Instrumental: Non-Keyboard.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 2 semester credit hours. Music Core Elective. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

**MUSI 342 Senior Year Observation Experience.** The student will visit a host school to observe and teach extended sections of rehearsals, classes, sectionals, write lessons plans to teach a music history or music theory class, teach exceptional children, and teach a culturally diverse classroom. The student will choose two age levels for observation (six weeks of Elementary level classes, six weeks of Junior high classes, and/or six weeks of High school classes). The students will record their experiences in a journal for revision and assessment by a Benedictine University teacher. 100 hours of observation to be completed. 3 semester credit hours.

**MUSI 344 Applied Keyboard.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 2 semester credit hours. Music Core Elective. *Course Repeatable. Maximum number of units allowed 10.*

**MUSI 348 Applied Voice.** All individual applied instruction classes must be taken in sequence. Students enrolled in these classes are required to pay a special applied fee. Non-music majors enroll in 100-level applied instruction. Advancement into 200- and 300-level applied instruction occurs through placement and proficiency testing. Music majors will enter at the 200-level applied instruction. Advancement into the 300-level will occur through placement and proficiency testing. 2 semester credit hours. Music Core Elective. *Course Repeatable. Maximum number of units allowed 8.*



**MUSI 350 Senior Recital.** Preparation and presentation of a full solo performance program. Weekly mentoring sessions until performance will include practice with the accompanist, discussion of proper performance etiquette and the preparation of program notes. Prerequisite: MUSI 250. Coregistration with Applied Music at the 300 level. 2 semester credit hours. Music Core Elective. *Department Consent Required.*

**MUSI 351 Principles and Procedures in Music Education.** This course surveys contemporary music education learning and pedagogical theories. Principles and practices of curriculum design applied to the development of the music curriculum. Individual or group work on elementary and secondary school music curriculum projects. 3 semester credit hours.

**MUSI 352 Instrumental and Choral Conducting.** Overview of choral conducting patterns. Score, voice and instrumental warm-up, and intonation. Tempo fluctuation, left hand, diction, discipline. Designed for music and music education majors. 3 semester credit hours.

**MUSI 353 Instrumental and Choral Ensemble Literature.** An advanced course focusing on the literature of choral and instrumental ensembles. Particular emphasis will be given to the ensemble literature needs of the student learners at the Elementary, Junior High, and High School Levels. Students enrolled in this course will learn the principles, techniques, and materials necessary for teaching the choral and instrument ensemble literature. Current trends and teaching strategies for diverse student abilities and needs are examined. Methods for teaching basic skills in music reading, listening, and arranging will be presented in the course. Prerequisite: MUSI 202 3 semester credit hours.

**MUSI 354 Teaching K-12 Classroom.** The study of concepts and processes specific to and necessary for effective instruction in K-12 music education. Students explore various elementary and secondary music methods in both a classroom setting and in workshops by specialists in the field. 3 semester credit hours.

**MUSI 360 Senior Seminar: Professional Portfolio.** The students will analyze the job markets and prepare analyses of current issues in the performing arts. Analyses of demographics affecting the operations and organization of art programs in the United States will be studied. Students will be required to create a portfolio of personal data to prepare for job searches, prepare for mock interviews and present exhibition of works. Prerequisite: Junior Standing 3 semester credit hours. Fine Arts Core and Writing Intensive. Typically offered: Spring Term.

**MUSI 365 Senior Seminar: The Portfolio Experience.** The students will analyze the job markets and prepare analyses of current issues in the performing arts. Analyses of demographics affecting the operations and organization of art programs in the United States will be studied. Students will be required to create a portfolio of personal data to prepare for job searches, prepare for mock interviews and present exhibition of works. Prerequisite: Junior Standing. Engaged Learning. Typically offered: Spring Term.

**MUSI 391 Topics.** Special course focusing on various topics relating to the needs of the students and recent events and/or topics of interest. Topics to include areas of music literature, history, theory and pedagogy. 1-3 semester credit hours. Typically offered: Periodically.

**MUSI 395 Independent Study.** A course in which the student, under the supervision of the teacher, may study any one of the current music courses in an individual and independent manner. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 3.*

**MUSI 397 Internship.** A practical course intended to give those students who are qualified, an opportunity to do observing - either in a classroom or privately - or to perform any practical job associated with his or her field under the supervision of the faculty. 2-6 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**MUSI 398 Student Teaching.** The student will choose a school to student teach for a 16 week period. Students are expected to be ready to teach and prepare lesson plans, rehearse and teach sectionals, teach applied lessons, assist the host band or choir director in daily classroom tasks, teach a class using a lesson plan and give a test, conduct the band or choir during a concert. The students will record their experiences in a journal for revision and assessment by a Benedictine University teacher. 12 semester credit hours. Engaged Learning. *Department Consent Required.*

## **Natural Sciences**

**NTSC 107 Earth and Space Science.** A physical science laboratory course that includes the study of key principles of Earth and Space Science through the investigation of real world problems. The earth science component includes the study of large-scale dynamic forces, events, and processes that affect the Earth's land, water, and atmospheric systems, identification and evaluation of the uses of the Earth's resources, and the processes involved in the life cycle. The space science component focuses on concepts that explain the composition, structure of and changes in the universe and Earth's place in it. By working and studying within the context of a real world problem, students learn how scientific principles are used and applied in everyday life. Physical-Scientific Mode of Inquiry (QPS). 4 semester credit hours. Typically offered: Spring Term.

**NTSC 111 Contemporary Biology.** This course includes the study of key principles of the Biological Sciences through the investigation of real world problems. Topics include molecular and cellular biology, genetics, evolution, ecology, organismal biology, and diversity. By including the science and technology history of the real world problems, students will learn how scientific principles are used and applied in everyday life; and understand how advancements in these principles influence "problem solving" paradigms in science and technology. The course will facilitate the students' understanding of the scientific method by utilizing "hands-on science", inquiry based, and field based laboratory experiments. Prerequisite: MATH 110 or equivalent. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Fall Term.

**NTSC 112 Contemporary Physical Science.** A physical science laboratory course that includes the study of key principles of physics through the investigation of a real world problem (or problems). Topics include displacement, velocity, acceleration, force, momentum, work, energy, electricity, thermodynamics, optics, and modern physics. By working and studying within the context of the "real world" problem, students learn how scientific principles are used and applied in everyday life. They also come to understand how advancements in these principles influence "problem solving" paradigms in science and technology. The course facilitates the students' understanding of the Scientific Method by utilizing "hands-on science" and "inquiry based" laboratory experiments. Prerequisite: MATH 110 or equivalent. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective. Typically offered: Spring Term.

**NTSC 151 Natural Science Interdisciplinary Laboratory I.** An integrated laboratory course intended to teach the philosophy and practice of experimental aspects of science. Students will learn skills related to laboratory safety, ethics, data acquisition and analysis, experimental design and the scientific method. Methods and instrumentation of laboratory investigation that are common to the disciplines of biology and



chemistry will provide the focus for student development of a standard set of laboratory skills and techniques. The rationale behind experimental protocols and principles of up-to-date methodology and laboratory techniques are discussed in lectures and practiced in the laboratory. Prerequisites: Credit or co-registration in MATH 210 or higher and credit or co-registration in BIOL 197 or BIOL 198 and/or CHEM 113. NOTE: Satisfactory completion of NTSC 151 and NTSC 152 (three credit hours) is equivalent to, and may be substituted for BIOL 199 (one credit hour), CHEM 114 (one credit hour), and CHEM 124 (one credit hour). 1.5 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**NTSC 152 Natural Science Interdisciplinary Laboratory II.** This course is a continuation of NTSC-151 and the study and practice of methods and instrumentation of laboratory investigation that are common to the disciplines of biology and chemistry. Both courses will provide the focus for student development of a standard set of laboratory skills and techniques that will be used in upper level courses. Prerequisites: Credit or co-registration in MATH 210 or higher and credit or co-registration in BIOL 197 or BIOL 198 and/or CHEM 113. NOTE: Satisfactory completion of NTSC 151 and NTSC 152 (three credit hours) is equivalent to, and may be substituted for BIOL 199 (one credit hour), CHEM 114 (one credit hour), and CHEM 124 (one credit hour). 1.5 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**NTSC 200 Learning Assistant Pedagogy Seminar.** Learning Assistant Pedagogy Seminar. This course helps Learning Assistants integrate educational theory, pedagogy, content and practice. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**NTSC 210 Science and the Humanities.** An integrative course of the sciences and humanities based on how different disciplines form the foundation on which the process of scientific investigation rests. Satisfies the HUMN-SCI core for the BA in Biology. Prerequisite: Sophomore Standing. 3 semester credit hours. Life Science Core Elective. Typically offered: Periodically.

**NTSC 398 College of Science Research.** This is a zero credit hour class which outlines the duties of the students who participate in the College of Science Research Program. Only a Pass/Fail grade will be given. Students who successfully complete the requirements will receive a passing grade. Students will sign up for the class at the beginning of summer and the grade will be posted when all requirements are completed. The latest assignments of grades will be in the spring semester of the following year. Engaged Learning. Typically offered: Summer Term. *Department Consent Required. Course Repeatable. Maximum number of units allowed 0.*

**NTSC 99 College of Science Success Seminar.** Mandatory seminar for all majors who earn two W/D/F grades in CHEM113, CHEM123, BIOL197, BIOL198. Students will examine classroom success strategies, explore campus resources and practice effective study techniques. Specific instruction in chemistry, mathematics, and reading biology texts for comprehension will be given. A framework will be built for future success not only as a student, but as a member of the Benedictine Community. Typically offered: Fall and Spring Terms. *Department Consent Required.*

## **Nuclear Medicine Technology**

**NMTC 331 Management and Methods of Patient Care I.** Skills in problem-solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on

participation in a quality control program and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained. Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 3 semester credit hours. *Department Consent Required.*

**NMTC 332 Radiation Safety & Protection.** Supervised practice and procedures for the receipt, handling, transporting, storage, usage, record keeping, disposal and decontamination of radioactive materials. Emphasis on licensing and regulations set forth by local, state, and federal agencies. Academic and clinical instruction to provide the student with radiation safety techniques to minimize exposure to themselves, the patient, public, fellow workers and themselves. Regulations regarding therapeutic dosages and follow-up procedures. 3 semester credit hours.

**NMTC 333 Radiation Physics and Instrumentation.** Theory and physical principles associated with atomic structure, nucleus and quantum physics related to radioactive decay. Properties of the elements and the production of characteristic x and gamma rays, alpha electrons and Bremsstrahlung. Instruction on the modes of decay, radiation dosimetry, and interaction of ionizing with matter. Basic physics, instrumentation, and radiochemistry of Positron Emission Tomography (PET). Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 3 semester credit hours. *Department Consent Required.*

**NMTC 334 Diagnostic Nuclear Imaging Clinical Practicum I.** Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT and PET imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT) and Positron Emission Tomography (PET) images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented. Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 4 semester credit hours. Engaged Learning. *Department Consent Required.*

**NMTC 335 Clinical Nuclear Medicine Procedures I.** Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving. Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 3 semester credit hours. *Department Consent Required.*

**NMTC 336 Radionuclide Chemistry and Radiopharmacy.** The chemical, physical and biological properties of radiopharmaceuticals used in diagnosis and therapy. Emphasis is given to the preparation, calculation, identification, administration, and disposal of radiopharmaceuticals. Performance of all radionuclide quality control and quality assurance procedures. Principles of decay and half-life, tissue localization, chemical impurities, generator systems, dose preparation and techniques of good laboratory practices. 3 semester credit hours.

**NMTC 337 Radiation Biology.** Knowledge of cell structure and function as a basis for understanding cellular and organ responses to the effects of ionizing radiation, radionuclides and radiation oncology.

Understanding units of exposure, organ dose calculation and body distribution. Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 1 semester credit hour. *Department Consent Required.*

**NMTC 339 Clinical Correlation-Pathology.** Focus on the study of the structure and function of human cells, tissues, organs and systems. Clinical interpretation of organ systems with emphasis on immunology, and anatomy and physiology, which will provide a basis for understanding abnormal or pathological conditions as applied to nuclear medicine. Causes, symptoms, and treatments of disease are discussed as well as its effect on the images. In addition, the student is scheduled to observe the interpretation of images with the physician staff. Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 2 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**NMTC 340 Radiation Detection & Instrumentation.** Evaluation, maintenance and function of instrumentation used in imaging and in the laboratory. Principles and theory of PET and scintillation camera operation and performance. Radiation measurement, event counting activity, pulse height spectra, detection efficiency, resolving time and statistics. Flood field and bar phantom use for assessing camera uniformity, relative sensitivity, spatial linearity and resolution testing. Quality assurance procedures for the PET scanner include radial, tangential and axial resolution, sensitivity, linearity, uniformity, attenuation accuracy, scatter determination and dead time corrections. Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 3 semester credit hours. *Department Consent Required.*

**NMTC 342 Management and Methods of Patient Care II.** Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 1 semester credit hour. Typically offered: Annually. *Department Consent Required.*

**NMTC 344 Diagnostic Nuclear Imaging Clinical Practicum II.** Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 4 semester credit hours. Engaged Learning. *Department Consent Required.*

**NMTC 345 Clinical Nuclear Medicine Procedures II.** Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 3 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**NMTC 348 Computed Tomography and Cross-Sectional Anatomy.** Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 2 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**NMTC 349 Medical Terminology.** Prerequisite: Must be accepted into the Nuclear Medicine Technology Program. 1 semester credit hour. Typically offered: Annually. *Department Consent Required.*

## **Nursing and Health**

**NRHL 250 Statistics.** Basic course in statistical techniques which includes measures of central tendency, probability, sampling, estimation and hypothesis testing. For nursing majors. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 315 Perspectives of Professional Nursing Practice.** Explores the conceptual foundations of baccalaureate nursing practice including: historical and societal influences, professional identity and

accountability, critical inquiry, nursing theory, evidence-based practice, and quality and safety within the context of national policy documents and professional standards of care. Coursework is designed to assess, develop, and advance scholarly writing. Prerequisite: Admission to RN to BSN Program. 4 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 330 Nursing Scholarship: Role of Research in Evidence Based Practice.** Explores the research process as it applies to evidence-based nursing practice and health care. Topics include ethics in research; steps in appraisal of evidence; design, sampling, data collection, data quality, and analysis; and interpretation of quantitative and qualitative research. Emphasis is placed on analysis and critique of research studies and the preparation of a proposal. Prerequisite: NRHL 315. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 335 Concepts in Collaborative Health Promotion and Disease Prevention for the Older Adult.** Focuses on an interdisciplinary comprehensive approach to understanding the aging process and promoting optimal health and independence of older adults. Contemporary issues facing the elderly including safety, abuse, polypharmacy, housing, loss, need for support services, end-of-life care, and the impact of health care policy and legislation as they relate to the elderly are explored. Includes clinical learning experiences with an elder and elder-serving agency selected by the student. Prerequisite: NRHL 315. 3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 340 Comprehensive Health and Physical Assessment.** Designed for the registered nurse, this course provides the framework for the RN to expand existing skills. The course focuses on the physical, psychosocial, sociocultural, environmental, and developmental elements of comprehensive assessment and on principles of health promotion and disease prevention. Includes a clinical learning experience, which focuses on the practice and validation of interviewing and physical assessment skills. At the end of the course, students will be expected to perform a comprehensive physical exam and effectively communicate findings. A student selected holistic health assessment experience is also included. Prerequisite: NRHL 330 and NRHL 335. 3 semester credit hours. Engaged learning. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 345 Applications of Pathophysiology and Pharmacotherapeutics to Clinical Reasoning.** Designed for the registered nurse to build upon existing knowledge and experience, this course provides an analysis of physiology and pathophysiological concepts related to complex, multisystem health alterations across the lifespan. Emphasis is placed on enhancement of critical thinking skills. Clinical application emphasizes the relationship of assessment findings to diagnosis, safe selection, and administration of pharmacotherapeutic agents; and assessment of outcomes using an evidence-based approach. This course also includes a clinical learning experience that is based on case study analyses of patients with multiple chronic diseases and complex pharmacotherapeutic management in various settings. Prerequisite or co-requisite: NRHL 340. 3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 350 Healthcare Policy, Finance, Regulation & Advocacy.** Provides an overview of the history and evolution of healthcare policy by government and stakeholders within the healthcare organization. Healthcare finance, reimbursement, quality, safety, delivery, and disparities concerning access to care from a local, state, national, and global influence will be analyzed. The impact of information and patient care technology and its effects on healthcare will be evaluated. Students will explore and define the role of the professional nurse in influencing and advocating for continuous quality improvement in healthcare delivery and healthcare policy formation. Prerequisite: NRHL 340 and NRHL 345. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 360 Interdisciplinary Collaboration: Community Health Promotion, Family & Population Based Care.** Explores the concept of patient-centered inter-professional health care from the prospective of families and communities within a global context. Focuses on patterns that influence wellness and potential barriers that place individuals, families, and vulnerable populations at risk for major health problems. Examines the dynamic influences of social, economic, epidemiologic, physical, ethical, cultural, religious, policy assurance, and environmental concerns experienced by populations. Prerequisite: NRHL 350. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 361 Interdisciplinary Collaboration: Community Health Promotion, Family & Population Based Care Clinical.** Emphasis is placed on community as a partner, through community assessment, evolving cultural competency, enhanced understanding of health disparities, and use of community resources and evidence-based practice to resolve, promote and maintain optimal health; and prevent disease. This experience includes 35 hours of preceptor supported clinical practice in the community setting. Prerequisite or co-requisite: NRHL 360. 3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 370 Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis.** Provides the registered nurse with the opportunity to synthesize theory and concepts required to assume leadership and management positions within rapidly evolving health care systems. The utilization of a systems approach to delivering nursing care, managing and leading change, and ensuring quality and safety in healthcare will be explored. Focus is placed on development of leadership skills through effective communication, critical thinking skills, problem solving, delegation, and teamwork at the baccalaureate level. Prerequisite: IDS 204, IDS 304 and credit or co-registration in NRHL 361. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 371 Interdisciplinary Collaboration: Professional Nursing Leadership Synthesis Clinical.** Emphasis is placed on development of creative strategies to promote a system change through application of leadership skills, scholarly inquiry, professional writing, and presentation. This experience includes 35 hours of preceptor supported clinical practice in a leadership role. Prerequisite or co-requisite: NRHL 370. 3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms.

**NRHL 381 Health Promotion & 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. Admission to the RN to BSN to MSN Academic Progression Bridge is required. A letter grade of "B" is required in order for this course to meet MSN Program requirements. Cross listed with NRHL 501. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 382 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. Admission to the RN to BSN to MSN Academic Progression Bridge is required. A letter grade of "B" is required in order for this course to meet MSN Program requirements. Cross listed with NRHL 502. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 383 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. Admission to the RN to BSN to MSN Academic Progression Bridge is required. A letter grade of "B" is required in order for this course to meet MSN Program requirements. Cross listed with NRHL 503. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 384 Health Care Informatics and Emergent Technologies.** This course teaches nurses to consider technical, user and environmental factors in the selection and use of clinical information systems that support nursing care and decision-making processes in various settings. Students gain an understanding of technology, data, human processing and standards related to clinical information systems, and how these elements are used to make evidence-based decisions in health care systems and services. Admission to the RN to BSN to MSN Academic Progression Bridge is required. A letter grade of "B" is required in order for this course to meet MSN Program requirements. Cross listed with NRHL 504. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 385 Health Care Policy and 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. Admission to the RN to BSN to MSN Academic Progression Bridge is required. A letter grade of "B" is required in order for this course to meet MSN Program requirements. Cross listed with NRHL 505. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 386 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. Admission to the RN to BSN to MSN Academic Progression Bridge is required. A letter grade of "B" is required in order for this course to meet MSN Program requirements. Cross listed with NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NRHL 395 Nursing Elective.** Guides and recognizes study in theoretical or clinical aspects of nursing for independent study or work/life credit. Prerequisite: NRHL 330 for independent study credit. Admission into the RN to BSN program for work/life credit. 1-3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 3.*

## Nutrition

**NUTR 150 Food Service Sanitation.** An overview of applied Food Service Sanitation as it relates to proper food handling and training in the Food Service industry. Emphasis placed on prevention of food borne illness, and safety related to food, personnel, and consumers. At the completion of the course, students take the sanitation certificate exam. 1 semester credit hour. Typically offered: Spring Term.

