



2019-2020

Graduate Catalog



Benedictine
University
Lisle

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ACCREDITATION

Benedictine University is accredited by The Higher Learning Commission, the Commission on Collegiate Nursing Education, the Accreditation Council for Dietetic Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, the Council on Education for Public Health, the Illinois State Board of Education, Illinois State Board of Education Teacher Certification Section and the Organization Development Institute. Membership in the State Authorization Reciprocity Agreement (SARA).

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:

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Benedictine University

- 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;

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- 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

Advising

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

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

Quarter Credit Hours

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

For courses taught in the standard delivery method, 1 quarter credit hour is counted for each clock hour of class or lecture time (or each two or three clock hours of laboratory work) per week during the quarter. A 3 quarter credit-hour lecture course, for example, meets three hours per week for 10 weeks.

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For courses taught in the accelerated, online/blended delivery, or other non-standard format, 1 quarter credit hour consists of no less than 25 hours of instruction, individual learning activities (such as pre-course assignments, course assignments and preparation time), and team-based collaborative learning activities. Completion of graded outcomes that measure student achievement of learning objectives is comparable to those achieved via the standard delivery method.

Semester Credit Hours

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

For courses taught in the standard delivery method, 1 semester credit hour is counted for each clock hour of class or lecture time (or each two or three clock hours of laboratory work) per week during the semester. A 3 semester credit-hour lecture course, for example, meets three hours per week for 15 weeks.

For courses taught in the accelerated delivery, online/blended delivery, or other non-standard format, 1 semester credit hour consists of no less than 38 hours of instruction, individual learning activities (such as pre-course assignments, course assignments and preparation time), and team-based collaborative learning activities. Completion of graded outcomes that measure student achievement of learning objectives are comparable to those achieved via the standard delivery method.

Graduation Requirements

Refer to the graduate programs for individual graduation requirements.

To fulfill the academic residency requirement a student must complete a minimum of 32 quarter credit hours (24 semester credit hours in the semester-based programs) of coursework at Benedictine University at the 5000 level or above. For students in dual degree programs, the residency requirement is 64 quarter credit hours.

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

Graduation Honors

Benedictine University does not grant degree honors at the master's or doctoral degree level.

Transfer Credit

In order to qualify for transfer credit, the course must be an appropriate graduate-level course, must have been taken within the last five years and must have resulted in a grade of "B" or better. Requests for transfer credit shall be discussed and reviewed by the faculty, department chair and/or program director. Granting of transfer credit is a programmatic decision. Students must submit transcripts for departmental approval of transfer credit prior to the end of the first term after acceptance. Credit for

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nontraditional experiences, including military education, will be considered on a case by case basis for each veteran's previous education and training based on the transcripts provided.

Course Substitution

Candidates may request permission to substitute an elective for a required course. Requests for course substitution shall be discussed and reviewed by the faculty, department chair and/or program director. Granting of course substitution is a programmatic decision.

The Grading System

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)	W — Withdrawal*
B — Good (3.000)	P — Pass*
C — Satisfactory (2.000)	AUD — Audit*
D — Failure (1.000)	IP — In Progress*
F — Failure (0.000)	
I — Incomplete*	
IE — Incomplete Extension*	

**Note: These grades are not calculated in academic GPA.*

Academic grade reports for all students are available upon completion of each course through [MyBenU](#). The final grade is recorded on the permanent record.

Final grades for courses are as follows: "A," "B," "C," (lowest passing grade), D and "F" (failure). GPAs are calculated on an A = 4.000 system and are based on all graduate coursework at Benedictine University. The final grade is recorded on the permanent record.

Incompletes

An Incomplete ("I") is a temporary grade which may be given by arrangement with the student and with approval of the instructor and chair/program director when illness, necessary absence, or other reason beyond control of the student prevents completion of course requirements by the end of the class. The "I" grade automatically converts to an "F" grade if the work is not completed and submitted to the instructor. For fall Incompletes all work must be completed no later than the end of the spring term or the "I" grade automatically converts to an "F" grade. For winter, spring, and summer Incompletes all work must be completed no later than the end of the fall term or the "I" grade automatically converts to an "F" grade. An "I" grade is not calculated in the student's grade point average and zero hours are credited.