**NUTR 190 Selected Topics in Nutrition.** Special topics in nutrition adjusted to the needs of students. Topics may be changed so that the course may be repeated for credit. 1-3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 18.*

**NUTR 200 Nutritional Science.** An integrated approach to the study of the requirements and functions of nutrients that are determinants of health and disease in human populations. (NOTE: Cannot receive credit for NUTR 100, 200, and 201). Life Science Core Elective and Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Fall, Spring, and Summer Terms.

**NUTR 201 Nutrition in Health and Exercise.** An integrated approach to the study of the requirements and functions of nutrients, with particular attention to applications in sports. (NOTE: Cannot receive credit for NUTR 100, 110, 200, and 201). Prerequisite on Lisle Campus: Physical Education major with at least Sophomore standing by credit hours. Life-Scientific Mode of Inquiry (QLS). 3 semester credit hours. Life Science Core Elective. Typically offered: Fall Term.

**NUTR 241 Nutrition through the Life Cycle.** A life cycle approach to nutrition science; incorporates nutrient availability, function and sources; energy balance; lifestyle health risk factors; with a focus on special nutrient needs for various stages of the life cycle. Students are introduced to the case study process. Life Science Core Elective. Prerequisite: Nutrition major. 3 semester credit hours. Life Science Core Elective. Typically offered: Fall and Spring Terms.

**NUTR 244 Food Science.** A study of the physical and chemical composition, structure, and functional properties of carbohydrates, proteins, and fats; sensory evaluation principles; and applications to food and nutritional health. Prerequisite: CHEM 101 or CHEM 123. Lisle campus: online format only. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**NUTR 245 Food Science Laboratory.** Techniques of food preparation. Applied sensory and physiochemical examination of study of the composition, structure, and functional properties of carbohydrates, proteins, and fats. Prerequisite: transfer food science course, or credit or co-registration in NUTR 244. Lab fee: \$160.00 1 semester credit hour. Typically offered: Fall Term.

**NUTR 246 Experimental Foods Laboratory.** Experimental application of physiochemical behavior of food. Techniques of recipe development and recipe development research to meet special dietary requirements, including evaluation techniques. Prerequisite: NUTR 244 and 245. Lab fee: \$160. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**NUTR 250 Foodservice Operations.** This course presents the following foodservice principles and processes to deliver quality services: menu planning, purchasing, procurement, production, distribution and service, quality improvement, and layout and design. Prerequisite: NUTR 200 or 241 or 244. 3 semester credit hours. Typically offered: Fall Term.



**NUTR 271 Health Education.** Health education for groups. Examination of topics pertaining to competencies of health educators, including health behavior change theories and cultural competence. Focus on processes of program planning for health education, including pre-planning, needs assessment, writing and evaluating goals and objectives, and development of the intervention. Introduction to the evaluation process. Students develop a theory-based intervention to effect change and enhance wellness. Prerequisite: credit or co-registration in NUTR 200 or 201 or 241. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**NUTR 280 Community Health and Nutrition.** Introduction to the role of the Public and Community Nutrition professional. Over view of health care policy, health care systems, and legislation, discussion of the legislative and regulatory basis of nutrition and dietetics practice, and advocacy. Discussion of current public health and nutrition problems, existing programs and other resources, health literacy, role of environment, and marketing for improving the health of the population, as well as application through development of an educational intervention for the community. Transportation may be required. Prerequisite: NUTR 200 or 241; or junior standing by credits with co-registration in NUTR 241 and consent. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**NUTR 290 Selected Topics in Nutrition:** Special topics adjusted to the needs of the students. Topics may be changed so that the course may be repeated for credit. Course Repeatable. Maximum number of units allowed 18. 1-3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 18.*

**NUTR 295 Nutrition Teaching.** Supervised teaching of nutrition in laboratories. Prerequisite: NUTR 245, 246, 298 or 391; Nutrition majors only. 1 semester credit hour. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**NUTR 296 Community Health Practicum.** Experience designed to meet interest of an individual student and serve a community need. Off-campus site. Transportation required. Prerequisite: Nutrition majors only; additional coursework, credit, and GPA prerequisite are determined by nature of experience. May be repeated for credit. Liability fee: \$27.50. 1-3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 18.*

**NUTR 297 Quantity Foods Practicum.** Supervised experience in foodservice operations and management, with emphasis on areas related to menu planning, food purchasing, cost control, and production, quality improvement, and applied sanitation and safety. May be at off-campus sites. Transportation may be required. Prerequisite: NUTR 250, 3.0 GPA, and nutrition majors only. Liability fee: \$27.50. 2-3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

**NUTR 298 Cultural Foods.** An overview of the food habits of world cultures, including discussion of ways in which food, food production, food consumption and food rituals are associated with cultural norms, health and behaviors, social conventions, religious practices, and individual and group ways of living. Laboratory component provides exposure to traditional foods and food preparation techniques. Lab fee: \$160.00. Prerequisite: NUTR 244 and NUTR 245; co-registration required in lecture and lab (NUTR 298 A and B). 2 semester credit hours. Typically offered: Fall and Spring Terms.

**NUTR 300 Nutrition and Health Aspects of Disease.** Pathophysiology and symptoms of chronic disease, with a focus on associations with inadequate/excess nutrition. Topics include cardiovascular disease, hypertension, diabetes, obesity, disordered eating, and malnutrition. Applications to clinical and community settings, as well as the pre-planning phase of health education program planning. Not for students accepted into the Dietetics concentration. (NOTE: cannot receive credit for both NUTR 300 and 371). Prerequisite: BIOL 258, or BIOL 157 and 158 ; and NUTR 200 or 201 or 241; and credit or co-registration in NUTR 251 or NUTR 315 or BCHM 261. Online format only. 4 semester credit hours. Typically offered: Fall Term.

**NUTR 315 Nutritional Biochemistry.** A study of the basic concepts of biochemistry applied to cellular metabolism of carbohydrates, lipids, amino acids, vitamins and co-factors. Emphasis is placed on metabolic pathways, the interrelationships of major nutrients and the relation of the metabolic processes to the overall nutritional health of an individual. Prerequisite: CHEM 103 or CHEM 247; NUTR 200 or 201 or 241; and BIOL 198. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**NUTR 342 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; NUTR 315 or BCHM 251 or 261 and BIOL 258 (basic nutrition, biochemistry and physiology courses). 3 semester credit hours. Typically offered: Spring Term.

**NUTR 345 Science of Nutrition and Fitness.** The course examines the metabolic and physiologic basis for macronutrient and micronutrient recommendations during training, competition/performance, and recovery. Includes disease applications, recommendations for targeted educational interventions, and case studies. Prerequisite: BIOL 258, or BIOL 157 and 158; NUTR 251 or 315 or BCHM 261; and NUTR 200 or 201 or 241. Online format only. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**NUTR 350 Food and Nutrition Services Management.** This course presents the students with key concepts and applications of organization structure, and management theories and operational principles, including: fiscal control, budgeting and interpretation of financial data, performance measurements and continuous quality improvement, human resource and information management, and marketing. Prerequisite: NUTR 250 and credit or concurrent registration in MGT 300. 2 semester credit hours. Typically offered: Spring Term.

**NUTR 371 Medical Nutrition Therapy I.** Pathology, treatment and medical nutrition therapy of chronic and acute diseases and conditions, including those of the Gastrointestinal, Cardiovascular, Pulmonary, Respiratory, Urinary Systems, Diabetes, Trauma and Stress, Allergies, AIDS, and Cancer. Nutrition Support, along with related legal and ethical issues, is discussed. Includes nutrition assessment and diet prescription plans. (NOTE: cannot receive credit for both NUTR 300 and 371). Prerequisite: BIOL 258, or BIOL 157 and 158; NUTR 200 or 201 or 241; credit or registration in NUTR 251 or 315 or BCHM 261. 4 semester credit hours. Typically offered: Fall and Spring Terms.

**NUTR 372 Clinical Nutrition Case Studies Lab.** A problem-based learning approach to case studies integrated with a traditional didactic approach to foster development of independent critical thinking skills. Incorporates medical record reviews and applies the Nutrition Care Process, including identification

of nutrition-related problems, food and lifestyle health behaviors, development of clinical and education plan of care, and documentation techniques. Part of the course is supervised at an off-campus site. Transportation is required. Required at start of course: documentation of all vaccinations completed, TB test, background check, and drug screen (information available to registered students at end of prior term). Credit or co-registration in NUTR 371 and 391. Liability Fee \$27.50. 2 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms.

**NUTR 373 Advanced Menu Planning Lab.** Applied process of translating the nutritional needs into menus for healthy persons and those with special dietary considerations, throughout the life span. Includes management and quality improvement principles. Prerequisite: NUTR 250 and credit or co-registration in NUTR 371. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**NUTR 374 Medical Nutrition Therapy II.** Physiological and biochemical aspects of nutrient metabolism; interrelationships between cellular reactions, nutrition, and health; nutrigenomics; biochemical and physiological principles of medical nutrition therapy for obesity, eating disorders, anemia, bone diseases, alcohol metabolism, inborn errors, and the nervous system. Prerequisite: BIOL 198; NUTR 200 or 201 or 241; BIOL 258, or BIOL 157 and 158; and NUTR 251 or 315 or BCHM 261. 3 semester credit hours. Typically offered: Spring Term.

**NUTR 378 Maternal and Child Nutrition.** Study the physiological and metabolic changes that occur in pregnancy, and infancy through early childhood. Examine the nutrition and cultural factors impacting growth and development. Evaluate and critique nutrition programs and strategies for this population. Prerequisites: Senior standing by credits; Nutrition Major; 3.0 GPA; NUTR 241; BIOL 258, or BIOL 157 and 158; NUTR 315 or 251 or BCHM 261. Note: This course is a cross-listed nutrition graduate course (NTR 561). Online format only. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**NUTR 379 Nutrition in Aging.** Study the physiological and metabolic changes that occur in the aging population. Examine the nutrition and cultural factors impacting health and independence. Evaluate and critique health programs and strategies for this population. Prerequisites: Senior standing by credits; Nutrition Major; 3.0 GPA; NUTR 241; BIOL 258, or BIOL 157 and 158; NUTR 315 or 251 or BCHM 261. Note: This course is a cross-listed nutrition graduate course (NTR 563). Online format only. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**NUTR 381 Behavioral and Social Aspects of Public Health.** Addresses behavioral and social factors and theories related to individual and population health. Prerequisite: Senior standing by credits, Nutrition Major, 3.0 GPA, and consent of Nutrition Department Chairperson. Note: This course is a cross-listed public health course (MPH 601). It does not count towards science core, general education courses, or health science major credit. 3 semester credit hours. Typically offered: Fall and Summer Terms. *Department Consent Required.*

**NUTR 382 Public Health Systems.** Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. Prerequisite: Senior standing by credits, Nutrition Major, 3.0 GPA, and consent of Nutrition Department Chairperson. Note: This course is a cross-listed public health course (MPH 602). It does not count towards science core, general education courses, or health science major credit. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**NUTR 383 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. Prerequisite: Senior standing by credits, Nutrition Major, 3.0 GPA, and consent of Nutrition Department Chairperson. Note: This course is a cross-listed public health course (MPH 603). It does not count towards science core, general education or PHIL courses, or health science major credit. 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

**NUTR 385 Cultural Context of Health.** Addresses cultural factors related to individual and population health and health disparities over the life course. Prerequisite: Senior standing by credits, Nutrition Major, 3.0 GPA, and consent of Nutrition Department Chairperson. Note: This course is a cross-listed public health course (MPH 609). It does not count towards science core, general education courses, or health science major credit. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**NUTR 386 Health and Wellness Research Planning.** Principles and application of the research process with a focus on community-based research and evaluating outcomes of health educational programs. Prerequisites: Senior standing by credits; Nutrition Major; 3.0 GPA; BIOL 229 or PSYC 250; NUTR 300, 345, 371 or 374; NUTR 392. Note: This course is a cross-listed nutrition graduate course (NTR 539). 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**NUTR 388 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: Senior standing by credits; Nutrition Major; 3.0 GPA; NUTR 345; NUTR 392. Note: This course is a cross-listed nutrition graduate course (NTR 581). 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**NUTR 390 Selected Topics.** Special topics in nutrition adjusted to the needs of the students. Topics may be changed so that the course may be repeated for credit. Prerequisite: Senior standing by credits, 3.0 GPA, Nutrition Major, and refer to the course schedule (usually NUTR 200 or 241; NUTR 251 or 315 or BCHM 261; BIOL 258 or BIOL 157 and 158). If course is a graduate course cross-listed to NUTR, then completed application (including GRE) to the MS program must be submitted to Benedictine University graduate school. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 18.*

**NUTR 391 Physical Assessment Lab.** Professional practice roles, methods, and skills. Emphasis on developing skills in medical terminology and nutrition assessment (i.e. anthropometrics and other body composition indicators, biochemical indices, clinical symptomatology, dietary intake) for health promotion and disease prevention. Transportation may be required. Prerequisite: Credit or Coregistration in NUTR 300 or 371 or 374 Lab fee: \$160. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**NUTR 392 Health Research and Professional Writing.** This course provides an overview of research methodology. Locate using current information technologies, interpret, and evaluate professional health literature as a foundation to develop a professional manuscript and complete a journal critique. Prerequisite: Lisle Campus - WRIT 102; credit or concurrent registration in BIOL 229 or PSYC 250; and credit or concurrent registration in NUTR 300, 374 or NUTR 371; Mesa Campus - WRIT 102; credit or concurrent registration in PSYC 250; and credit or concurrent registration in NUTR 300. 2 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**NUTR 395 Nutrition Counseling Lab.** Students learn principles and demonstrate techniques of effective interviewing, and counseling to facilitate behavior change. The course includes an introduction to coding and billing to obtain reimbursement for services. Prerequisite: NUTR 271, and Nutrition majors only. Recommend concurrent or completion of NUTR 300 or 371 or 374. 1 semester credit hour. Typically offered: Fall and Spring Terms.

**NUTR 396 Specialized Nutrition and Health Practicum.** Supervised experience designed to meet the interest of an individual student. May be at off-campus sites. Transportation may be required. Prerequisite: 3.0 GPA, Nutrition majors only; additional course prerequisites are determined by nature of experience. Liability fee: \$27.50. 2-3 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 18.*

**NUTR 399 Nutrition and Health Research.** A supervised nutrition and/or health research project that is conducted on or off campus. Transportation may be required. Prerequisite: 3.2 GPA, Nutrition majors only, and Instructor consent. Fee: \$160. 1-3 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 18.*

## Philosophy

**PHIL 112 Ecclesiastical Latin 1.** Provides an introduction to the Latin language, the root of all Romance languages and the common language of educated people for two millennia. The emphasis is on a practical understanding of the language, for use in philosophical, religious, and theological studies. 3 semester credit hours. Typically offered: Odd Years.

**PHIL 113 Ecclesiastical Latin 2.** Continued study of the basic structure of the language. 3 semester credit hours. Typically offered: Spring Term.

**PHIL 120 Greek Philosophy.** Introduces ancient Greek philosophical thought through the study of writings by Plato, Aristotle, and select Presocratic thinkers on a range of subjects (e.g., cosmology, physics, metaphysics, epistemology, rhetoric, and ethics). Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective. Typically offered: Fall Term.

**PHIL 191 Selected Topics.** Critical examination of philosophical topics offered at the introductory level according to the interest of faculty and students. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**PHIL 200 Introduction to Logic.** What is the difference between a sound and an unsound argument? How can one tell the difference between good reasoning and bad? What sorts of evidence should one accept for certain claims? As we pursue these questions, we will discuss and practice the fundamentals of both informal and formal logic. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective. Typically offered: Fall Term.

**PHIL 205 Philosophy of Human Nature.** Investigation of the classic questions regarding the human person: unity, freedom, death and immortality, mind-body relation, and community. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective. Typically offered: Spring Term.



**PHIL 210 Philosophy of Being.** Examination of the basic principles of reality which affect all thought: change and permanence, unity in diversity, the meaning of existence, goodness, truth and beauty, the categories of being, and the analogy of being. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective. Typically offered: Fall Term.

**PHIL 215 Theory of Knowledge.** Analysis of the nature, possibility, foundations, and extent of human knowledge. Cross-listed with PHIL 315. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective. Typically offered: Fall Term.

**PHIL 220 Mediterranean World.** Studies the ancient cultures located around the Mediterranean Sea and the contributions they made to the development of western civilizations to about 500 A.D. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the theme of "person in community" as reflected in religion, art, philosophy, and social, political, and economic institutions. 3 semester credit hours. Typically offered: Periodically.

**PHIL 230 Contemporary Anglo-American Philosophy.** Surveys 19th- and 20th-century philosophical movements in America and Britain. Cross-listed with PHIL 330. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**PHIL 235 Modern Philosophy.** Survey of philosophy from the 15th-century to the early 19th-century. Philosophical Mode of Inquiry (QPL). Cross-listed with PHIL 335. 3 semester credit hours. Philosophy Core Elective. Typically offered: Fall Term, Even Years.

**PHIL 240 Converging Hemispheres.** Studies the increasingly global encounter of peoples, ideas, and cultures from the Age of Exploration (from 1400 A.D.) into the Twentieth century. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the shift in emphasis from "person in community" the values of freedom, equality, and responsibility. Examines the construction of the modern era focusing on scientific revolutions, economic transformation, religious reformations, and revolution, resistance and republicanism. 3 semester credit hours. Philosophy Core Elective. Typically offered: Periodically.

**PHIL 245 General Ethics.** Investigation of ethical concepts and theories and an analysis of the norms of ethical decision. Philosophical Mode of Inquiry (QPL). Writing Intensive. 3 semester credit hours. Philosophy Core Elective. Typically offered: Fall and Spring Terms.

**PHIL 246 Biomedical Ethics.** Course covers major schools of thought on ethics within the biomedical arena. Cross-listed with PHIL 346. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective.

**PHIL 247 Business Ethics.** Course covers major schools of thought on ethics within the business arena. Cross-listed with PHIL 347. 3 semester credit hours. Philosophy Core Elective.

**PHIL 248 Environmental Ethics.** Surveys recent philosophical discourse on the rights and responsibilities of human beings in respect of animals, plants, ecosystems, and natural resources, devoting special attention to subjects such as climate change, species extinction, wilderness preservation, sustainability, consumerism, pollution, human population, and poverty. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective.

**PHIL 249 Professional Ethics.** Investigation of ethical concepts and theories and an analysis of the norms of ethical decision and the relationship of these to professionals in all fields. Provides a solid foundation in

moral theory, recast in light of postmodern critiques of moral philosophy, together with diverse applications to help students understand the philosophical complexity of ethical challenges that arise for professionals in all types of work. 3 semester credit hours. Philosophy Core Elective. Typically offered: Periodically.

**PHIL 250 Contemporary World.** Drawing upon the resources of the Catholic and Benedictine traditions, this course examines a variety of interpretations of the current world situation in light of the theme "person in community." Have the notions of person and community changed, or are they being changed through current political, economic, cultural and technological challenges? 3 semester credit hours. Philosophy Core Elective. Typically offered: Spring Term.

**PHIL 255 Contemporary Continental Philosophy.** Studies the views of 19th- and 20th-century philosophers from continental Europe (e.g., Nietzsche, Kierkegaard, Husserl, Heidegger, Sartre) regarding topics such as individual existence, death, freedom, authenticity, time, language, understanding, and the relation of the individual to the community. 3 semester credit hours. Philosophy Core Elective.

**PHIL 260 Social & Political Philosophy.** Which forms of political organization are best? What makes a state or government legitimate? How are political goods such as peace, prosperity and liberty best understood and promoted? Course approaches these questions through the study of classic and contemporary works of political philosophy (e.g., by Plato, Thomas Aquinas, John Locke, etc.). Cross-listed with PHIL 360. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective.

**PHIL 270 Medieval Philosophy.** This course introduces medieval Latin philosophy. It studies philosophical arguments by several thinkers (e.g., Boethius, Anselm, Aquinas, etc.) on a range of subjects (e.g., "the problem of evil," divine foreknowledge and human freedom, proofs for the existence of God, the attributes of God, natural law, etc.). Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective.

**PHIL 285 Topics in Philosophical Exploration of Religion.** This course is an investigative exploration of some of the fundamental philosophical questions and relationships pertaining to the nature, practice, and understanding of religion or Theology. Cross-listed with PHIL 385. 3 semester credit hours. Typically offered: Periodically.

**PHIL 290 History and Philosophy of Science.** Course covers the historical, philosophical and ethical questions of the scientific revolution through the present. Cross-listed with PHIL 390. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective. Typically offered: Periodically.

**PHIL 291 Philosophical Topics.** Special philosophical issues offered at the intermediate level according to the interest of faculty and students. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective. *Course Repeatable. Maximum number of units allowed 12.*

**PHIL 295 Independent Study.** Special philosophical issues offered according to the interest of faculty and students. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**PHIL 300 Critical examination and practice both informal and formal logic at an intermediate level..** 3 semester credit hours. Typically offered: Spring Term.



**PHIL 315 Theory of Knowledge.** Analysis of the nature, possibility, foundations, and extent of human knowledge. Philosophical Mode of Inquiry (QPL). Cross-listed with PHIL 215. 3 semester credit hours. Philosophy Core Elective. Typically offered: Spring Term.

**PHIL 325 Medieval Philosophy.** This course introduces medieval Latin philosophy. It studies philosophical arguments by several thinkers (e.g., Boethius, Anselm, Aquinas, etc.) on a range of subjects (e.g., "the problem of evil," divine foreknowledge and human freedom, proofs for the existence of God, the attributes of God, natural law, etc.). Survey of philosophy from Augustine to the 14th century. Philosophical Mode of Inquiry (QPL). Cross-listed with PHIL 225. 3 semester credit hours. Philosophy Core Elective.

**PHIL 330 Contemporary Anglo-American Philosophy.** Surveys 19th- and 20th-century philosophical movements in America and Britain. Cross-listed with PHIL 230. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**PHIL 335 Modern Philosophy.** Survey of philosophy from Descartes to Kant. Philosophical Mode of Inquiry (QPL). Cross-listed with PHIL 235. 3 semester credit hours. Writing Intensive Course.

**PHIL 345 Topics in Philosophical Ethics.** Focused study of select topics in moral philosophy. 3 semester credit hours.

**PHIL 346 Biomedical Ethics.** In this class, students will investigate fundamental ethical questions pertaining to health, medicine, and the life sciences. It is a course in applied ethics - where the application of general ethical theory is to the contemporary moral issues of medicine and biology. Prerequisite: A Philosophy course. Cross-listed with PHIL 246. 3 semester credit hours. Philosophy Core Elective. Typically offered: Spring Term.

**PHIL 347 Business Ethics.** Course covers major schools of thought on ethics within the business arena. 3 semester credit hours. Philosophy Core Elective.

**PHIL 348 Environmental Ethics.** Surveys recent philosophical discourse on the rights and responsibilities of human beings in respect of animals, plants, ecosystems, and natural resources, devoting special attention to subjects such as climate change, species extinction, wilderness preservation, sustainability, consumerism, pollution, human population, and poverty. Course covers major schools of thought on ethics within the environmental/ecology arena. Philosophical Mode of Inquiry (QPL). Cross-listed with PHIL 248. 3 semester credit hours. Philosophy Core Elective.

**PHIL 355 Philosophy of Law.** Conceptual and moral investigation of the nature of the law and of practical legal issues, such as civil disobedience or the obligation to obey the law. 3 semester credit hours. Typically offered: Periodically.

**PHIL 360 Social and Political Philosophy.** Course covers the philosophy of societal change, the forces that bring about change and the revolutionary potential of change. Cross-listed with PHIL 260. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective.

**PHIL 370 Medieval Philosophy.** This course introduces medieval Latin philosophy. It studies philosophical arguments by several thinkers (e.g., Boethius, Anselm, Aquinas, etc.) on a range of subjects (e.g., "the

problem of evil," divine foreknowledge and human freedom, proofs for the existence of God, the attributes of God, natural law, etc.) Cross-listed with PHIL 270. Philosophical Mode of Inquiry (QPL). 3 semester credit hours. Philosophy Core Elective. Typically offered: Spring Term, Even Years.

**PHIL 385 Topics in Philosophical Exploration of Religion.** This course is an investigative exploration of some of the fundamental philosophical questions and relationships pertaining to the nature, practice, and understanding of religion or Theology. Cross-listed with PHIL 385. 3 semester credit hours. Typically offered: Periodically.

**PHIL 390 History and Philosophy of Science.** Course covers the historical, philosophical and ethical questions of the scientific revolution through the present. Philosophical Mode of Inquiry (QPL). Cross-listed with PHIL 290. 3 semester credit hours. Philosophy Core Elective. *Department Consent Required.*

**PHIL 391 Selected Topics.** Special philosophical issues offered at the advanced level according to the interest of faculty and students. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**PHIL 395 Independent Study.** Designed to encourage the superior student to study in depth and to research an area beyond the undergraduate course offerings. 3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**PHIL 397 Internship.** Practical experience in a related career field under the supervision of the philosophy program. 3 semester credit hours. Engaged Learning. *Department Consent Required.*

**PHIL 399 Thesis.** Capstone experience 1-6 semester credit hours. *Department Consent Required.*

## Physical Education

**PHED 103 General Phys Fitness.** 1-3 semester credit hours.

**PHED 107 Weight Training.** This course includes the theory and practice of strength training including weights and other modes of resistive training. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

**PHED 137 Health and Physical Fitness Activities with Technology.** This course provides students with the knowledge of a variety of health and physical fitness activities which can be utilized in the profession. Emphasis is placed on the use and value of technology when integrating these types of activities. 1 semester credit hour. Typically offered: Annually. *Department Consent Required.*

**PHED 198 Health and Fitness Professional Seminar.** This course provides students with an opportunity to engage in practical and performance activities required for various certifications in the health and fitness profession. Topics will also include the requirements and content for certification exams. Students must have junior or senior standing. This class is limited to Exercise and Sports Studies and Physical Education majors only. Prerequisites: Biol 155, Hlsc 200 and Phed 302. 1 semester credit hour. *Department Consent Required.*

**PHED 200 Philosophy and Foundation of Physical Education.** This course is an introduction to physical education as both an academic discipline and profession including philosophical and scientific principles, current trends and practices, and career opportunities. Physical Education advocacy techniques will also

be introduced in this course. (To be taken concurrently with PHED 201). Prerequisite: PHED 201. 3 semester credit hours. Typically offered: Fall Term.

**PHED 201 Assessment and Teaching for Lifetime Physical Fitness.** This course provides students with an understanding of the positive impact of healthy life style choices. Students will learn self management skills and goal setting as they design their personal fitness plans and then work on self designed goals by participating in a fitness program during the course of the term. Includes classroom discussion and laboratory experiences to assess an individual's current wellness needs. Students will also participate in self-directed activities outside the classroom to achieve goals. (To be taken concurrently with PHED 200). \$30 lab fee. 2 semester credit hours. Engaged Learning. Typically offered: Fall Term.

**PHED 210 Physical Development and Health for Educators.** This course provides candidates with an understanding of the positive impact of healthy lifestyle choices for children and adolescents. Candidates will learn various classroom activities that may be utilized to teach children and adolescents the importance of health, wellness, fitness, and leading an active lifestyle. 3 semester credit hours.

**PHED 237 Sport Psychology.** This course examines fundamental theories of psychology applied to sport organization, management, participation, and influence of major players in sport. This course will also discuss theories of learning, effects of motivation, personality, and attitude, as well as psychological effects of exercise. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**PHED 240 Teaching Team Sports and Activities.** This course is designed to provide knowledge and understanding of instructional methods and organization in team activities. An emphasis will be placed on strategies to adapt or maximum student participation. 2 semester credit hours. Typically offered: Fall Term.

**PHED 241 Teaching Individual Sports and Activities.** This course is designed to provide knowledge and understanding of instructional methods and organization in individual activities. An emphasis will be placed on strategies to adapt for maximum student participation. 2 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

**PHED 243 Teaching Basic Dance and Rhythms.** This course provides instructional strategies in the creative use of rhythms and dance in physical education. 2 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**PHED 249 Drugs in Society.** This course presents general and specific knowledge of the use and abuse of substances. This includes substance effects, dependence, habituation, addiction, abuse, classification of abused drugs, treatment of alcoholism, and drug addiction. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**PHED 257 Wellness.** Concepts and applications of cardiovascular fitness, nutrition and weight management, stress management life-style management, and substance abuse. Emphasis is on the interactive nature of these health-related components, on being an informed consumer, and on the development and implementation of a personal wellness program. Satisfies teaching certification Health/Physical Education requirement. 2 semester credit hours.

**PHED 258 Health Education.** this course provides the foundation for health education programming in the school curriculum in relation to decision-making, personal choices, and the effects of overall wellness. Topics will include concepts and applications of cardiovascular fitness, nutrition and weight management, social-emotional health, stress management, life-style management, human sexuality, and substance

abuse. Prerequisite: PHED 201. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**PHED 260 First Aid and CPR.** This course provides instruction in first aid, safety, cardiopulmonary resuscitation (CPR), and the use of AED. Certification in First Aid and CPR will be available through the American Red Cross. 3 semester credit hours. Typically offered: Spring Term.

**PHED 261 Prevention and Care of Athletic Injuries.** This course provides an introduction to basic concepts of prevention of athletic injuries, injury recognition, and treatment necessary for the management of athletic injuries. Students must be Junior Standing. 3 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**PHED 270 Growth and Development of Children and Adolescents.** This course discusses motor development of children and youth (birth through adolescence) with emphases on physiological growth, movement, motor skill development, and brain and exercise research. 2 semester credit hours. Typically offered: Spring Term.

**PHED 291 Current Issues in Exercise & Sports Studies.** This course covers a diverse selection of issues and complex problems that confront professionals in the exercise, fitness and sports industries. Independent thought and new insights will be encouraged. Students must have junior standing and current Exercise and Sports Studies majors. 3 semester credit hours. Typically offered: Annually. *Department Consent Required.*

**PHED 299 Field Experience.** This is a supervised introductory field experience in one or more professional settings. The field experience requires 25 contact hours per semester hour of credit. 2-3 semester credit hours. Engaged Learning.

**PHED 300 Physical Education for Special Populations.** This course prepares the physical educator to adapt and modify activities to encourage integration of exceptional children into regular physical education classes. Prerequisite: EDUC 260. 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

**PHED 301 Officiating Fall Sports.** 3 semester credit hours.

**PHED 302 Kinesiology.** This course is designed to study muscles and their role in the science of human motion. This course is based on anatomical and mechanical principles with emphasis on the analysis of human movements in games, sports other physical education skills, and basic movement activities. Laboratory experiences will also be provided to augment kinesiological concepts covered. Prerequisite: BIOL 155. 3 semester credit hours. Typically offered: Spring Term.

**PHED 303 Sport Administration.** This course provides information about the administration of athletic, fitness, and wellness facilities, and proper organizational, administrative, supervisory, and leadership procedures will be covered. Topics include, but are not limited to: budgeting, facility management, legal issues, record keeping, insurance, and technology in these settings. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**PHED 305 Measurement and Evaluation for Physical Education.** This course provides students with an understanding of current assessment techniques for physical education and physical fitness in order to

select and use developmentally appropriate strategies and instruments that align with physical education learning goals. Students will also learn to apply performance data to make informed curricular decisions relative to the physical education program. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**PHED 307 Sport Law.** This course will investigate and analyze the law and legal issues in school for physical educators, coaches and fitness trainers; topics will include negligence, liability, contract law and sport litigation. Students must have junior standing and be a current Exercise and Sports Studies major. 3 semester credit hours. Typically offered: Annually.

**PHED 308 Administration of Physical Education.** This course provides administrative concepts and application to physical education programs with an emphasis on leadership, program management, program evaluation, personnel, facilities, budgeting, and curriculum. Emphasis will be placed on current research and current program assessment techniques. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**PHED 310 Research Methods In Exercise and Sports Studies.** This course is designed to instruct students in basic independent research skills. Students will select an area of interest, method of investigation, gather and analyze data and state conclusions. This will result in a final research project. Students must have junior standing and be a current Exercise and Sports Studies major. Prerequisite: MATH 150 or PSYC 150. Writing Intensive 3 semester credit hours.

**PHED 313 Strength and Conditioning Principles.** An introductory course which integrates scientific principles with practical strength and conditioning applications and adaptations to a wide variety of applications. Prerequisite: BIOL 155 or BIOL 204. 3 semester credit hours. *Department Consent Required.*

**PHED 314 Exercise Technique and Prescription.** This course will provide a step-by-step approach to the assessment, prescription, and management of an individual's exercise program designed for specific needs. Prerequisite: BIOL 155 or BIOL 204. 3 semester credit hours. *Department Consent Required.*

**PHED 320 Physical Education Curriculum Design.** this course will focus on the development and integration of a team building program into the overall school curricula. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

**PHED 326 Facility Planning for Health and Physical Activity.** This course will introduce students to the theories, principles, and applications of community-based comprehensive planning of recreational and sport venues. This will include current practices in planning, design, and development. Prerequisite: Junior/Senior standing. 3 semester credit hours. Typically offered: Spring Term.

**PHED 399 Internship in Exercise & Sports Studies.** This is a supervised internship experience in one of the following professional settings: physical fitness, health promotion, recreation and athletics. The internship requires 150 hours per semester (25 contact hours per 1 semester hour or credit) at 10 hours per week. This course may be repeated for additional credit. Students must have senior standing and meet GPA requirements. Students majoring in Exercise and Sports Studies 4 year program will register for 6 credit hours. Students majoring in Exercise and Sports Studies 4+1 program will register for 3 credit hours. Prerequisite 2.75 GPA (traditional 4 year students); 3.00 GPA (4+1 students) 3-6 semester credit hours. Engaged Learning. Typically offered: Annually. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

## Physics

**PHYS 101 Physical Science.** An introduction to the basic concepts of physics and scientific reasoning relating to the experiences encountered in the everyday physical environment. For non-science majors. Prerequisite for PHYS 101: "C" or better in MATH 095. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective. Typically offered: Fall and Spring Terms.

**PHYS 105 Physical Geography.** An introduction to hydrology and the physical processes operating in and on the planet earth. Topics of study will include ground and surface water, the hydrologic cycle, watershed models, groundwater recharge, geomorphology, tectonics, structural features, and geological processes relating to natural resource management, environmental processes and concerns. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective. Typically offered: Periodically.

**PHYS 106 Astronomy.** Examines astronomical phenomena and concepts including the solar system, stars, galaxies, planetary motion and the evolution of the universe. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective.

**PHYS 107 Earth and Space Science.** A physical science laboratory course that includes the study of key principles of Earth and Space Science through the investigation of real world problems. The earth science component includes the study of large-scale dynamic forces, events, and processes that affect the Earth's land, water, and atmospheric systems, identification and evaluation of the uses of the Earth's resources, and the processes involved in the life cycle. The space science component focuses on concepts that explain the composition, structure of and changes in the universe and Earth's place in it. By working and studying within the context of a real world problem, students learn how scientific principles are used and applied in everyday life. Physical-Scientific Mode of Inquiry (QPS). 4 semester credit hours. Typically offered: Spring Term.

**PHYS 113 College Physics I.** PHYS 113, 114, 118 and 119 constitute a complete non-calculus introductory physics sequence including laboratory for life sciences majors. Topics for PHYS 113 include vectors, classical mechanics, heat and wave phenomena. Prerequisite: "C" or better in MATH 111. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective. Typically offered: Fall and Summer Terms.

**PHYS 114 College Physics I Lab.** Selected experiments to illustrate the experimental methods and the principles studied in PHYS 113. Prerequisite: credit or coregistration in PHYS 113. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Physical Science Core Elective. Typically offered: Fall and Summer Terms.

**PHYS 118 College Physics II.** This course provides a non-calculus based introduction to general physics topics that include electromagnetism, electric circuits, geometrical and physical optics, atomic physics, and nuclear physics. Prerequisite: "C" or better in PHYS 113. Physical-Scientific Mode of Inquiry (QPS). 3 semester credit hours. Physical Science Core Elective. Typically offered: Spring and Summer Terms.

**PHYS 119 College Physics II Lab.** Selected experiments to illustrate the concepts studied in PHYS 118. Prerequisite: "C" or better in PHYS 114 and credit or coregistration in PHYS 118. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Physical Science Core Elective. Typically offered: Spring and Summer Terms.



**PHYS 205 University Physics I Lab.** Laboratory course which introduces topics and concepts of introductory physics through the use of experimental methods and techniques. Topics to be covered include vectors, statics, dynamics, work, energy, collisions, rotational motion, gravitation and thermodynamics. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Physical Science Core Elective. Typically offered: Fall Term. *Department Consent Required.*

**PHYS 206 University Physics II Lab.** Laboratory course which introduces topics and concepts of introductory physics through the use of experimental methods and techniques. Topics to be covered include electromagnetism, introductory circuits, and geometrical and physical optics. Prerequisite: "C" or better in PHYS 205. Physical-Scientific Mode of Inquiry (QPS). 1 semester credit hour. Physical Science Core Elective. Typically offered: Spring Term.

**PHYS 207 Modern Physics Lab.** Experimental physics course designed to cover laboratory methods and techniques that apply to topics from Modern Physics. Topics to be covered include electron charge to mass ratio, crystal scattering, spectroscopy, blackbody radiation, scanning probe microscopy, photon, tunneling, lasers, semiconductor devices, holography, radioactive decay, and the photoelectric effect. Prerequisite: Credit or co-registration in PHYS 213 or departmental consent. 1 semester credit hour. Writing Intensive Course. Typically offered: Fall Term. *Department Consent Required.*

**PHYS 211 University Physics I.** A calculus based introduction to mechanics, oscillations and waves. Topics include vectors, Newton's laws, kinematics, dynamics, projectile motion, work energy theorem, energy conservation, vibrations, gravitation, collisions and conservation of momentum, rotations, traveling and standing waves. Prerequisite: "B" or better in MATH 111, Trigonometry (or trigonometry placement exam) and co-registration in MATH 210 (Calculus I) or "C" or better in MATH 210 (Calculus I). Physical-Scientific Mode of Inquiry (QPS). 4 semester credit hours. Physical Science Core Elective. Typically offered: Fall Term.

**PHYS 212 University Physics II.** Electric field and potential, dielectrics, magnetic forces and fields, electromagnetic induction, DC and AC circuits, EM waves, light, and optics. It is recommended that students take PHYS 212 in the spring semester of their freshman year. Prerequisite: "C" or better in PHYS 211 and credit or co-registration in MATH 211 or MATH 224. Physical-Scientific Mode of Inquiry (QPS). 4 semester credit hours. Physical Science Core Elective. Typically offered: Spring Term.

**PHYS 213 University Physics III.** An introduction to the fundamental concepts of modern physics. Topics include Maxwell's Equations, Special Relativity, quantum mechanic, atomic and nuclear structure, band theory of solids, materials (e.g. granular, novel), particle physics, and cosmology. The course is intended for science and engineering students. Prerequisite: "C" or better in PHYS 118 or PHYS 212 and credit or coregistration in MATH 212. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall Term.

**PHYS 220 Analytical Mechanics.** This course gives students an introduction to the principles of mechanics and their application to solutions of engineering problems. Vector analysis, differential equations and integrals/derivatives will be discussed as useful tool. The topics include (but are not limited to): Statics of particles, rigid bodies: equivalent systems of forces, equilibrium of rigid bodies, analysis of structures, kinematics of particles, kinetics of particles, Newton's second law, energy and momentum methods, systems of particles, mechanical vibrations. Prerequisite: "C" or better in PHYS 211 and MATH 211. Cross-listed as PHYS/ENGR 220. 3 semester credit hours. Typically offered: Fall Term.