Incomplete Extension

An Incomplete Extension ("IE") is a temporary grade which may be given by arrangement with the student and with approval of the instructor and chair/program director when an extension of time for a

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previously approved Incomplete is needed. For fall Incompletes all work must be completed no later than the end of the spring term or the "IE" grade automatically converts to an "F" grade. For winter, spring, and summer Incompletes all work must be completed no later than the end of the fall term or the "IE" grade automatically converts to an "F" grade. An "IE" grade is not calculated in the student's grade point average and zero hours are credited.

Audit

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

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

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.

Independent Study Courses

Requests for an independent study must be submitted to the Office of the Registrar, by the department chair on behalf of the student. Timelines for completion are the same as that of a traditional undergraduate semester. Communications between faculty and the student who has requested the independent study are determined prior to the start of the independent study and are to be followed as indicated in the formal request submitted to the Office of the Registrar. Official copies of the request, along with the syllabus for the course, will be kept in the academic department.

Course by Arrangement

Permission may be granted for arranged courses when irresolvable scheduling conflicts exist, determined and verified by the advisor, which preclude enrollment in a regularly scheduled class. With the approval of the advisor and the program/department chair a formal request for a course by arrangement is submitted to the Office of the Registrar. Official copies of the request, along with the

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syllabus for the course, will be kept in the academic department. Arranged courses are selected from the courses listed in the current Benedictine University Catalog. The grading basis, as indicated in the course description, is followed. All semester course deadlines apply to arranged courses.

Official Transcripts

See the [Office of the Registrar](http://www.ben.edu/registrar) website at www.ben.edu/registrar for details on ordering official transcripts.

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. Only final course grades may 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

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

Students must follow these steps in this order when appealing a final grade:

1. First, discuss the final grade with the faculty member; bring forward any facts or circumstances that might be pertinent to the faculty member's evaluation and decision.
2. If there is not a satisfactory resolution the student may seek consultation with the department chair/program director.
3. If there is still no satisfactory resolution the student may appeal to the dean of the college.

If there is still no satisfactory resolution, the student may appeal to the Provost and Vice President for Academic Affairs. The Provost's decision is final.

Grounds for Grade 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.

Satisfactory Academic Standing Policy

Graduate students are expected to maintain a 3.000 GPA to remain in good academic standing. Any student whose cumulative GPA falls below a 3.000 will be placed on academic probation. A notice of academic probation will appear on the student's transcript. Students will not graduate unless the cumulative GPA is at least 3.000. Students participating in a dual degree program must maintain an overall GPA that meets the requirements of both programs. GPAs will not be computed for each program separately. Students concerned about their academic standing are encouraged to talk to their academic advisor.

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Academic Status

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

Part-time academic status: 1-8.99 credit hours

Full-time academic status: 9-plus credit hours

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

Academic Dismissal

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

Withdrawal from Class

Refer to the academic calendar on the Office of the Registrar website at <http://www.ben.edu/registrar/index.cfm> for specific dates for each term and session of enrollment.

Dropping a class without a grade of "W" on a transcript.

- For face-to-face and blended format courses students have until the day prior to the second day of class to drop the class. Students who abide by this deadline will not receive a grade of "W" on their transcript.
- For online classes, students have until the end of the Thursday of the first week of class to drop the class. Students who abide by this deadline will not receive a grade of "W" on their transcript.

Withdrawals from class with a "W" grade on a transcript.

Students may withdraw from a course and receive a grade of "W" upon written request submitted to the Office of the Registrar or by using MyBenU by logging into BenU Connect at [BenUConnect](#) and submitting the withdrawal request by the published deadline.

- For face-to-face and blended format courses students who withdraw on or after the second class (and prior to the last published day to withdraw), will receive a "W" grade on both the grade report and transcript. A student can withdraw with a grade of "W" from a class up through the seventy percent point of the class.
- For fully online classes, students who withdraw on or after the Friday of the first week of class for online classes will receive a "W" on both the grade report and transcript. A student can withdraw with a grade of "W" from a class up to the end of the sixth week of classes for an eight-week course and up to the end of the fourth week for a five-week course.

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Approval by a financial aid counselor is highly recommended when a student is receiving financial aid. Students should also inform their instructor of their intention to withdraw from a course. Students may not withdraw from a course after the last day to withdraw (which is 70 percent through the course). After the published deadline, no grade of "W" will be permitted for academic reasons and the student will be graded solely on academic performance at the end of the term. Stopping attendance or notifying an instructor, advisor, or any other staff or faculty member is not considered an official withdrawal. It may result in receiving a failing grade and being responsible for the full tuition payment.