**PHYS 264 Electronics.** An integrated laboratory and lecture course designed to cover the basic principles of modern electronics. Topics include AC and DC circuits, linear and non-linear devices, nodal analysis, mesh analysis, power supplies, operational amplifiers, and logic circuits. Lecture and laboratory work are integrated allowing the students to test the theories through projects and experiments. Prerequisite: "C" or better in PHYS 212 and MATH 211 or departmental consent. Cross listed as PHYS/ENGR 264. 3 semester credit hours. Typically offered: Spring Term.

**PHYS 291 Selected Topics.** Current topics in physics or biophysics. Prerequisite: Dependent upon topic. 3 semester credit hours. Typically offered: Periodically.

**PHYS 296 Physics Teaching.** Teaching assistant. 1-2 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

**PHYS 304 Nuclear Science.** Origins and nature of nuclear and atomic radiation, interaction of radiation with matter, radiation detectors, detection systems, and radiation safety. Lecture and laboratory. Intended for any qualified sciences student. 2 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**PHYS 313 Classical Thermodynamics.** Properties of gases, relating heat and work, concepts of enthalpy and entropy, laws of thermodynamics, heat engines, thermodynamics of mixing processes, and phase changes. Prerequisite: "C" or better in CHEM 123, PHYS 212, and MATH 212. Cross listed as CHEM/PHYS 313. 3 semester credit hours. Typically offered: Fall Term.

**PHYS 314 Physical Chemistry I Laboratory.** Applies principles discussed in CHEM/PHYS 313. Prerequisite: Co-registration or credit in CHEM/PHYS 313. Cross listed as CHEM/PHYS 314. 1 semester credit hour. Writing Intensive Course. Typically offered: Fall Term.

**PHYS 315 Quantum and Statistical Mechanics.** Failures of classical physics, development of quantum theory, atomic structure and spectra, statistical mechanics, and statistical thermodynamics. Prerequisites: "C" or better in CHEM/PHYS 313 and co-registration or credit in MATH 212. Cross listed as CHEM/PHYS 315. 3 semester credit hours. Typically offered: Spring Term.

**PHYS 316 Physical Chemistry II Laboratory.** Applies principles discussed in CHEM/PHYS 315. Prerequisite: Credit or co-registration in CHEM/PHYS 315. Cross-listed as CHEM/PHYS 316. 1 semester credit hour. Writing Intensive Course. Typically offered: Spring Term.

**PHYS 323 Biophysics.** This course provides a calculus based introduction to biophysics and physiological modeling. The course is an integrated lecture and computer lab experience that focuses on scientific modeling and hypothesis testing. Topics covered will be selected from: experimental data analysis; drug elimination (pharmacokinetics); single molecule biophysics. Poisson processes, ligand binding, enzyme kinetics and saturation, ion channel gating, motor proteins and dwell time distributions; molecular dynamics; transport diffusion and random walks; computational fluid dynamics; ion channel permeation and the action potential; osmosis, gastrointestinal and renal functioning; statistical thermodynamics and the second law; free energy transduction, passive transporters and active pumps; hemoglobin, oxygen transport and metabolism. Prerequisites: "C" or better in CHEM 113, CHEM 123, PHYS 212, and MATH 211 or 221. Cross-listed as BIOL/CHEM/PHYS 323. 4 semester credit hours. Typically offered: Fall Term.

**PHYS 325 Materials Science.** This course will explore many of the synthetic (high-temperature, solvothermal, solution, and flux crystal growth) and characterization (X-ray diffraction, Atomic Absorption) techniques common to solid-state/materials chemistry. Lecture and laboratory will be tightly integrated in a studio-style format. Individual, independent research projects aimed at the synthesis of novel inorganic materials will take the place of traditional experiments. On-site powder X-ray diffraction instrumentation will allow for immediate characterization of synthetic products. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**PHYS 340 Electricity and Magnetism I.** Theoretical study of classical electrostatics and electrodynamics. Topics include vector calculus of the electromagnetic field, electric field and potential, conductors, Laplace equations, boundary value problems, multipoles, polarization, dielectrics, magnetostatics, divergence and curl of the magnetic field, magnetization, Ampere's law, electrodynamics, electromagnetic induction, and Maxwell's equations, and an introduction to superconductivity formalism. Prerequisites: PHYS 212 and MATH 212. 3 semester credit hours. Typically offered: Periodically.

**PHYS 357 Molecular Dynamics and Kinetics.** Electric properties of molecules, molecular interaction, molecular motion in gases and liquids, transport properties, diffusion, chemical kinetics, molecular reaction dynamics. Prerequisite: Credit or coregistration in CHEM/PHYS 315. Cross listed as CHEM/PHYS 357. 3 semester credit hours. Typically offered: Periodically.

**PHYS 374 Experimental Modern Physics.** A laboratory course designed to cover methods and topics in experimental physics for advanced science students. The course allows students to gain hands-on experience investigating topics that can include chemical physics, bio-physics, sensors, modern physics, optics, electronics, and other advanced concepts with the goal of improving the connection between experimental results and theory. The experiments that will be covered in the course will vary from term to term depending on the interests of the students. Prerequisites: PHYS 207 and 213 or departmental consent. 2 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**PHYS 390 Selected Topics in Physics.** Lecture course covering topics with which the student has not become acquainted in formal course work. May be an extension of or supplement to material previously encountered or material from a completely new area. Periodically. Prerequisite: PHYS 213 and MATH 260. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**PHYS 393 Internship.** Practical experience in physics or related career areas under the supervision of the physics program. Prerequisite: consent of faculty coordinator. 1-3 semester credit hours. Engaged Learning. *Department Consent Required.*

**PHYS 395 Independent Study.** Designed to encourage desire in superior students to continue the study of physics beyond the scope of undergraduate course offerings through guided independent study. Prerequisite: departmental consent. 2 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**PHYS 398 Research.** Original research in physics or biophysics conducted under the supervision of a faculty or adjunct faculty member. Publication and public presentation of the research are course objectives. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 18.*

## Political Science

**PLSC 101 Global Affairs.** This course explores some of the major issues in contemporary world politics. The end of the Cold War and the demise of the bipolar superpower relationship has reverberated across all issues in international affairs. We will consider such international issues as military security, ethnicity and nationalism, the international economy, the environment, and regional issues. Each week's readings presents an overview of the topic for that week, discussing the changing nature and relevance of the issue in light of the momentous changes taking place in the "world order." The final week will explore the role of the US in this changing world. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Global Course.

**PLSC 102 American Government.** This course is an introduction to the institutions of the American government as well as the behavior of its political actors. Students will gain a solid understanding of the workings of democracy in the United States as well as the challenges it presents. There is NOT an emphasis on the Illinois Constitution in this course. PLSC 102 is no longer restricted to PLSC major and minors only. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Political Science Core Elective.

**PLSC 104 Model Illinois Government.** It should be either a 100 or 200 level course. This class will meet once per week and we will use the time to prepare for the Model Illinois Government simulation in Springfield at the end of February. Students will be able to enroll in this course multiple times - up to three total enrollments - and this will count in the major for 3 semester hours if someone takes the course three times 1 semester credit hour. Typically offered: Spring Term.

**PLSC 105 Law and Politics.** An analysis of law, justice, rights, court procedures, and legislation. The development of various concepts of law and individual and group rights. Credit will not be granted for both PLSC 105 and PLSC 205. Social-Scientific II Mode of Inquiry (QPE). 3 semester credit hours. Political Science Core Elective.

**PLSC 150 Introduction to Statistics.** Basic course in statistical techniques which includes representations of data, measures of central tendency, methods of counting, probability, sampling, estimation, hypothesis testing, correlation, and regression. For non-business majors. Prerequisite: "C" or better in MATH 105 or MATH 110. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 3 semester credit hours. Typically offered: Fall and Spring Terms.

**PLSC 201 State and Local Government.** This course examines the inter-relationships between national, state, county, and local governments across the United States. Students will learn about federalism as a part of the American democratic system. (Satisfies the Illinois Constitution requirement for teacher certification.) 3 semester credit hours.

**PLSC 205 Judicial Process.** This is an introductory course designed to provide an in-depth understanding of the judicial process in the United States. Students will learn about the numerous judicial institutions across the nation, as well as the relevant actors in the process. Credit will not be granted for both PLSC 105 and PLSC 205. 3 semester credit hours.

**PLSC 210 Introduction to International Relations.** Analysis of the processes of interaction among nations and groups of nations within the international political system. 3 semester credit hours. Political Science Core Elective.

**PLSC 211 Contemporary World Issues.** This course explores several major current political issues in the world, issues which are among the most controversial and vexing problems facing international organizations, states, and people everywhere. We will spend roughly five weeks each exploring issue which may include globalization, global inequality, climate change, ethnic conflict, democracy/democratization, etc. The basic format is that of a reading and discussion seminar. There will be a research paper due at the end of the course exploring the connections between the major themes of the semester. Core elective, global, writing intensive. Please note, May not count towards credit in the major/minor or in the Social Science Major. 3 semester credit hours. Typically offered: Fall Term.

**PLSC 213 American Foreign Policy.** This course offers an overview of recent American Foreign policy and concentrates on both international and domestic pressures placed on foreign policy leaders. Students will participate in decision situations and debate policy options. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 215 Model United Nations.** The use of simulation techniques to develop an understanding of the processes and operations of the United Nations. The course culminates with the students participating in the National Model United Nations Conference in New York City. 3 semester credit hours. Global and Engaged Learning. *Course Repeatable. Maximum number of units allowed 12.*

**PLSC 216 Genocide: The Politics of Hate, Fear, Terror and Power.** This is a survey course on genocide, one of the most controversial and deadly concepts in all of contemporary politics. We will learn how hate, fear, terror and power have repeatedly converged to produce the most deadly crime humanity has yet conceived. Genocide -- against Armenians in Turkey, The Holocaust, Cambodia's Killing Fields, Bosnia-Herzegovina, Rwanda, Kosovo, and Darfur -- has been a repeated policy used by murderous regimes of many types over the last 100 years. We will study these cases, and the general concept of genocide, in the context of basic themes from the Political Science fields of international relations, comparative politics, and foreign policy studies. No pre-existing knowledge of or exposure to any of these areas is assumed or necessary. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 217 Revolutions and Political Violence.** Analyzes theories of revolution and studies a variety of 20th century revolutions. Also considers concepts of terrorism, guerilla warfare and nonviolent revolution. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 218 Nationalism and Terrorism.** This course applies theoretical and analytical tools from the fields of International Relations and Comparative Politics in an attempt to understand the two most serious threats of global security in the post-Cold War world - nationalism and terrorism. Most of the death due to political violence in recent years has been directly or indirectly linked to nationalist movements of terrorist methods. It is critical that citizens in democratic states be informed on these matters, to understand what they are and are not, in order to be responsible citizens. PLSC 102, 105, 201, 205 or 210. 3 semester credit hours. Typically offered: Periodically.

**PLSC 222 Russian Politics in Comparative Perspective.** Analyzes the politics, economics, and social changes of post-communist states, comparing Russia's post-communist experience with that of other states in the Former Soviet Union and Eastern Europe. The fundamental focus of all discussions and readings is on the requirements of and obstacles to the creation of a democratic political system. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 224 Democracy & Democratization.** Examines the theory and practice of democracy around the world, and the question of "transitions to democracy" through analysis of the problems of creating a democratic political system. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 230 US Constitutional Law I.** A study of the Constitution as a living and changing document underlying our entire system of government; the role played by the judiciary in developing Constitutional law in the issue area of federalism and separation of powers. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 231 Constitutional Law II.** A study of the Constitution as a living and changing document underlying our entire system of government; the role played by the judiciary in developing Constitutional law in the area of civil rights and liberties. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 236 Women in the Law.** This course introduces students to basic concepts in the history and development of feminist thought while applying the knowledge to actual cases and legal situations affecting women. By examining the various controversies and problems that pervade this aspect of politics, students will achieve a greater awareness of how the American legal system helps to shape issues relating to gender. Prerequisite: PLSC 102, 105, 201, 205 or 210. Social-Scientific I Mode of Inquiry (QIO). 3 semester credit hours. Typically offered: Spring Term, Even Years.

**PLSC 237 Mock Trial.** An overview of the mechanics of courtroom procedure. Usually taught in conjunction with the American Mock Trial Association annual mock trial competitions. 3 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 6.*

**PLSC 240 CCL Public Service Fellow.** Public Service Fellows register for this course as part of their requirements as a Fellow. Requirements variable, as determined by the CCL Director and communicated to Fellows upon their nomination. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**PLSC 241 Presidential and Congressional Politics.** This class examines presidential and congressional study of Politics, the study of the American presidency: the background, powers, and relations with the other components of the political system. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 242 Congress & Legislative Process.** Concentrates on the whole spectrum of the legislative process in the United States. Features simulation of the US House. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 243 American Political Thought.** Analyzes major American political theorists and the effects their thoughts have had on structuring our governmental institutions and shaping the political values and behavior of Americans. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 244 Democratic Citizenship.** This is a seminar in which students will discuss and analyze the rights and responsibilities of citizenship and the importance and relevance of politics, government, and public policy. The course includes a service learning component. 3 semester credit hours.

**PLSC 245 Campaigns, Elections and Political Behavior.** An analysis of individual and group political behavior within the context of the U.S. election system. Emphasis is placed on the nature of campaigns and the impact of elections on government. Class features student projects on campaign tactics and strategy. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 247 Politics and Religion in the United States and Beyond.** In this course we will examine the intersection of religion and politics from both a domestic and comparative perspective, including contemporary debates about political identities, secularization, modernization, culture, conflict and collaboration. Religious institutions will be evaluated as potential vehicles for citizen discourse and mobilization; we will also assess the broader impact of religion in the public square. Emphasis will be on domestic American politics, but many of these phenomena will also be considered from a comparative perspective. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 251 Introduction to Public Policy.** This course serves as an introduction to the policy-making process, covering the various institutions, actors, and procedures involved in getting an idea for solving a policy problem adopted into law and implemented. The themes discussed may be relevant at the local, state, or national levels, and may include, but not limited to, such matters as health, education, environmental, and fiscal policy issues. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 255 Environmental Politics.** The politics of environmental protection and regulation in the United States and selected other states. Prerequisite: PLSC 102, 105, 201, 205 or 210, or Environmental Science Major. 3 semester credit hours.

**PLSC 256 Political Parties and Organized Interests.** This course aims to consider the origins and evolution of groups in U.S. politics, the presence and influence of interest groups and political parties in our contemporary politics - the ways they lobby, fund raise, campaign, and, more broadly, shape the political landscape, and what the future holds for parties, interests, and other groups. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours. 3 semester credit hours. Typically offered: Fall Term.

**PLSC 257 Mass Media and Democracy.** Democracy is predicated on the principle of open politics, which requires the transmission of quality information and an informed electorate. Mass media plays a critical role in informing the public and holding government in check, and also informing government about society's needs. The mass media environment is rapidly changing as a result of new forms of communication, technologies and globalization. This course aims to address these changes, and their implications for democracy, taking a broad, "landscape" look at the importance of traditional mass media, as well as contemporary, "new" media in democracy. 3 semester credit hours.

**PLSC 260 Politics and Film.** A study of political themes as they appear in film and the use of film for political purposes. Specific topics vary. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours. Typically offered: Periodically.

**PLSC 291 Topics.** A study of selected matter in the discipline of political science. Recent topics have included Politics of Western Europe, Politics of Soviet Union. Prospective topics may include Politics on Latin America, Politics of Southeast Asia, Politics of Sub-Sahara Africa, and Feminist Politics. Prerequisite: PLSC 102, 105, 201, 205 or 210. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*



**PLSC 295 Independent Study.** Course work in political science in which the student in cooperation with one of the faculty members, designs the course in some area of political science of interest to the student. 3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**PLSC 297 Internship.** Federal, state, and local government institutions in the area serviced by the university offer opportunities for interested students to gain practical experience in governmental offices. Prerequisite: Junior or senior standing. 3 semester credit hours. Engaged Learning.

**PLSC 299 Research Methods in Political Science.** An analysis of the various theoretical approaches to the study of social sciences as well as discussion and completion of a scientific research design. Prerequisite: Senior Standing; a grade of "C" or better in PLSC 102, 201, 210, and 105 or 205; a grade of "C" or better in a least one 300 level PLSC elective. 3 semester credit hours.

**PLSC 313 American Foreign Policy.** This course offers an overview of recent American Foreign policy and concentrates on both international and domestic pressures placed on foreign policy leaders. Students will participate in decision situations and debate policy options. Prerequisite: PLSC 102. 3 semester credit hours.

**PLSC 316 Genocide: The Politics of Hate, Fear, Terror and Power.** This is a survey course on genocide, one of the most controversial and deadly concepts in all of contemporary politics. We will learn how hate, fear, terror and power have repeatedly converged to produce the most deadly crime humanity has yet conceived. Genocide -- against Armenians in Turkey, The Holocaust, Cambodia's Killing Fields, Bosnia-Herzegovina, Rwanda, Kosovo, and Darfur -- has been a repeated policy used by murderous regimes of many types over the last 100 years. We will study these cases, and the general concept of genocide, in the context of basic themes from the Political Science fields of international relations, comparative politics, and foreign policy studies. No pre-existing knowledge of or exposure to any of these areas is assumed or necessary. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 317 Revolutions and Political Violence.** Analyzes theories of revolution and studies a variety of 20th century revolutions. Also considers concepts of terrorism, guerilla warfare and nonviolent revolution. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 318 Nationalism and Terrorism.** This course applies theoretical and analytical tools from the fields of International Relations and Comparative Politics in an attempt to understand the two most serious threats of global security in the post-Cold War world - nationalism and terrorism. Most of the death due to political violence in recent years has been directly or indirectly linked to nationalist movements of terrorist methods. It is critical that citizens in democratic states be informed on these matters, to understand what they are and are not, in order to be responsible citizens. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours. Typically offered: Periodically.

**PLSC 319 International Political Economy.** Examines the politics of international economics and, to a lesser extent, the economic determinants of international politics. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 322 Russian Politics in Comparative Perspective.** Analyzes the politics, economics, and social changes of post-communist states, comparing Russia's post-communist experience with that of other states in the Former Soviet Union and Eastern Europe. The fundamental focus of all discussions and readings is on the requirements of and obstacles to the creation of a democratic political system. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.



**PLSC 324 Democracy & Democratization.** Examines the theory and practice of democracy around the world, and the question of "transitions to democracy" through analysis of the problems of creating a democratic political system. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 330 US Constitutional Law I.** A study of the Constitution as a living and changing document underlying our entire system of government; the role played by the judiciary in developing Constitutional law in the issue area of federalism and separation of powers. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 331 Constitutional Law II.** A study of the Constitution as a living and changing document underlying our entire system of government; the role played by the judiciary in developing Constitutional law in the area of civil rights and liberties. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 336 Women in the Law.** This course introduces students to basic concepts in the history and development of feminist thought while applying the knowledge to actual cases and legal situations affecting women. By examining the various controversies and problems that pervade this aspect of politics, students will achieve a greater awareness of how the American legal system helps to shape issues relating to gender. Prerequisite: PLSC 102, 105, 201, 205 or 210. Social-Scientific I Mode of Inquiry (QIO). 3 semester credit hours.

**PLSC 341 Presidential and Congressional Politics.** This class examines presidential and congressional study of politics, the study of the American presidency: the background, powers, and relations with the other components of the political system. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 342 Congress and the Legislative Process.** Concentrates on the whole spectrum of the legislative process in the United States. Features simulation of the US House. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 343 American Political Thought.** Analyzes major American political theorists and the effects their thoughts have had on structuring our governmental institutions and shaping the political values and behavior of Americans. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 344 Democratic Citizenship.** This is a seminar in which students will discuss and analyze the rights and responsibilities of citizenship and the importance and relevance of politics, government, and public policy. The course includes a service learning component. 3 semester credit hours.

**PLSC 345 Campaigns, Elections and Political Behavior.** An analysis of individual and group political behavior within the context of the US election system. Emphasis is placed on the nature of campaigns and the impact of elections on government. Class features student projects on campaign tactics and strategy. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 347 Politics and Religion in the United States and Beyond.** In this course we will examine the intersection of religion and politics from both a domestic and comparative perspective, including contemporary debates about political identities, secularization, modernization, culture, conflict and

collaboration. Religious institutions will be evaluated as potential vehicles for citizen discourse and mobilization; we will also assess the broader impact of religion in the public square. Emphasis will be on domestic American politics, but many of these phenomena will also be considered from a comparative perspective. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 351 Introduction to Public Policy.** This course serves as an introduction to the policy-making process, covering the various institutions, actors, and procedures involved in getting an idea for solving a policy problem adopted into law and implemented. The themes discussed may be relevant at the local, state, or national levels, and may include, but not limited to, such matters as health, education, environmental, and fiscal policy issues. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours.

**PLSC 354 Seminar on International Theories.** An advanced study of the main and latest theories and issues in international relations. 3 semester credit hours.

**PLSC 355 Environmental Politics.** The politics of environmental protection and regulation in the United States and selected other states. Prerequisite: PLSC 102, 105, 201, 205 or 210, or Environmental Science Major. 3 semester credit hours.

**PLSC 356 Political Parties and Organized Interests.** This course aims to consider the origins and evolution of groups in U.S. politics, the presence and influence of interest groups and political parties in our contemporary politics - the ways they lobby, fund raise, campaign, and, more broadly, shape the political landscape, and what the future holds for parties, interests, and other groups. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours. 3 semester credit hours. Typically offered: Fall Term.

**PLSC 357 Mass Media and Democracy.** Democracy is predicated on the principle of open politics, which requires the transmission of quality information and an informed electorate. Mass media plays a critical role in informing the public and holding government in check, and also informing government about society's needs. The mass media environment is rapidly changing as a result of new forms of communication, technologies and globalization. This course aims to address these changes, and their implications for democracy, taking a broad, "landscape" look at the importance of traditional mass media, as well as contemporary, "new" media in democracy. 3 semester credit hours.

**PLSC 391 Topics.** A study of selected matter in the discipline of political science. Recent topics have included Politics of Western Europe, Politics of Soviet Union. Prospective topics may include Politics of Latin America, Politics of Southeast Asia, Politics of Sub-Saharan Africa, US-Asian Relations, Politics of Policy change in America. Prerequisite: PLSC 102, 105, 201, 205 or 210. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

**PLSC 392 Political Leadership.** Intensive study of the principles and practice of the politics of leadership including hands-on leadership experiences in conjunction with the professor. 3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**PLSC 395 Independent Study.** Course work in political science in which the student in cooperation with one of the faculty members, designs the course in some area of political science of interest to the student. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

**PLSC 397 Internship.** Federal, state, and local government institutions in the area serviced by the university offer opportunities for interested students to gain practical experience in governmental offices. Prerequisite: Sophomore, Junior or Senior standing. 1-12 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**PLSC 399 Thesis Research and Writing.** Continuation of PLSC 299. Systematic integration of political theory and research. Preparation and completion of an independent undergraduate thesis. Prerequisite: PLSC 299. 3 semester credit hours. Writing Intensive Course. *Department Consent Required.*

## Psychology

**PSYC 100 Survey of Psychology.** Overview of the field; principles and general methodology; concepts, theories and research, applicability to modern living. Individuals, Organizations, and Societies Mode of Inquiry (QIO) 3 semester credit hours. Psychology Core Elective. Typically offered: Fall and Spring Terms.

**PSYC 195 Research Practicum.** Participation in ongoing departmental research. Department Consent Required. Course Repeatable. Maximum number of units allowed 6 1-3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

**PSYC 200 Childhood and Adolescence.** Behavioral and social analysis of human development from birth through adolescence. Prerequisite: PSYC 100. 3 semester credit hours. Typically offered: Fall Term.

**PSYC 202 Adulthood and Aging.** Biopsychological, psychosexual and social cognitive development from young adulthood through aging, to dying and death. Prerequisite: PSYC 100. 3 semester credit hours. Typically offered: Fall Term.

**PSYC 204 Survey of Exceptional Children.** Survey of the historical, legal, and philosophical foundations of special education. The primary focus will be on children with disabilities, but will also include at-risk children. Course work will include the categories of exceptionality as identified by federal law, Individuals with Disabilities Education Act and the Illinois State Board of Education, etiological factors, the disability characteristics, and collaborative/intervention strategies to address their needs. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**PSYC 210 Social Psychology.** How social influences affect the individual and group. Attitudes, attribution and prejudice. PSYC 210 and SOCL 210 are cross-listed. Individuals, Organizations, and Societies Mode of Inquiry (QIO) 3 semester credit hours. Psychology/Sociology Core Elec. Typically offered: Fall and Spring Terms.

**PSYC 220 Personality.** Theories of personality; process and analysis of personality development and adjustment and discussion of the influence of theories on the practice of psychotherapy. Prerequisite: PSYC 100. 3 semester credit hours. Typically offered: Fall Term.

**PSYC 241 Educational Psychology.** 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 students will explore various theoretical perspectives and research findings on how students develop throughout the elementary and secondary years, how they differ from one another in ways that affect their classroom

performance, how they learn most effectively, what things motivate them, and how their learning and achievement can best be measured and evaluated. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval 3 semester credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 3.*

**PSYC 245 Alcohol Problems and Alcoholism.** Introductory course regarding the effects of alcoholism on the individual, family and society. Examines concerns related to the identification, treatment and prevention of alcoholism in the United States. 3 semester credit hours. Typically offered: Spring Term.

**PSYC 250 Basic and Applied Statistics.** Acquaints students with descriptive statistical techniques (including measures of central tendency and variability, correlation, regression and large and small sample estimation) as well as inferential statistical procedures (t, z and ANOVA designs, nonparametric tests and multiple regression). Focus will be on how these statistical procedures can be directly applied to real-life situations. Prerequisite: MATH 105, MATH 108 or MATH 110. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**PSYC 251 Statistics II.** ANOVA designs, correlation, regression, non-parametric tests, survey and experimental research techniques, social and behavioral measurements and multivariate analysis. Prerequisite: PSYC 150 or SOCL 150 or CJUS 150. Fee: \$35 3 semester credit hours.

**PSYC 252 Research Practicum.** Goal of the course is to develop the student's research skills in a particular field (Psychology, Sociology or Criminal Justice) by involving him/her in an actual research project under the direction of a faculty member. Students will meet with the instructor on a regular basis and will write both a preliminary proposal and final paper in APA style, the latter to include identification of the subject of the study, a review of the literature, statement of a working hypothesis, construction of necessary operational definitions, delineation of variables, a description of the population (and sample) and statistical tests if appropriate. Prerequisite: Successful completion of basic skills courses. 3 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**PSYC 270 Marriage and the Family.** Family system and its changing relationships to contemporary society. Structures, value orientation and personality patterns, role and status interrelationships. Cross listed as PSYC 270/SOCL 270. Prerequisite: SOCL 100. 3 semester credit hours. Typically offered: Annually.

**PSYC 291 Selected Topics.** Relevant to the needs and interests of the psychology major. Course Repeatable. Maximum number of units allowed 15. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 15.*

**PSYC 298 Research Methods.** Completion of the first part of an original research design. Prerequisite: PSYC 250 or MGT 251 and admission into the Adult BA in Organizational Leadership Program. 3 semester credit hours.

**PSYC 300 Abnormal Psychology.** Dynamics of personality disorders, etiology, diagnosis, treatment and prognosis in neurotic and psychotic behavioral disorders. Discussion of case studies. Prerequisite: PSYC 100 and Junior/Senior status. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**PSYC 302 Psychotherapy.** Survey of theories and techniques of individual and group psychotherapies. Concepts and methods of evaluating therapeutic interventions. Prerequisite: PSYC 300. 3 semester credit hours. Typically offered: Fall Term.

**PSYC 310 Social, Psychological and Cultural Aspects of Aging.** This course examines various psychological and sociological aspects which impact the aging process. An analysis of the individual and society, changes in social roles and status, intergenerational relationships, sociocultural differences, and intrapsychic dynamics will be explored. Psychology Core Elective. 3 semester credit hours. Psychology Core Elective. Typically offered: Fall Term.

**PSYC 314 Learning and Cognition.** Lecture course on principles, theories, concepts and experimental literature in learning and cognition, with emphasis on human learning in educational settings. Prerequisite: PSYC 100, PSYC 251. 3 semester credit hours. Typically offered: Periodically.

**PSYC 315 Learning and Cognition Lab.** Utilizes a series of computer simulation / experimental techniques to illustrate recall difference in attention, learning and memory. Lab reports in APA Style are required. Prerequisite: Coregistered in PSYC 314. 1 semester credit hour. Typically offered: Periodically.

**PSYC 316 Sensation and Perception.** Lecture analysis of the role of the senses in appreciating the external world; mechanisms of sensation and perception; introduction to psychophysical measurement of thresholds and signal detection theory. Prerequisite: PSYC 100, PSYC 251. 3 semester credit hours. Typically offered: Periodically.

**PSYC 317 Sensation and Perception Lab.** Utilizes a series of computer simulation / experimental techniques to illustrate how we perceive information as a function of the senses, threshold detection and other measures are employed. Lab reports in APA Style are required. Prerequisite: Co-registration in PSYC 316. 1 semester credit hour. Typically offered: Periodically.

**PSYC 318 Physiological Psychology.** Lecture relating neurophysiological correlates of human and animal behavior, emphasizing motivation, emotion, learning and memory processes. Prerequisite: PSYC 100 and Junior or Senior standing. 3 semester credit hours. Typically offered: Annually.

**PSYC 319 Physiological Psychology Lab.** Utilizes a series of computer simulation / experimental techniques to illustrate important physiological mechanisms(e.g., visual and auditory processing). Lab reports in APA Style are required. Prerequisite: Co-registration in PSYC 318. 1 semester credit hour.

**PSYC 320 Organizational Behavior.** Overview of organizational structures and group dynamics. Examines job satisfaction, motivation, performance evaluation, decision-making and goal setting. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**PSYC 350 Systems and Theories.** Historical antecedents of modern psychology; current theoretical systems. Prerequisite: Junior, senior in PSYC/SOCL program. 3 semester credit hours. Typically offered: Periodically.

**PSYC 351 Research Methods in the Social Sciences.** An analysis of various theoretical approaches to the study of social sciences as well as discussion and completion of the first two chapters of an original research design. Prerequisite: PSYC 250 or SOCL 250 or CJUS 250. Fee: \$35. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**PSYC 352 Research Practicum.** Goal of the course is to develop the student's research skills in a particular field (Psychology, Sociology or Criminal Justice) by involving him/her in an actual research project under the direction of a faculty member. Students will meet with the instructor on a regular basis and will write a scholarly paper in APA style, the latter to include identification of the subject of the study, a review of the literature, statement of a working hypotheses, construction of necessary operational definitions, delineation of variables, a description of the population (and sample) and statistical tests if appropriate, results of the study and a discussion on the results of the study. Student will present the results of the study at a scholarly meeting. Cross-listed as CJUS/PSYC/SOCL 352. 3 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**PSYC 354 Behavior Modification/Lab.** Focuses on basic behavioral principles and procedures. Emphasis is on the use of non-aversive techniques and applications with special needs populations children and animals. Prerequisite: Junior or senior in PSYC/SOCL program. 4 semester credit hours. Engaged Learning. Typically offered: Fall Term.

**PSYC 356 Clinical Practicum/Lab.** Focus is on teaching interpersonal and primary-level skills of empathy, listening, and interviewing to the introductory-level helping professional. Prerequisite: Junior or Senior in PSYC/SOCL program. 4 semester credit hours. Engaged Learning and Writing Intensive. Typically offered: Fall, Spring and Summer Terms.

**PSYC 358 Group Dynamics Lab.** A process-experimental course in how to conduct training in interpersonal skills and how to engage in organizational development activities. Weekend format only. 4 semester credit hours. Typically offered: Periodically.

**PSYC 371 Death and Dying.** Dynamics of the grief process, the care of the terminally ill and the needs of survivors in the sociological and psychological context of death. 3 semester credit hours. Typically offered: Annually.

**PSYC 373 Group Processes.** Introduces theory and components of group process. Opportunities to participate in functioning groups for decision making and practicing of newly developed skills. Prerequisite: SOCL 356. 3 semester credit hours. Typically offered: Periodically.

**PSYC 389 Organizational Leadership Capstone.** Completion of an original research design. Prerequisite: PSYC 298; Admission to the adult B.A. in Organizational Leadership program. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**PSYC 391 Topics.** Relevant topics according to the needs and interests of psychology majors. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 15.*

**PSYC 395 Senior Thesis.** Completion of an original research project under faculty supervision, involving either an original survey design, case study, or experimental analysis. Prerequisite: PSYC 351 or SOCL 351 or CJUS 351. 3 semester credit hours. *Department Consent Required.*



**PSYC 397 Psychology Internship.** Supervised instruction in an on- or off-campus setting related to student's interest in psychology. Prerequisite: PSYC 356, and a G.P.A. of 3.0 or better, consent of department chair and field placement director prior to the 10th week of the semester preceding the internship. 3-6 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

**PSYC 398 Life Span Services Internship.** Supervised experience in an off-campus assisted/independent living setting. Each semester. Prerequisite: SOCL 356, and a GPA of 3.0 or better, consent of the program director and field placement director prior to the 10th week of the semester preceding internship. 3-6 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**PSYC 399 Independent Study.** Provides opportunity for advanced majors to complete requirements of psychology course on their own. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 15.*

## Public Health

**PUH 135 Mental Health First Aid.** This course will provide students the opportunity to learn basic concepts and strategies of a mental health first-aider including the ability to identify, understand, and respond to signs of mental illnesses and substance use disorders. 1 semester credit hour. Typically offered: Fall and Spring Terms.

## Radiation Therapy

**RADT 330 Introduction to Technical Radiation Oncology.** Content is designed to familiarize the student therapist with the technical aspects of radiography and radiographic equipment. Discussion will include orientation to the function and operation of radiographic equipment. 2 semester credit hours.

**RADT 331 Principles and Practice of Radiation Therapy I.** Content is designed to provide an overview of cancer and the specialty of radiation therapy. The medical, biological, and pathological aspect as well as the physical and technical aspects will be discussed. The roles and responsibilities of the radiation therapist, the treatment prescription, the documentation of treatment parameters and delivery will also be discussed. 3 semester credit hours.

**RADT 332 Pathology.** The course content is presented in two parts: general pathology and neoplasia. General pathology introduces basic disease concepts, theories of disease causation and system-by-system pathophysiologic disorders most frequently encountered in clinical practice. Neoplasia provides an in-depth study of new and abnormal development of cells. The processes involved in the development and classification of both benign and malignant tumors and site-specific information on malignant tumors is presented. 2 semester credit hours.

**RADT 333 Radiation Physics.** Content is designed to establish a basic knowledge of physics pertinent to developing an understanding of radiations used in the clinical setting. Fundamental physical units, measurements, principles, atomic structure, and types of radiation emphasized. Also presented are the fundamentals of x-ray generating equipment, x-ray production, and its interaction with matter. 2 semester credit hours.



**RADT 334 Clinical Practicum I.** Content is designed to provide sequential development, application, analysis, integration, synthesis, and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice, and professional development shall be discussed, examined, and evaluated. This includes supervised clinical education, which offers a sufficient and well-balanced variety of radiation treatments, examinations, and equipment. Various rotations include: general radiation therapy treatment rooms, Simulator/CT simulator, Nursing Department, and Physics/Dosimetry Department. 3 semester credit hours. Engaged Learning.

**RADT 335 Medical Imaging.** Content is designed to establish procedures for imaging human structure and their relevance to radiation therapy. Topographic, radiographic, and cross-sectional anatomy will be studied and demonstrated through various imaging modalities. 2 semester credit hours.

**RADT 336 Introduction to Radiologic Sciences.** Content is designed to provide students with an overview of the foundations, concepts, history and theories in radiation therapy and the practitioner's role in the health care delivery system. The interrelatedness of standards of care, law, ethical standards and competence will be examined.

Radiation Therapy patient care content will provide the student with concepts and competencies in assessment and evaluation of the patient for service delivery. Psychological and physical needs and factors affecting treatment outcome will be presented and examined. Routine and emergency care procedures will be presented. 2 semester credit hours.

**RADT 337 Radiation Safety and Protection.** Content is designed to present basic principles of radiation protection and safety for the radiation therapist. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and health care organizations are incorporated. Specific responsibilities of the radiation therapist are discussed, examined, performed and evaluated. 2 semester credit hours.

**RADT 338 Principles and Practice of Radiation Therapy II.** Content is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and the basics of ethical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment, and prognosis of neoplastic disease will be presented, discussed, and evaluated in relationship to histology, anatomical site, and patterns of spread. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession. 3 semester credit hours.

**RADT 339 Technical Radiation Oncology II.** Content is designed to provide the student therapist with knowledge of the technical aspects of radiation therapy. Discussion will include treatment modalities and the distinctive properties of each patient's simulation and treatment. This will also include basic hand calculations. 2 semester credit hours. *Department Consent Required.*

**RADT 340 Radiation Therapy Physics.** Content is designed to review and expand concepts and theories in the radiation physics course. Detailed analysis of the structure of matter, properties of radiation, nuclear transformations, x-ray production, and interactions of ionizing radiation are emphasized. Also presented are types of treatment units used in external radiation therapy, measurement and quality of ionizing radiation produced, absorbed dose measurement, dose distribution, and scatter analysis. Also included in this course are factors that influence and govern treatment planning. 2 semester credit hours.

**RADT 341 Quality Management.** Content is designed to focus on the evolution of quality management (QM) programs and continuing quality improvement in radiation oncology. Topics will include the need for quality assurance (QA) checks; QA of the clinical aspects and chart checks, film checks; the various types of evaluations and tests performed on simulators, megavoltage therapy equipment, and therapy planning units; the role of radiation therapists in quality management programs; legal and regulatory implications for maintaining appropriate guidelines as well as the role computers and information systems serve within the radiation oncology department. 2 semester credit hours.

**RADT 342 Operational Issues in Radiation Therapy.** Content is designed to focus on various radiation therapy operational issues. Continuing Quality Improvement project development and evaluation and assessment techniques will be emphasized. Human resource issues and regulations impacting radiation therapists will be examined. Accreditation agencies and the radiation therapist's role in the accreditation process will be emphasized. Billing and reimbursement issues pertinent to the radiation therapy department will be presented. 2 semester credit hours.

**RADT 343 Clinical Practicum II.** Content is designed to provide sequential development, application, analysis, integration, synthesis, and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice, and professional development shall be discussed, examined, and evaluated. This includes supervised clinical education, which offers a sufficient and well-balanced variety of radiation treatments, examinations, and equipment. Various rotations include: general radiation therapy treatment rooms, Simulator/CT simulator, Nursing Department, and Physics/Dosimetry Department. 2 semester credit hours. Engaged Learning.

**RADT 344 Management and Methods of Patient II.** Continuation of RADT 336 Management and Methods of Patient Care I. 2 semester credit hours.

**RADT 345 Radiation Biology.** Content is designed to present basic concepts and principles of radiation biology. The interactions of radiation with cells, tissues, and the body as a whole and resultant biophysical events will be presented. Discussion of the theories and principles of tolerance dose, time-dose relationships, fractionation schemes, and the relationship to the clinical practice of radiation therapy will be discussed, examined, and evaluated. 2 semester credit hours.

## Religious Studies

**RELS 100 Religion and Culture.** An investigation of the ways in which myth, ritual, and the interpretation of scripture provides meaning and orientation for human life. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**RELS 105 New Testament Greek I.** Beginners introduction to the grammar and vocabulary of the original Greek text. 3 semester credit hours.

**RELS 106 New Testament Greek II.** Continuation of RELS 105. Prerequisite: RELS 105 3 semester credit hours.

**RELS 110 Ecclesiastical Latin I.** To provide an introduction to the Latin language, the root of all Romance languages and the common language of educated people for two millennia. The emphasis will be on a practical understanding of the language-for use in philosophical, religious and theological studies. PHIL 110 and RELS 110 are cross listed. 3 semester credit hours. Typically offered: Odd Years.