Petition for a late withdrawal

Students may petition for a late withdrawal for non-academic reasons by accessing and completing a late withdrawal petition form on the registrar's website at <http://www.ben.edu/registrar/> and providing supporting documentation.

Repeated Courses

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

Repetition of Courses (Graduate)

For courses taken at Benedictine University, graduate students, both degree-seeking and students-at-large, may not repeat a course in which they receive a grade of "B" or better. Students may repeat a course designated as a foundation course in which they receive a grade of "W," "C," "D," or "F" no more than two times. Students may repeat a course that is not designated as a foundation course in which they receive a grade of "W," "D," or "F" no more than two times. 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."

Once a student has graduated their degree GPA is final. 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.

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

Undergraduate Enrollment in Graduate Courses

A senior undergraduate student may register for a graduate course at the 5000 level for either undergraduate or graduate credit with approval from the major advisor and the head of the program/department offering the course. It is highly recommended the student has a minimum cumulative grade point average of 2.800 on all University coursework to enroll in the course. The

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Registrar will not process the course enrollment unless the senior is in good academic standing and is proceeding toward graduation as directly as possible. A student may earn no more than 9 semester credit hours of coursework at the 5000 level toward their undergraduate degree.

Academic Honesty Policy

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

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

To access the complete Academic Honesty Policy, which includes student responsibility, responsibility and authority of faculty, violations, reporting and communicating, responsibilities of the provost, appeals, composition of the academic appeals board, procedures of the academic appeals board, and records, please select the following link: [Academy Honesty Policy](http://www.ben.edu/degree-programs/academic-honesty-policy.cfm) or go to <http://www.ben.edu/degree-programs/academic-honesty-policy.cfm>.

Academic Accommodation for Religious Observance Policy

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

Graduate Student Board of Appeals

The Graduate Student Board of Appeals (GSBA) will hear appeals related to the academic experience of a graduate student when the normal process for settling disputes has been exhausted. Disputes involving administrative offices, sexual harassment by a faculty member, nonpayment of debts, should not be referred to the GSBA, but should go directly to the Provost and Vice President for Academic Affairs. Violation of these procedures that do not prejudice any party will not invalidate the procedure.

Membership in GSBA

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

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

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

Normal Procedure for Resolving Academic Disputes

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

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

Appeal Process

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

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

1. Immediate written notification of the appeal by the GSBA to the provost and vice president for Academic Affairs.
2. Immediate written notification by the GSBA to any person charged in the appeal.
3. A formal gathering of data and hearing of testimony.
4. A recommendation by the GSBA by a majority vote within 30 working days of the written notification by the GSBA to the Provost and Vice President for Academic Affairs. This recommendation should include the GSBA's rationale for the decision.
5. Immediate notification of the recommendation to all interested parties.
6. After consideration of the recommendation from the GSBA, the Provost and Vice President for Academic Affairs will make a decision within 15 working days and inform the student, faculty member, program director, dean and chair of the GSBA of his/her action.

Communication Skills

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

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

Mathematical Skills

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

Prerequisites

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

Program Continuity/Time Limit

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

1. Students may choose not to register for a given term and will continue to receive registration materials. *Doctoral students* may not register at will or withdraw without notice. They must receive approval for and coordinate any break in course and program registration with the appropriate doctoral office.
2. Students who do not register for 4 consecutive quarters or 3 consecutive semesters may be required to reapply for admission.
3. Students are required to complete all coursework and graduation requirements within six years from initial enrollment in a program.

If extenuating circumstances prevent completion of coursework within six years, the student may submit a written request for an extension prior to the 6 year deadline. The request is sent to the program director or department chair. The program director or chair may meet with the student to discuss program completion including a timeline and plan for meeting program requirements. Documentation is submitted to the dean of the appropriate college for approval or denial.

* Please refer to University policy on financial aid.

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Student Records and Disclosures

Family Educational Rights and Privacy Act (FERPA) 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, misleading, or otherwise in violation of your privacy rights under FERPA. 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. Benedictine also discloses education records without consent to officials of another school in which a student seeks or intends to enroll such as through partnerships and consortium agreements.
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

FERPA permits the release of directory information to third parties outside the institution without written consent of the student, provided that the student has been given the opportunity to withhold such disclosure. Benedictine University defines directory information as follows:

- Student's name, address, and phone number

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Benedictine University

- 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
- Photo
- Height, weight, and GPA of student athletes

A student may withhold disclosure of their 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.

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

A student may authorize the release of confidential information (including personally identifiable information from education records protected by FERPA, and other types of confidential information as well) to a third party by signing an [Authorization for Release of Confidential Information to a Third Party](#) form.