**RELS 111 Ecclesiastical Latin II.** Continuation of RELS 110. Prerequisite: RELS 110 3 semester credit hours.

**RELS 120 Eastern Religious Traditions.** This course will introduce the major religions of South, Southeast, and East Asia, and the interactions between them, focusing on the Hindu, Buddhist, Jain, and Sikh traditions, with mention of Islam, Asian Christianity, and Chinese religions. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**RELS 122 The Baptism of Europe.** Studies the development and Christianization of Europe in the Middle Ages (500-1500 A.D.). Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the theme of "person in community" through social structures (religious, political, economic) and through the interactions and/or conflicts between people and cultures (Eastern and Western Christianity; Christianity, Judaism, Islam). 3 semester credit hours. Typically offered: Spring Term.

**RELS 130 Abrahamic Traditions.** An introduction to the three western "Abrahamic" religions, Judaism, Christianity, and Islam, and their interactions. Mode of Inquiry Religious Theological QRT. Religious Studies Core Elective. 3 semester credit hours. Typically offered: Periodically.

**RELS 140 World Religions.** An introduction to the religious teachings and practices of the major monotheistic and polytheistic religions of the world and their cultural impact. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**RELS 145 Women in the Sacred Scriptures.** An exploration of Christian and Jewish Scriptures (with some mention of the Scriptures of other religions), in particular those passages which emphasize women's faith, wisdom, and/or experience. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall and Spring Terms.

**RELS 150 Introduction to the Bible I.** A close reading of selections from the Christian Bible which examines historical background, literary composition, and general content of the books of the Hebrew Bible ("Old" Testament) and the New Testament. Mode of Inquiry Religious Theological QRT. Cross-listed as RELS/THEO 150. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**RELS 151 Introduction to the Bible II.** Continuation of RELS/THEO 150. Prerequisite: RELS/THEO 150. Cross-listed as RELS/THEO 151. 3 semester credit hours. Typically offered: Periodically.

**RELS 155 New Testament.** A reading of the New Testament designed to treat the historical background, literary composition, and theological meaning of the text. Religious Studies Core Elective. 3 semester credit hours. Typically offered: Periodically.

**RELS 160 Jesus Christ.** Studies the images of Jesus Christ in the New Testament and the development of Christological doctrine in subsequent Christian thought. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall Term, Even Years.

**RELS 165 The Church.** Investigates the apostolic origins, development, and theological understandings of the Christian community up to the present. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Spring Term, Odd Years.

**RELS 170 Early Christianity.** Examines the first six centuries of doctrinal developments, spiritual life and morality, relations between Christianity and other religious movements, and the church and state. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**RELS 180 The Divine Economy.** A classic religious expression for bringing creation to full health is the unfolding of the drama of "divine economy" (oikonomia tou Theou), one mark of which is shared abundance. Mode of Inquiry Religious Theological QRT. Religious Studies Core Elective. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**RELS 191 Selected Topics.** Special topics on the introductory level. Fall and spring. A topics course may apply toward divisional core. Theological/Religious Mode of Inquiry (QRT). Religious Studies Core Elective. 1-3 semester credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 99.*

**RELS 220 History of Christian Thought I.** This overview of the Christian intellectual tradition studies the history of reflection on Christian faith from the first through the fifteenth century, as seen in the writings of representative figures. Religious Studies Core Elective. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**RELS 221 History of Christian Thought II.** This overview of the Christian intellectual tradition studies the history of reflection on Christian faith from the sixteenth century to the present, as seen in the writings of representative figures. Religious Studies Core Elective. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**RELS 230 Judaism.** This course will introduce students to the practices, beliefs, literature, history, and diversity of Jews and Judaism, as well as to Jewish-Christian and Jewish-Muslim dialogue. Theological/Religious Mode of Inquiry (QRT). Religious Studies Core Elective. 3 semester credit hours. Typically offered: Spring Term.

**RELS 235 Islam.** This course will introduce students to the practices, beliefs, literature, history, and diversity of Islam and Muslims throughout the world, as well as to Christian-Muslim dialogue. Religious Studies Core Elective. 3 semester credit hours. Religious Studies Core and Multi-Cultural. Typically offered: Fall Term.

**RELS 240 Christian Worship.** A historical, cultural, and theological examination of the diverse liturgical practices of Orthodox, Catholic, and Protestant Christians. 3 semester credit hours. Religious Studies Core Elective. 3 semester credit hours. Typically offered: Periodically.

**RELS 250 Christian Ethics.** An understanding of the distinctively Christian strategy of life based on readings of Christian scriptures and theological interpretations. Religious Studies Core Elective. 3 semester credit hours. Typically offered: Periodically.

**RELS 251 Christianity in Latin America.** Examines the cultural, historical and religious traditions of Latin America and the impact of social change on religious beliefs and practices in the region. 3 semester credit hours.

**RELS 265 Eastern Christianity.** History, theology, spirituality, and contemporary life of Eastern Christians, including the Oriental Orthodox, Eastern Orthodox, and Eastern Catholic Churches. Religious Studies Core Elective. 3 semester credit hours. Typically offered: Periodically.

**RELS 270 Roman Catholicism.** Survey of Roman Catholic teachings, ethical principles, sacramental rituals, and structural organization. 3 semester credit hours.

**RELS 271 19th-Century Church History.** Studies the European Church's reaction to the French Revolution and scientific theories and the social questions of the 19th century. Analyzes the roots of contemporary developments in the church. Cross-listed with HIST 342. 3 semester credit hours.

**RELS 272 20th-Century Church History.** Analyzes the impact of 19th-century developments, the world wars, decolonization, intellectual trends, and Vatican II's origins and results. Cross-listed with HIST 343. 3 semester credit hours.

**RELS 275 Protestant Traditions.** Survey of the fundamental principles of Protestant teaching as rooted in the German, Swiss, and English Reformations. 3 semester credit hours. Religious Studies Core Elective.

**RELS 285 Religion in America.** Study of the prominent individuals, communities, movements, institutions and beliefs which make up the religious experience of North American people. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall Term.

**RELS 291 Selected Topics.** Special topics on the intermediate level. 3 semester credit hours. Writing Intensive Course. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**RELS 350 Christian Ethics.** An understanding of the distinctively Christian strategy of life based on readings of Christian scriptures and theological interpretations. 3 semester credit hours.

**RELS 385 Religion In America.** Study of the prominent individuals, communities, movements, institutions and beliefs which make up the religious experience of North American people. 3 semester credit hours.

**RELS 391 Selected Topics.** Special topics on the advanced level. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

## **Sociology**

**SOCL 100 Principles of Sociology.** Fundamental concepts in the scientific study of human society, culture and personality, with special study of the social organization of groups and institutions. Social-Scientific I Mode of Inquiry (QIO). 3 semester credit hours. Sociology Core Elective. Typically offered: Fall, Spring, and Summer Terms.

**SOCL 195 Research Practicum.** Participation in on-going departmental research. 1-3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

**SOCL 205 Racial and Ethnic Groups.** The nature of prejudice. Studies of ethnic relations in America and other societies. Cross-listed as CJUS 205/SOCL 205. 3 semester credit hours. Typically offered: Spring Term.

**SOCL 210 Social Psychology.** How social influences affect the individual and group. Attitudes, attribution and prejudice. PSYC 210 and SOCL 210 are cross-listed. Individuals, Organizations, and Societies Mode of Inquiry (QIO) 3 semester credit hours. Psychology/Sociology Core Elec. Typically offered: Fall and Spring Terms.

**SOCL 213 Health Aspects of Aging.** Focuses upon the normal aging process in American Society including biological, psychological and health aspects. Emphasis is placed on health services, health maintenance, and contemporary issues with respect to the elderly population. 3 semester credit hours. Life Science Core Elective.

**SOCL 231 Medical Sociology.** Analysis of social factors in relation to health and disease. Organization of health professions and institutions. Social-Scientific I Mode of Inquiry (QIO). 3 semester credit hours. Sociology Core Elective. Typically offered: Periodically.

**SOCL 234 Sociology of Sport.** Examines social and cultural factors affecting organized sport, including gender, race, the role of money and media coverage in athletics, and the importance of athletics to small communities. 3 semester credit hours.

**SOCL 235 Sociology of Popular Culture.** Studies the role of popular culture in communicating ideas about society, including deviance, gender, social class, and race. Examples that will be studied include films, tattoos and body piercing, and myths, legends, and popular fiction. 3 semester credit hours.

**SOCL 240 Social Problems.** Effects of social change, disorganization and value conflict on family life, mental health, ethnic relations, crime and delinquency, related topics. Prerequisite: SOCL 100. 3 semester credit hours. Typically offered: Spring Term.

**SOCL 245 Alcohol Problems and Alcoholism.** Introductory course regarding the effects of alcoholism on the individual, family and society. Examines concerns related to the identification, treatment and prevention of alcoholism in the United States. 3 semester credit hours. Typically offered: Spring Term.

**SOCL 250 Basic and Applied Statistics.** Acquaints students with descriptive statistical techniques (including measures of central tendency and variability, correlation, regression and large and small sample estimation) as well as inferential statistical procedures (t, z and ANOVA designs, nonparametric tests and multiple regression). Focus will be on how these statistical procedures can be directly applied to real-life situations. Prerequisite: MATH 105, MATH 108 or MATH 110. Computational, Mathematical, and Analytical Mode of Inquiry (QCM). 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

**SOCL 251 Statistics II.** ANOVA designs, correlation, regression, non-parametric tests, survey and experimental research techniques, social and behavioral measurements and multivariate analysis. Prerequisite: PSYC 150 or SOCL 150 or CJUS 150. Fee: \$35 3 semester credit hours.



**SOCL 252 Research Practicum.** Goal of the course is to develop the student's research skills in a particular field (Psychology, Sociology or Criminal Justice) by involving him/her in an actual research project under the direction of a faculty member. Students will meet with the instructor on a regular basis and will write both a preliminary proposal and final paper in APA style, the latter to include identification of the subject of the study, a review of the literature, statement of a working hypothesis, construction of necessary operational definitions, delineation of variables, a description of the population (and sample) and statistical tests if appropriate. Prerequisite: Successful completion of basic skills courses. 3 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**SOCL 260 Introduction to Criminal Justice.** Examination of the criminal justice system: police, courts and corrections. Analysis of functions, jurisdiction, operation and relationships. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**SOCL 265 Introduction to Social Work.** Values and history that underlie social work issues; discussion of the profession of social work and its concern with human welfare areas and field of service. 3 semester credit hours. Typically offered: Fall Term.

**SOCL 270 Marriage and the Family.** Family system and its changing relationships to contemporary society. Structures, value orientation and personality patterns, role and status interrelationships. Cross listed as PSYC 270/SOCL 270. Prerequisite: SOCL 100. 3 semester credit hours. Typically offered: Annually.

**SOCL 290 Social and Cultural Change.** Analysis of large scale historical change, the succession of types of societies and the emergence of the contemporary world. Evolution of social institutions (the family, religion) and speculation about significant future change. 3 semester credit hours. Typically offered: Annually.

**SOCL 291 Selected Topics in Sociology.** According to the interests of the sociology majors. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 15.*

**SOCL 301 Social Welfare Services.** Survey of social work agencies. Application of social systems to public and voluntary social welfare services. Prerequisite: SOCL 265. 3 semester credit hours. Typically offered: Annually.

**SOCL 306 Correctional System.** Theory and research relating to treatment, incarceration and rehabilitation of the offender. Prerequisite: SOCL/CJUS 260. 3 semester credit hours. Typically offered: Annually.

**SOCL 310 Social, Psychological and Cultural Aspects of Aging.** This course examines social, psychological and cultural aspects that impact the aging process. An analysis of the individual and society, explorations of changes in roles and status, intergenerational relationships, sociocultural differences and intrapsychic dynamics will be explored. 3 semester credit hours. Typically offered: Fall Term.

**SOCL 321 Crime and Delinquency.** Social and psychological factors related to crime, theories of crime and delinquency, police and court systems and correctional institutions. Prerequisite: SOCL/CJUS 260. 3 semester credit hours. Writing Intensive Course. Typically offered: Annually.



**SOCL 350 Social Theory.** Origin and development of sociology through a study of the classic works of the 19th and 20th centuries. Prerequisite: SOCL 100. 3 semester credit hours. Typically offered: Fall Term.

**SOCL 351 Research Methods in the Social Sciences.** An analysis of various theoretical approaches to the study of social sciences as well as discussion and completion of the first two chapters of an original research design. Prerequisite: PSYC 250 or SOCL 250 or CJUS 250. Fee: \$35. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**SOCL 352 Research Practicum.** Goal of the course is to develop the student's research skills in a particular field (Psychology, Sociology or Criminal Justice) by involving him/her in an actual research project under the direction of a faculty member. Students will meet with the instructor on a regular basis and will write a scholarly paper in APA style, the latter to include identification of the subject of the study, a review of the literature, statement of a working hypotheses, construction of necessary operational definitions, delineation of variables, a description of the population (and sample) and statistical tests if appropriate, results of the study and a discussion on the results of the study. Student will present the results of the study at a scholarly meeting. Cross-listed as CJUS/PSYC/SOCL 352. 3 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**SOCL 356 Clinical Practicum/Lab.** Focus is on teaching interpersonal and primary-level skills of empathy, listening, and interviewing to the introductory-level helping professional. Prerequisite: Junior or Senior in PSYC/SOCL program. 4 semester credit hours. Engaged Learning and Writing Intensive. Typically offered: Fall, Spring and Summer Terms.

**SOCL 371 Death and Dying.** Dynamics of the grief process, the care of the terminally ill and the needs of survivors in the sociological and psychological context of death. 3 semester credit hours. Typically offered: Annually.

**SOCL 390 Criminal Justice Internship.** Observation and participation in the daily work of a criminal justice agency. Each semester. Prerequisite: PSYC 356 or SOCL 356, consent of program director and field placement director prior to the 10th week of the semester preceding the field placement, and a GPA of 2.5 or better. 3-6 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**SOCL 391 Topics in Sociology.** Relevant topics according to the needs and interests of the criminal justice students. Prerequisite: SOCL 100. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 15.*

**SOCL 392 Social Work Field Placement.** This internship provides experience in practice in a professional agency under the supervision of a trained practitioner. Each semester. Prerequisite: SOCL 356, Consent of the program director and field placement director prior to the 10th week of the semester preceding the field placement, and GPA of 2.5 or better. 3-6 semester credit hours. Engaged Learning. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**SOCL 394 Group Processes.** Introduces theory and components of group process. Opportunities to participate in functioning groups for decision making and practicing of newly developed skills. Prerequisite: SOCL 356. 3 semester credit hours. Typically offered: Periodically.

**SOCL 395 Senior Thesis.** Completion of an original research project under faculty supervision, involving either an original survey design, case study, or experimental analysis. Prerequisite: PSYC 351 or SOCL 351 or CJUS 351. 3 semester credit hours. *Department Consent Required.*

**SOCL 397 Sociology Internship.** Supervised experience in an on or off-campus setting related to the student's interest in sociology. Prerequisite: SOCL 356, Consent of the program director and Internship director prior to the 10th week of the semester preceding the field placement, and GPA of 3.0 or better. 3-6 semester credit hours. Typically offered: Fall and Spring Terms. *Department Consent Required.*

**SOCL 398 Life Span Services Internship.** Supervised experience in an off-campus assisted/independent living setting. Each semester. Prerequisite: SOCL 356, and a GPA of 3.0 or better, consent of the program director and field placement director prior to the 10th week of the semester preceding internship. 3-6 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

**SOCL 399 Independent Study.** Provides opportunity for advanced majors to complete requirements of sociology course on their own. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 15.*

## Spanish

**SPAN 101 Elementary Spanish I.** Introduction to the basic structure of the language. Designed to enable the student to begin to develop oral proficiency and writing skills. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**SPAN 102 Elementary Spanish II.** Continued study of the basic structure of the language. Designed to enable the student to continue to develop oral proficiency and writing skills. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**SPAN 108 Elementary Spanish I Lab.** This course involves small-group work and/or oral practice outside class with a native language assistant on a regular basis throughout the semester. Typically offered: Periodically.

**SPAN 109 Elementary Spanish II Lab.** This course involves small-group work and/or oral practice outside class with a native language assistant on a regular basis throughout the semester. Co-registration with SPAN 102 required. Typically offered: Periodically.

**SPAN 201 Intermediate Spanish I.** Review of the basic structure of the language. Emphasis on extensive language practice in simulated cultural settings in order to enable students to continue to develop their oral and writing proficiency. Prerequisite: SPAN 102 or placement. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**SPAN 202 Intermediate Spanish II.** Continued review of the basic structure of the language. Emphasis on extensive language practice in simulated cultural settings in order to enable students to continue to develop their oral and writing proficiency. Prerequisite: SPAN 201 or placement. Lisle Campus: IAI H1 900. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**SPAN 208 Intermediate Spanish I Lab.** This course involves small-group work and/or oral practice outside class with a native language assistant on a regular basis throughout the semester. Co-registration with SPAN 201 required. Typically offered: Periodically.

**SPAN 209 Intermediate Spanish II Lab.** This course involves small-group work and/or oral practice outside class with a native language assistant on a regular basis throughout the semester. Co-registration with SPAN 202 required. Typically offered: Periodically.

**SPAN 211 Intermediate Grammar and Composition.** Comprehensive review and synthesis of Spanish grammar. Designed to provide students with extensive writing practice in order to prepare them for more effective participation in advanced courses and to enable them to improve their ability to use and manipulate the language with a higher degree of accuracy, flexibility, and assurance. Co-registration with SPAN 212 strongly recommended. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall and Spring Terms.

**SPAN 212 Intermediate Oral Communications.** Emphasis on oral proficiency, syntax, and grammar, as well as on enabling students to develop their ability to respond to the cultural challenges that face someone living in a Hispanic culture. Co-registration with SPAN 211 is strongly recommended. Prerequisite: SPAN 202, placement, or department consent. Important note: Native or heritage speakers of Spanish may not be required to take SPAN 212. These students should seek a waiver of the SPAN 212 requirement from the Chair of the Department of Languages and Literature. Any student receiving a waiver of the SPAN 212 requirement must then take an alternative course above the SPAN 212 level in order to earn at least 36 credit hours in Spanish for the major or 21-22 credit hours in Spanish for the minor, depending on the minor option chosen. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**SPAN 213 Business Spanish I.** Survey of the fundamental vocabulary and concepts of commercial language in Spanish. Designed to help students improve their oral and writing proficiency and cultural sensitivity while developing a vocabulary for business functions. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Periodically.

**SPAN 214 Business Spanish II.** Continued survey of the fundamental vocabulary and concepts of commercial language in Spanish. Designed to enable students to continue to improve their oral and writing proficiency in Spanish and their cultural sensitivity while developing a vocabulary for business functions. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Periodically.

**SPAN 215 Medical Spanish I.** Survey of the fundamental vocabulary and concepts of medical language in Spanish. Students will also review grammatical structures that are often used in medical contexts. The course is designed to help students improve their oral and writing proficiency as well as their cultural sensitivity while developing specialized vocabulary to communicate effectively in Spanish in medical settings and emergency situations. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Fall Term, Even Years.

**SPAN 216 Medical Spanish II.** Continued survey of the fundamental vocabulary and concepts of medical language in Spanish. Students will give formal presentations, engage in role-plays, practice typical health care interview routines, read texts useful for future health care professionals, learn how to interpret and fill out Spanish-language forms used by US hospitals, and study specialized medical terms in Spanish. The course is designed to enable students to continue improving their oral and writing proficiency in Spanish as well as their cultural sensitivity while developing a specialized vocabulary to communicate effectively in

medical settings and emergency situations. It is strongly recommended that SPAN 215 be taken before SPAN 216, but it is not required. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**SPAN 218 Intermediate Grammar and Composition Lab.** This course involves small-group work and/or oral practice outside class with a native language assistant on a regular basis throughout the semester. Co-registration with SPAN 211 required. Typically offered: Periodically.

**SPAN 219 Intermediate Oral Communications Lab.** This course involves small-group work and/or oral practice outside class with a native language assistant on a regular basis throughout the semester. Prerequisite: co-registration with SPAN 212 required. Typically offered: Periodically.

**SPAN 220 Introduction to Spanish Literature.** Close reading of selected Spanish short stories, poetry, plays, and essays. Analysis of how these works reflect and influence the thinking of their times and the relevance of their ideas to the contemporary world. This course is designed to help students improve skills in written and oral narration and description, and reading proficiency. IAI H3 916. Prerequisite: SPAN 211 and SPAN 212 or department consent. Literary and Rhetorical Mode of Inquiry (QLR). Global. 3 semester credit hours. Literature Core Elective. Typically offered: Fall Term, Even Years.

**SPAN 221 Introduction to Latin American Literature.** Close reading of selected works of twentieth and twenty-first century Latin American literature including poetry, short stories, and plays. Students will learn about the lives of the authors and their times, and will explore the critical role of literature in Latin American social and political development. Emphasis on enabling students to develop skills in written and oral narration and description, and reading proficiency. IAI H3 916. Prerequisite: SPAN 211 and SPAN 212 or department consent. Writing Intensive. Literary and Rhetorical Mode of Inquiry (QLR). Global. 3 semester credit hours. Literature Core Elective. Typically offered: Fall Term, Odd Years.

**SPAN 230 Spanish Civilization and Culture.** Designed to allow students to work on development of language proficiency through class discussions, written assignments, and selected readings concerned with key elements of Spanish civilization: the family, the Catholic Church, the government, social relations, and how these factors have shaped the artistic, literary, and historic experience of the Spanish people. Prerequisite: SPAN 211 and SPAN 212 or department consent. Historical Mode of Inquiry (QHT). 3 semester credit hours. Global Course. Typically offered: Spring Term, Even Years.

**SPAN 231 Latin American Civilization and Culture.** Designed to allow students to work on development of language proficiency through class discussions, written assignments, and selected readings concerned with key elements of Latin American civilization: the family, the Catholic Church, indigenous peoples and religions, social and political movements, and how these factors have shaped the artistic, literary, and historic experience of Latin American peoples. Prerequisite: SPAN 211 and SPAN 212, or department consent. Historical Mode of Inquiry (QHT). 3 semester credit hours. Multi-Cultural and Global Course. Typically offered: Spring Term, Odd Years.

**SPAN 291 Intermediate Topics in Spanish Language and Hispanic Literature and Culture.** Intermediate-level study of topics in Spanish and Latin American literature, culture, and/or civilization. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**SPAN 295 Independent Study.** Designed for the intermediate student who wishes to explore an aspect of Spanish language or literature beyond the scope of the regular course offerings. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**SPAN 297 Internship.** Professional experience designed to enhance language proficiency and cultural understanding by working in a human service agency, an educational institution, or a business organization where Spanish is the primary language. Prerequisite: Approved application. 1-6 semester credit hours. Engaged Learning. *Department Consent Required.*

**SPAN 307 Advanced Spanish Literature.** Study of representative literary works. Discussion of the political, social, economic, and religious issues reflected in the works. Emphasis on enabling students to develop skills in oral and written analysis, narration and description in Spanish, as well as to strengthen reading proficiency. Prerequisite: SPAN 211 and 212 or department consent. Literary and Rhetorical Mode of Inquiry (QLR). Global Course. 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term, Odd Years.

**SPAN 310 Advanced Latin America Literature.** Study of representative literary works. Discussion of the political, social, economic, and religious issues reflected in the works. Emphasis on enabling students to develop skills in oral and written analysis, narration and description in Spanish, as well as to strengthen reading proficiency. Prerequisite: SPAN 211 and 212 or department consent. Literary and Rhetorical Mode of Inquiry (QLR). Global Course. 3 semester credit hours. Literature Core Elective. Typically offered: Spring Term, Even Years.

**SPAN 311 Advanced Composition.** Designed to enable students to improve writing skills through extensive practice and intensive study of various forms of written communication. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Writing Intensive Course. Typically offered: Fall Term, Even Years.

**SPAN 312 Advanced Oral Communications.** Continued emphasis on developing oral proficiency and on improving oral syntax and grammar in Spanish. Students will work on their ability to respond to the communication challenges faced when living in a Hispanic culture. Typically taught concurrently with SPAN 313, SPAN 314, and /or SPAN 315. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**SPAN 313 Advanced Oral Medical Spanish.** Continued emphasis on developing oral proficiency and on improving oral syntax and grammar in Spanish. Students will work on their ability to respond to the communication challenges faced when using Spanish in authentic professional contexts, particularly those related to health care issues (including physical and mental wellbeing, and nutrition). Typically taught concurrently with SPAN 312, SPAN 314, and /or SPAN 315. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**SPAN 314 Advanced Oral Business Spanish.** Continued emphasis on developing oral proficiency and on improving oral syntax and grammar in Spanish. Students will work on their ability to respond to the communication challenges faced when using Spanish in authentic professional contexts, particularly those related to the business world. Typically taught concurrently with SPAN 312, SPAN 313, and /or SPAN 315. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Spring Term, Even Years.



**SPAN 315 Advanced Oral Judicial Spanish.** Continued emphasis on developing oral proficiency and on improving oral syntax and grammar in Spanish. Students will work on their ability to respond to the communication challenges faced when using Spanish in authentic professional contexts, particularly those related to law and law-enforcement issues. Typically taught concurrently with SPAN 312, SPAN 313, and /or SPAN 314. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Spring Term, Even Years.

**SPAN 350 Competency in Latino Culture for Health Care Professionals and Emergency Responders.** Continued emphasis on developing oral and writing proficiency in Spanish, particularly as related to the language used in health care settings and/or emergency situations. In addition, students will learn about and discuss in Spanish aspects of the culture of the various Spanish-speaking countries or Latino communities in the US of particular interest to health care professionals and/or emergency responders. For example, students will develop cultural and linguistic competency by exploring cultural and racial diversity in the Spanish-speaking world; Latinos in the US; the traditional Hispanic diet; traditional medicine, remedies, practices, and beliefs in the Hispanic world; health care systems in some major Spanish-speaking countries; cultural and religious sensitivities that can affect the quality of health care that Latinos receive in the US; and socio-economic challenges facing the Hispanic population in the US that impact access to and quality of health care. This class may include a short service-learning experience. (Spanish majors will NOT be able to use this experience in place of the study abroad requirement.) It is strongly recommended that SPAN 215 and/or SPAN 216 be taken before SPAN 350, but it is not required. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Global Course. Typically offered: Spring Term, Odd Years.

**SPAN 360 Introduction to Medical Interpretation in Spanish.** This course provides students with: a) ample opportunities to improve their oral and writing proficiency in Spanish, particularly as related to the grammatical structures and specialized terminology most commonly used in medical settings, b) exposure to some of the most frequently encountered colloquial and formal dialectal variations in the Spanish-speaking world, c) extensive practice interpreting oral and written medically-related discourse from Spanish to English and vice versa in all three main modes of interpretation (consecutive, simultaneous, and sight translation), d) exposure to some common traditional medical beliefs and practices of the US Latino population, e) a brief overview of the most significant differences between the U.S. health care system and that of some major Spanish-speaking countries, f) familiarity with issues related to the profession of medical interpretation such as the ethical, legal, and personal self-care responsibilities of a professional medical interpreter; cultural conflict in medical settings and strategies to resolve it; common health care interview routines and related forms; standard interpreting protocols; and detailed information on the minimal qualifications and procedures necessary to become a fully certified medical interpreter. This class may include a short service-learning experience. (Spanish majors will NOT be able to use this experience in place of the study abroad requirement.) It is strongly recommended that SPAN 215 and/or SPAN 216 be taken before SPAN 360, but it is not required. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

**SPAN 391 Advanced Topics in Spanish Language and Hispanic Literature and Culture.** Advanced level study of topics in Spanish and Latin American culture, civilization, and/or literature. Prerequisite: SPAN 211 and SPAN 212 or department consent. 3 semester credit hours. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 12.*

**SPAN 395 Independent Study.** Designed for the advanced student who wishes to explore an aspect of Spanish language or Hispanic literature, civilization, or culture beyond the scope of the regular course offerings. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**SPAN 397 Internship.** Advanced professional experience designed to enhance language proficiency and cultural understanding by working in a human service agency, an educational institution, or a business organization in a country where Spanish is the primary language. Prerequisite: Approved application. 1-6 semester credit hours. Engaged Learning. *Department Consent Required.*

## Speech

**SPCH 110 Speech Communication.** An introduction to public speaking, communication theory and small-group and interpersonal communication. Assignments cover informative speaking and persuasive debate. The course includes researched extemporaneous speeches and several in-class exercises. Please note: For the Online courses, speeches must be delivered to a live audience and recorded for submission. 3 semester credit hours. Typically offered: Fall and Spring Terms.

## Study Abroad

**SAB 291 Study Abroad.** Study Abroad Experience. Students must work with International Programs and Services for approval. 6-18 semester credit hours. Engaged Learning. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 36.*

## Theology

**THEO 101 Theology of Love.** Christianity teaches that God is love and this course unpacks what that statement means. We will examine the concept of "God is Love" in the systematic theology of the Trinity, the sacramental theology of the Eucharist and Marriage, and the Catholic understanding of the moral life. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**THEO 102 Theology of Justice.** This course examines the idea of justice, particularly in relation to the redeeming death of Christ and its implications for theology. It will survey the systematic theology of Christology and the Atonement; the sacramental theology of the Eucharist, Reconciliation, and Holy Orders, and the moral theology of law, social justice, and canon law. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**THEO 103 Theology of Freedom.** This course examines the concept of freedom in human life and theology, particularly as it relates to the problem of evil, human action, and creativity. It will survey the systematic theology of Creation, Salvation History, and Eschatology, the study of the last things; the sacramental theology of Baptism, Confirmation and Reconciliation; the ecclesial theology of the laity; and the moral theology of human action and freedom of conscience. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**THEO 104 Faith and Science.** This course examines the relationships between faith, reason, Catholic theology, and the secular understanding of science. It will survey the systematic theology of creation and the possibility of reason, the sacramental understanding of creation, the moral theology of ecology and the ecclesial theology of the autonomy of the secular disciplines. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall, Spring, and Summer Terms.



**THEO 150 Introduction to the Bible I.** A close reading of selections from the Christian Bible which examines historical background, literary composition, and general content of the books of the Hebrew Bible ("Old" Testament) and the New Testament. Mode of Inquiry Religious Theological QRT. Cross-listed as RELS/THEO 150. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**THEO 151 Introduction to the Bible II.** Continuation of RELS/THEO 150. Prerequisite: RELS/THEO 150. Cross-listed as RELS/THEO 151. 3 semester credit hours. Typically offered: Periodically.

**THEO 160 Jesus Christ.** Studies the images of Jesus Christ in the New Testament and the development of Christological doctrine in subsequent Christian thought. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall Term, Even Years.

**THEO 165 The Church.** Investigates the apostolic origins, development, and theological understandings of the Christian community up to the present. Mode of Inquiry Religious Theological QRT. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Spring Term, Odd Years.

**THEO 170 Early Christianity.** Examines the first six centuries of doctrinal developments, spiritual life and morality, relations between Christianity and other religious movements, and the church and state. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**THEO 201 Survey of the Hebrew Scriptures.** Survey of the Hebrew Scriptures (Tanakh) with emphasis on historical context and relation to Catholic theology and exegesis. Cross-listed with THEO 301. 3 semester credit hours. Typically offered: Periodically.

**THEO 202 New Testament.** This course is an in-depth study of the New Testament, its origins, content, interpretation, and transmission to the modern world. Cross-listed as THEO 202/302. 3 semester credit hours. *Department Consent Required.*

**THEO 203 Sacramental Theology.** Study of the history, meaning, and theological significance of the sacraments in Catholic theology. Mode of Inquiry Religious Theological QRT. Cross-listed with THEO 303. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Annually.

**THEO 204 Catholic Spirituality.** Examines the historical and contemporary contexts of Catholic spirituality. Mode of Inquiry Religious Theological QRT. Cross-listed with THEO 304. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Annually.

**THEO 206 Christian Ethics.** Course examines historical and contemporary issues through Christian ethical analysis. Mode of Inquiry Religious Theological QRT. Cross-listed with THEO 306. 3 semester credit hours. Religious Studies Core and Writing Intensive. Typically offered: Odd Years.

**THEO 207 Catholic Social Teaching.** Course examines the history and contemporary application of Catholic social teaching. Cross-listed with THEO 307. 3 semester credit hours.

**THEO 208 Sexual Ethics.** Course examines Catholic theological, social and ethical teachings on cultural conceptions of sexual identities, and politics and procreation. Cross-listed with THEO 308. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Annually.

**THEO 212 Land, Justice and Peace.** This course is a review of the theological and ethical issues underpinning the situation in Palestine and Israel and the impact religion, water, and land have on the search for peace. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically. *Department Consent Required.*

**THEO 220 Mediterranean World.** Studies the ancient cultures located around the Mediterranean Sea and the contributions they made to the development of western civilizations to about 500 A.D. Drawing upon the resources of the Catholic and Benedictine traditions, the course explores the theme of "person in community" as reflected in religion, art, philosophy, and social, political, and economic institutions, with special attention to the history of the Old Testament. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall Term.

**THEO 225 Pilgrimage.** This course will introduce students to the history, theology, and practice of pilgrimage in Christianity, with some attention to Judaism, Islam, Buddhism, and Hinduism. Students will not only study theological texts about pilgrimage, but they will also become familiar with some of the most famous pilgrimage destinations in the world (Jerusalem, Mecca, Rome, Compostela, Guadalupe, Varanasi) and their associated practices. Mode of Inquiry Religious Theological QRT. Cross-listed as THEO 225/325. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall Term.

**THEO 235 Interreligious Dialogue.** This course will introduce various theological approaches to interreligious dialogue, with a special focus on the Roman Catholic perspective. Students will not only study theological texts about interreligious dialogue written by Christians, Muslims, Jews, and Buddhists, but they will also become familiar with real-life encounters between adherents of the various world religions today. Mode of Inquiry Religious Theological QRT. Cross-listed with THEO 335. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Spring Term.

**THEO 252 Business Ethics in the Context of Catholic Social Teaching.** This course examines the standard issues of business ethics from three perspectives: the norms of Kantian Ethics, the utilitarian calculation of the good and the emphasis on the common good, solidarity and subsidiarity of Catholic Social Teaching. It will use case studies to demonstrate the strengths and weaknesses of each of the three approaches to current business problems. Mode of Inquiry Religious Theological QRT. Cross-listed with MGT 252. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall, Spring, and Summer Terms.

**THEO 270 Benedictine Wisdom Tradition.** This course will introduce students to the most prominent theologians of the Benedictine Order (and related monastic traditions) throughout history, from St. Benedict himself to medieval mystical theologians such as Bernard of Clairvaux and Hildegard of Bingen, to modern greats such as the Trappist Thomas Merton. Mode of Inquiry Religious Theological QRT. Cross-listed as THEO 270/370. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Spring Term, Even Years.

**THEO 280 The Theology of Thomas Aquinas.** This course explores the theology of Thomas Aquinas (emphasizing virtue ethics, christology, and sacraments) through a close reading of his most important work, the *Summa Theologiae*. Cross-listed as THEO 280/380. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**THEO 281 Great Women Theologians.** THEO 281 Great Women Theologians. In this course, students will study the writings of some of the most influential Catholic theologians of all time (many of whom are also

doctors of the church), including Hildegard of Bingen, Catherine of Siena, Julian of Norwich, Teresa of Avila, Thérèse of Lisieux, and Dorothy Day. At the 300 level, the course includes a 25-page research paper. Theological/Religious Mode of Inquiry (QRT). Cross-listed as THEO 281/381. 3 semester credit hours. Religious Studies Core and Writing Intensive. Typically offered: Periodically.

**THEO 301 Survey of the Hebrew Scriptures.** Survey of the Hebrew Scriptures (Tanakh) with emphasis on historical context and relation to Catholic theology and exegesis. Cross-listed with THEO 201. 3 semester credit hours. Typically offered: Periodically.

**THEO 302 New Testament.** This course is an in-depth study of the New Testament, its origins, content, interpretation, and transmission to the modern world. Cross-listed as THEO 202/302. 3 semester credit hours. *Department Consent Required.*

**THEO 303 Sacramental Theology.** Study of the history, meaning and significance of the sacraments in Catholic theology. Cross-listed with THEO 203. Theological/Religious Mode of Inquiry (QRT). 3 semester credit hours. Religious Studies Core Elective.

**THEO 304 Catholic Spirituality.** Examines the historical and contemporary contexts of Catholic spirituality. Cross-listed with THEO 204. 3 semester credit hours. Typically offered: Annually.

**THEO 306 Christian Ethics.** Course examines historical and contemporary issues through Christian ethical analysis. Cross-listed with THEO 206. 3 semester credit hours. Writing Intensive Course. Typically offered: Annually.

**THEO 307 Catholic Social Teaching.** Course examines the history and contemporary application of Catholic social teaching. Cross-listed with THEO 207. 3 semester credit hours. Typically offered: Annually.

**THEO 308 Sexual Ethics.** Course examines Catholic theological, social and ethical teachings on cultural conceptions of sexual identities, and politics and procreation. Cross-listed with THEO 208. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Annually.

**THEO 325 Pilgrimage.** This course will introduce students to the history, theology, and practice of pilgrimage in Christianity, with some attention to Judaism, Islam, Buddhism, and Hinduism. Students will not only study theological texts about pilgrimage, but they will also become familiar with some of the most famous pilgrimage destinations in the world (Jerusalem, Mecca, Rome, Compostela, Guadalupe, Varanasi) and their associated practices. Mode of Inquiry Religious Theological QRT. Cross-listed as THEO 225/325. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Fall Term.

**THEO 335 Interreligious Dialogue.** This course will introduce various theological approaches to interreligious dialogue, with a special focus on the Roman Catholic perspective. Students will not only study theological texts about interreligious dialogue written by Christians, Muslims, Jews, and Buddhists, but they will also become familiar with real-life encounters between adherents of the various world religions today. Mode of Inquiry Religious Theological QRT. Cross-listed with THEO 235. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Spring Term. *Department Consent Required.*

**THEO 370 Benedictine Wisdom Tradition.** This course will introduce students to the most prominent theologians of the Benedictine Order (and related monastic traditions) throughout history, from St.

Benedict himself to medieval mystical theologians such as Bernard of Clairvaux and Hildegard of Bingen, to modern greats such as the Trappist Thomas Merton. Mode of Inquiry Religious Theological QRT. Cross-listed as THEO 270/370. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Spring Term, Even Years.

**THEO 380 The Theology of Thomas Aquinas.** This course explores the theology of Thomas Aquinas (emphasizing virtue ethics, christology, and sacraments) through a close reading of his most important work, the *Summa Theologiae*. Cross-listed as THEO 280/380. 3 semester credit hours. Religious Studies Core Elective. Typically offered: Periodically.

**THEO 381 Great Women Theologians.** THEO 281 Great Women Theologians. In this course, students will study the writings of some of the most influential Catholic theologians of all time (many of whom are also doctors of the church), including Hildegard of Bingen, Catherine of Siena, Julian of Norwich, Teresa of Avila, Thérèse of Lisieux, and Dorothy Day. At the 300 level, the course includes a 25-page research paper. Theological/Religious Mode of Inquiry (QRT). Cross-listed as THEO 281/381. 3 semester credit hours. Religious Studies Core and Writing Intensive. Typically offered: Periodically.

**THEO 391 Advanced Topics.** Advanced topics in Theology. 3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 3.*

**THEO 399 Senior Seminar.** The senior seminar involves research of a topic which relates theology and a secular discipline of their choice. The capstone project is a 12,000-word (40 pp) thesis plus a retreat at the Abbey. 3 semester credit hours. Writing Int and Engaged Learn. Typically offered: Spring Term. *Department Consent Required.*

## Writing Program

**WRIT 101 Person in Community: Writing Colloquium.** A first-year writing-intensive skills course whose content focuses on Benedictine University and its mission of higher learning grounded in the liberal arts and guided by its Benedictine Heritage and Catholic tradition. Readings will encourage students to understand, discuss, and write about issues of contemporary relevance. Emphasis on writing and revising argumentative essays, grammar review, basic library research skills, and textual analysis. IAI CI900. 3 semester credit hours. Typically offered: Fall and Spring Terms.

**WRIT 102 Research Writing.** A course that introduces students to writing in the disciplines of literature, social sciences, sciences, or business. Students study types of writing in the discipline, learn advanced library research techniques, write brief literature reviews, and develop and write significant research papers. IAI CI901R 3 semester credit hours. Typically offered: Fall and Spring Terms.

**WRIT 104 Person in Community.** A first-year course whose content focuses on Benedictine University and its mission of higher learning grounded in the liberal arts and guided by its Benedictine Heritage and Catholic tradition. Readings will encourage students to understand, discuss, and write about issues of contemporary relevance. For all freshmen who have earned credit for WRIT 101. 1 semester credit hour. *Department Consent Required.*

**WRIT 099 Preparation for College Writing.** A course for students who need more writing experience before taking WRIT-101. This course is designed to improve basic sentence and paragraph skills. Extensive practice with reading skills, basic grammar, standard English, and sentence structure. Course includes both class and individualized instructions, as well as required out-of-class workshops. 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

## FACULTY DIRECTORIES

### College of Business

**Ron Baiman**, Ph.D., Assistant Professor, Business Administration (2013)

B.Sc., Hebrew University, Israel

M.A.; Ph.D., New School for Social Research

**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, Illinois Benedictine College

**Deborah Cernauskas**, Ph.D. Associate Professor, Undergraduate Business (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 (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 (2008)

B.S., 1970, University of Illinois

M.B.A., 1981, DePaul University

**Charles Gahala**, Ed.D., CCE, Professor Emeritus, Undergraduate Business (1984)

B.S. in Management 1972; M.B.A., 1976;

Ed.D., 1994, Northern Illinois University

**Sandra Gill**, Ph.D., CCS, Associate Professor, Business Administration (2001)

B.A., 1970; M.A., 1974, Michigan State University

M.A., 1995; Ph.D., 1998, Fielding Graduate University

**Timothy Goines**, Ph.D., Associate Professor, International Business and Economics (1997)

B.B.A., 1986, University of Texas at Austin

M.A., 1991, George Washington University

Ph.D., 1998, University of Texas at Dallas

**Donald Henschel**, M.B.A., CPA, 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 (2007)

B.S., 1979, University of Nebraska

M.B.A., 1985, Illinois Benedictine College

D.B.A., 2012, Argosy University

**Todd Kelsey**, Ph.D., Assistant Professor, Undergraduate Business (2014)

Ph.D., Illinois Institute of Technology

**Nona Jones**, Ph.D., Associate Professor, Undergraduate Business (2001)

B.S., 1966, West Virginia State College

M.A.T., 1968, Indiana University

M.B.A., 1976, Roosevelt University

Ph.D., 2000, Walden University

**Soyon Lee**, Ph.D., CPA, Professor Emeritus, International Business and Economics (1974)

B.A., 1960, Yonsei University

M.A., 1963, National University

M.A., 1968, Highlands University

Ph.D., 1977, Northern Illinois University

**Isobel Lobo**, Ph.D., Professor, International Business and Economics (2001)

B.A., St. Joseph's College

M.A. 1970, University of Karachi

M.A., University of Notre Dame

Ph.D., 1998, University of Notre Dame

**James Ludema**, Ph.D., Professor, Values-Driven Leadership (1998)

B.A., 1982, Calvin College

Ph.D., 1996, Case Western Reserve University

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

B.B.A., 1980, Baylor University

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

Ph.D., 2011, Benedictine University

**Jeffrey Madura**, M.B.A., CPA, Professor, Undergraduate Business (1971)

B.A., 1967, University of Notre Dame

M.B.A., 1971, Northwestern University



**Michael R. Manning**, Ph.D., Professor, Values-Driven Leadership (2013)

B.A., 1974; M.A., 1975, Whitworth College

Ph.D., 1979, Purdue University

**Barbara Ozog**, Ph.D., Professor, Management Information Systems, (1992)

B.S., 1977, Loyola University Chicago

M.S., 1979; Ph.D., 1985, Northwestern University

**Robert Rebman**, M.B.A., Instructor, Undergraduate Business (2011)

B.A., 1977, Roosevelt University

M.B.A., 1988, University of Chicago

**Margarete P. Roth**, Ph.D., Professor Emerita, International Business and Economics (1970)

B.A., 1962; Ph.D., 1966, University of Cologne (Germany)

**Peter Sorensen Jr.**, Ph.D., Professor, Organization Development (1985)

B.A., 1961; 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 Organization Behavior (2007)

B.A., 1995; M.S., 1996; Ph.D., 2001, Benedictine University

**Thomas Yu**, Ph.D., Assistant Professor, Business Administration (2009)

B.S., 1971, Montana State University

M.S., 1973, Arizona State University

Ph.D., 1978, Texas A&M University

## **College of Education and Health Services**

**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 Bormann**, M.P.H., Instructor, Public Health (M.P.H.) (2011)  
B.S., 1994; M.P.H., 2003, Northern Illinois University

**Patricia Brown**, D.N.P., APN, CNS, CCRN-K, Assistant Professor, Nursing (2014)  
B.S.N., 1982, Andrews University  
M.S.N., 1988, Northern Illinois University  
D.N.P., 2003, Rush University

**Richard Campbell**, Ed.D., Certification Officer, Education (2002)  
B.S.Ed., 1963; M.S.Ed., 1967, Eastern Illinois University  
Ed.D., 1984, Illinois State University

**Sunil Chand**, Ph.D., Professor, Higher Education and Organizational Change (2010)  
B.A., 1965; M.A., 1967, Delhi University, India  
Ph.D., 1982, Kent State University

**W. Susan Cheng**, Ph.D., Assistant Professor, Public Health (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

**Alandra Devall**, Ph.D., Professor, Education (2002)  
B.A., 1996, Elmhurst College  
M.Ed., 1997, Benedictine University  
Ph.D., 2002, Loyola University

**Stephanie Ellis**, M.P.H., RD, LDN, Instructor, Nutrition (2011)  
B.S., 2000, Illinois State University  
M.P.H., 2002, Benedictine University

**Alan Gorr**, Ph.D., Professor, Public Health (M.P.H.) (1999)  
B.A., 1964; Ph.D., 1971, University of Iowa  
M.A., 1967, University of Toronto  
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; M.S.Ed., 1998;

Ed.D., 2001, Northern Illinois University

**Deborah Jezuit**, Ph.D., RN, Assistant Professor, Nursing (2014)

B.S.N., 1975, Ball State University

M.S., 1988, Purdue University

Ph.D., 2001, Rush University

**Margaret Kipta**, D.N.P, RN, FNP-BC, CRNA, Instructor, Nursing (2012)

B.S.N., 1996, Barat College

M.S., 2000, DePaul University

D.N.P., 2016, University of Michigan - Flint

**Eileen Kolich**, Ph.D., Professor, Education (1989)

B.A., 1970, Rutgers University

M.S., 1973, Chicago State University

Ph.D., 1985, Pennsylvania State University

**Gena Lewis**, Ed.D., Assistant Professor, Education (2014)

B.S., 1997, Southern Illinois University

M.Ed., 2001; Ed.D., 2012, National Louis University

**Kathleen Liace**, Ed.D., Assistant Professor, Education (2014)

B.S., 1976, Southern Illinois University

M.Ed., 1981, University of Illinois Chicago

Ed.D., 2004, National Louis University

**Joan Libner**, Ed.D., FRE, RN-BC, CNE, Associate Professor, Nursing, (2011)

B.S., 1975, Northern Illinois University

M.S.N., 1979, Loyola University Chicago

Ed.D., 2011, Concordia University Chicago

**James Pelech**, Ed.D., Associate Professor, Education (2003)

B.A., 1973, St. Norbert College

M.B.A., 1987, Governors State University

Ed.D., 2011, National Louis University

**Karen L. Plawecki**, Ph.D., Assistant Professor, Education (2012)

B.A., 1986; M.S., 1991, Purdue University

Ph.D., 2009, University of Illinois at Urbana-Champaign

**Georgeen Polyak**, Ph.D., Associate Professor, Public Health (M.P.H.) (2007)

B.A., 1970, Lewis University

M.S., 1973, Northern Illinois University

M.S., 1989, University of St. Francis

Ph.D., 1995, University of Illinois at Chicago

**Ethel Ragland**, Ed.D., RN, Professor, Nursing (1982)

B.S.N., 1971, University of Virginia

M.N., 1974, University of South Carolina

Ed.D., 1982, Northern Illinois University

**Margaret Richey**, Ed.D., RN, Associate Professor, Nursing (2012)

Diploma in Nursing, 1982, Mercy Hospital School of Nursing

B.S.N., 1998; M.S.N., 2003, Drake University

Ed.D., 2012, College of Saint Mary

**Alison Ridge**, D.N.P., RN, CNE, Assistant Professor, Nursing (2012)

B.S.N., 1986; M.S., 1994; D.N.P., 2010, Rush University

**Elizabeth Ritt**, Ed.D., RN, CNE, NEA-BC, Professor, Nursing (2011)

B.S., 1978, North Park University

M.S.N., 1982, Loyola University Chicago

Ed.D., 1989, Northern Illinois University

**Sherry Roper**, Ph.D., RN, Assistant Professor, Nursing (2015)

B.S.N., 1996; M.S.N., 1998, The Pennsylvania State University

Ph.D., 2011, University of Tennessee

**Jude-Marie Alexis Smalec**, Dr.P.H., Assistant Professor, Public Health (2014)

B.S., 1979, University of the West Indies

M.P.H., 1983; Dr.P.H., Tulane University

**Rev. David Turner**, O.S.B., Ph.D., D.Min. (Prin.), Professor Emeritus, Education, (1963)

B.A., 1959, St. Procopius College

M.A., 1963; Ph.D., 1970, University of Minnesota

M.Div., 1979, Mount Angel Seminary

D.Min.(Prin.), 1996, Princeton Theological Seminary

**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

**Margaret Young**, M.S.N., RN, CPHQ, CPPS, Instructor, Nursing (2015)

B.S.N., 2008; M.S.N., 2010, Benedictine 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

**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., ACSW, Associate Professor, Psychology-Sociology (1987)

B.A., 1973, Michigan State University

M.S.W., 1983, Ohio State University

**John E. Byrne†**, Ph.D., Professor Emeritus, English Language and Literature (1969)

B.A., 1949, DePaul University

M.A., 1951; Ph.D., 1964, Northwestern University

**Thomas A. Byrnes**, Ph.D., Professor Emeritus, Religious Studies (1982)

A.B., 1965, Holy Cross College

M.A., 1969, Boston College

M. Div., 1973, Weston College

Ph.D., 1982, The University of Chicago

**Rev. Christian W. Ceplecha, O.S.B.†**, Ph.D., Professor Emeritus, History (1953)

B.A., 1949, Illinois Benedictine College

M.A., 1954; Ph.D., 1958, The Catholic University of America

**David W. Champlin†**, M.A., Professor Emeritus, Languages (1956)

B.A., 1937, St. Louis University

M.A., 1947, Columbia University

**Wilson C. Chen**, Ph.D., Associate Professor, English Language and Literature (2004)

B.A., 1991, University of California, Berkeley

M.A., 1995; Ph.D., 2003, University of California, Irvine

**Sandra L. Chmelir**, Ph.D., Professor, Psychology-Sociology (1978)

B.S., 1968, University of Georgia

M.A., 1973; Ph.D., 1975, Emory University

**Rosemary Coleman**, M.A., Professor Emerita, Literature and Communications (1966)

B.A., 1946, St. Francis College

M.A., 1960, University of Ottawa (Canada)

**James Crissman**, Ph.D., Professor Emeritus, Psychology-Sociology (1981)

B.S., 1972; M.A., 1973, East Tennessee State University

Ph.D., 1980, University of Akron

**Lawrence H. Dapper†**, M.A., Professor Emeritus, Languages

B.A., 1938, Xavier University

B.S., 1940, University of Cincinnati

M.A., 1953, Laval University, Quebec, Canada

**Steven Day**, Ph.D., Associate Professor, Chinese Language and Culture (2010)

B.A., 1987, University of Minnesota

M.A., 1994, University of Colorado

Ph.D., 2009, University of California, Los Angeles

**María de la Cámara**, Ph.D., Professor, Languages and Literature (2006)

B.A., 1963, Lake Erie College

M.A., 1965; 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

**Matt Glowiak**, Ph.D., Assistant Professor, Clinical Psychology (2015)

B.A., 2005, University of Illinois

M.S., 2010; 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

**Phillip R. Hardy**, Ph.D., Associate Professor, Political Science (2009)

B.A., 1997, North Central College

M.A., 2003; Ph.D., 2010, Arizona State University

**Kaveh Hemmat**, Ph.D., Instructor, History/Global Studies (2015)

B.A., 2001; M.A., 2006; Ph.D., 2014, University of Chicago

**Rafael Iglesias**, Ph.D., Professor, Foreign Languages (1999)

B.A., 1991, Universidad Complutense 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

**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 Gollin Kies**, Ph.D., Associate Professor, English Language and Literature and Core-Humanities (2008)

B.A., 1973, University of Queensland (Australia)

L.T.C.L., 1975, Trinity College (England)

M.A., 1989, Sydney 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; 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**, Ed.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

**Allen R. Legutki**, Ph.D., Assistant Professor, Music Education (2011)  
B.M. 2000; M.M., 2003, Illinois State University  
Ph.D., 2010, University of Illinois at Urbana-Champaign

**Jonathan E. Lewis**, Ph.D., Professor, Psychology-Sociology (1989)  
B.A., 1975, University of Maine  
M.S., 1977; Ph.D., 1982, University of Oregon

**Rosalie Loeding†**, M.M., Professor Emerita, Music (1974)  
B.M., 1948, Northwestern University  
M.M., 1950, Northwestern University

**Luis E. Loubriel**, D.M.A., Associate Professor, Music (2006)  
B.M., 1987; M.M., 1988, Northwestern University  
D.M.A., 2005, University of Illinois at Urbana-Champaign

**Luigi Manca**, Ph.D., Professor, Communication Arts (1991)  
Laurea di Dottore in Filosofia, 1972, Università degli Studi di Roma  
Ph.D., 1981, University of Texas at Arlington

**Susan Mikula**, Ph.D., Professor, History (1981)  
B.A., 1965, University of Detroit  
Ph.D., 1974, Syracuse University

**Joaquin Montero**, Ph.D., Professor, Foreign Language (2002)  
M.A., 1993, U.N.E.D. Madrid (Spain)  
M.E.S., 1997, Instituto de Estudios Ecdogicos, Malaga (Spain)  
M.A., 1997; Ph.D., 2000, Universidad de Leon (Spain)

**Dianne R. Moran**, Ph.D., Associate Professor, Psychology, Psychology-Sociology (1994)  
B.A., 1979, University of Illinois at Chicago  
M.A., 1984; Ph.D., 1988, University of Notre Dame

**Kenneth D. Nordin†**, Ph.D., Professor Emeritus, Communication Arts (1991)  
A.B., M.A., Humanities, 1959, The University of Chicago  
Ph.D., 1967, University of Michigan

**Joel Ostrow**, Ph.D., Professor, Political Science (1999)  
B.A., 1987, Wesleyan University  
M.S., 1990, Massachusetts Institute of Technology  
M.A., Ph.D., 1997, University of California at Berkeley



**Rev. John Palmer**, C.S.V., M.Mus, Professor Emeritus, Music (1973)

L.Mus., 1963; Mus.B., 1964, Acadia University

M.Mus, 1970, Northwestern University

A.R.C.T., Toronto, F.T.C.L. – London

**Teresa Parker**, M.F.A., Instructor, Fine Arts (2009)

B.F.A., 1983, Miami University (Ohio)

M.S., 1985; M.F.A., 1987 Illinois State University

**Brian Patterson**, Ph.D., Associate 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

**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 Somers**, Ph.D., Assistant Professor, Clinical Psychology (2014)

B.A., 1972, 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

**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., Professor, Psychology-Sociology (1996)  
B.S., 1978, Virginia Commonwealth University  
M.A., 1980; Ph.D., 1990, University of Wisconsin – Madison

**Bernard J. Toussaint**, Ph.D., Professor Emeritus, Philosophy (1971)  
B.S., 1957, Loyola University (Chicago)  
M.A., 1962; Ph.D., 1971, DePaul University

**Martin Tracey**, Ph.D., Professor, Philosophy (1997)  
A.M., 1991, The University of Chicago  
B.A., 1990; M.M.S., 1993; Ph.D., 2000, 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 Aleinikava**, Ph.D., Assistant Professor, Physics (2014)  
B.S., 2006; M.S., 2006, Belarusian State University  
M.Phil., 2008; Ph.D., 2012, The Graduate Center of The 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

**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, Biological Sciences (2014)

B.A., 1975, University of Virginia

M.S., 1980; Ph.D., 1989, 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

**Anthony DeLegge**, Ph.D., Associate 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, Clinical Exercise Physiology (1986)

B.S., 1962; M.S., 1964, George Williams College

Ph.D., 1981, The Chicago Medical School University of Health Sciences

**Cheryl A. Heinz**, Ph.D., Associate Professor, Biological Sciences (2004)

B.S., 1993, University of Illinois at Urbana-Champaign

Ph.D., 2002, Cornell University

**Fr. Edmund J. Jurica†**, O.S.B., Ph.D., Professor Emeritus, Biology (1926)

B.A., 1920, St. Procopius College

Ph.D., 1926, The University of Chicago

**Fr. Hilary S. Jurica†**, O.S.B., Ph.D., Professor Emeritus, Biology (1922)

B.A., 1917, St. Procopius College

M.S., 1920; Ph.D., 1922, The University of Chicago

**Lawrence E. Kamin**, Ph.D., Professor, Biological Sciences (1973)

B.A., 1966, St. Ambrose College

B.A., 1989; M.S., 1968; M.S., 1986; M.S., 1993; M.G.S., 1996; M.A. 2001; M.A., 2003;

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., 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

**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

**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)  
B.S., 2004, Benedictine University  
B.S., 2004, Illinois Institute of Technology  
M.S., 2006; Ph.D., 2008, 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

**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, Clinical 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

**Mark Poch**, Ph.D., Assistant Professor, Biological Sciences (2014)  
B.A., 1984, Ripon College  
Ph.D., 1990, Rush University

**Lawrence Pollack**, M.S., Instructor, Computer Science (2012)  
B.S., 2004, Benedictine University  
M.S., 2006, 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., Professor, Chemistry (2004)

B.S., 1997, Butler University

Ph.D., 2003, University of Cincinnati

**David M. Rubush**, Ph.D., Assistant Professor, Chemistry (2014)

B.S., 2006, Calvin College

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

**Sarah E. Shaner**, Ph.D., Assistant Professor, Chemistry (2014)

B.S., 2004, Marietta College

M.S., 2005; 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)

**Wayne E. Wesolowski**, Ph.D., Professor Emeritus, Chemistry (1975)

B.S., 1967, Illinois Benedictine College

Ph.D., 1971, University of Arizona

**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., Associate Professor, Mathematics (2010)

B.S., 2004, University of Evansville

M.S., 2006; Ph.D., 2010, Colorado State University

## **Springfield Branch Campus**

**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

**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**, Ph.D., RN, Assistant Professor, Nursing (2010)  
B.S.N., 1984, Southern Illinois University  
M.S.N., 2006, Regis University  
Ph.D., 2016, Illinois State University Mennonite College of Nursing

† Deceased

## **ADMINISTRATION**

**Michael S. Brophy**, President

**María de la Cámara**, Provost and Vice President for Academic Affairs

**Charles Gregory**, Mesa Campus CEO

**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

**Miroslava Krug**, Vice President of Administration and Finance

**Kari Gibbons**, Vice President of Admission and Financial Aid

**Michelle Koppitz**, Vice President of School of Graduate, Adult and Professional Education

**Marco Masini**, Vice President of Student Life

**Mercy Robb**, Executive Director of Marketing and Communications

**Len Bertolini**, Vice President of University Development

**Rodney Fowlkes**, Chief Information Officer, Information Technology

## BENEDICTINE UNIVERSITY

5700 College Rd.  
Lisle, IL 60532  
Phone: (630) 829-6000  
Fax: (630) 960-1126  
[ben.edu](http://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](http://ben.edu/springfield)



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Benedictine University • 5700 College Rd., Lisle IL 60532 • (630) 829-6300 • [admissions@ben.edu](mailto:admissions@ben.edu)

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Higher Learning  
Commission  
([hlcommission.org](http://hlcommission.org)).

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