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.

FERPA permits the disclosure of students' education records, without consent of the student, if the disclosure meets certain conditions of the FERPA regulations. Benedictine University may disclose from the education records without obtaining prior written consent of the student the following:

- To other school officials, including teachers, within Benedictine University who are determined to have legitimate educational interests. 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. Legitimate educational interests include performing a task or engaging in an activity related to one's regular duties or professional responsibilities, a student's education, the discipline of a student, a service to or benefit for a student, measures to support student success, evaluation of academic programs, and the safety and security of the University.

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Individuals at the institution who have an educational interest in the student's educational record may share information internally to school officials that have a legitimate educational interest. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced services or functions.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Illinois Board of Higher Education or other state agencies responsible for supervising Benedictine's education programs. Disclosures may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of student records to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- To the general public, the final results of a disciplinary proceeding, if Benedictine University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the Benedictine University rules or policies with respect to the allegation made against him or her.
- 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 media. 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.

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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) and in this 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 and Annual Fire Safety Reports:

<http://www.ben.edu/student-life/police/annual-safety-report.cfm>

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 main Campus) or by calling the non-emergency telephone number, Lisle (630) 829-6122.

GENERAL ADMISSIONS INFORMATION

General Admissions Policy

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

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

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Student-at-Large Study

Graduate students-at-large (GSAL) are those who enroll for graduate coursework before being accepted or applying for admission to a graduate degree program. All academic policies and institutional regulations apply to the GSAL, except that the student is not identified with any class year. Students must demonstrate proof of a baccalaureate degree conferred from a regionally accredited college or university and submit an application to the Enrollment Center. Applicants will be referred to the department chair or program director for permission to register.

Graduate students-at-large do not qualify for financial aid. Credits earned as a GSAL may or may not apply toward degree requirements. Students may count a maximum of 16 quarter credit hours or 9 semester credit hours earned as graduate students-at-large toward a degree program, however GSAL credits do not guarantee program admission. A GSAL may later request admission to degree status through the formal admissions process. Admission and acceptance of credits completed is subject to the discretionary approval of the University.

Courses taken as a GSAL do not count toward the residency requirement if the GSAL is later admitted to degree status. GSAL credit may fulfill other graduation requirements with the approval of the program chair. Regardless of status, all courses taken for credit will become part of the student's official record at Benedictine University. The graduation requirements a student must meet are based on the catalog in effect at the time of admission to degree program, which may be different from those in effect during the GSAL period. GSAL status is not available to students denied regular admission to Benedictine, those who have recently been dropped by the University for poor scholarship, or those who have been dismissed from the last institution of attendance within the previous 12 months.

Certificate Programs

Students seeking a certificate are not considered degree-seeking and therefore are not eligible for financial assistance. Certificate program students are required to submit an application for admission. Students must demonstrate proof of a baccalaureate degree from a regionally accredited college or university. Students will work with the department chair/program director for advising on course selection. Hours earned in a certificate program can be applied toward a graduate degree at the time of acceptance. A minimum GPA of 3.000 in certificate applicable coursework is required to receive a certificate. Students may count a maximum of 16 quarter credit hours or 9 semester credit hours earned toward a degree program. Students completing a certificate during the completion of a degree program must apply for the certificate prior to completion of their degree program.

Students interested in Study at Large, Certificate or Degree-Seeking Programs should send all questions, applications and documents to the Enrollment Center ATTN: School of Graduate, Adult and Professional Education:

Email: nationalenrollment@ben.edu

Phone: (630) 829-2277

Fax: (630) 829-6371

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

- Graduate Application for Admission.
- \$40 nonrefundable application fee [the fee is \$50 for the doctoral programs].
- Official transcripts from all colleges and universities previously enrolled.
- Proof of U.S. baccalaureate degree from a regionally accredited college or university or equivalent.
 - Students who have completed any foreign postsecondary education (college, university, etc.) are required to submit an official credit evaluation. Students may submit a detailed course-by-course evaluation from Educational Perspectives (EP) at edperspectives.org/benedictine, Education Credential Evaluators (ECE) at ece.org, or World Educational Services (WES) at wes.org. Official reports must be mailed or submitted electronically directly to Benedictine from (EP), ECE, or WES. Please contact an Admissions Counselor for more information.
- Official results of professional entrance exam or Graduate Professional Entrance Exam Waiver form, if applicable.
- Letters of references from persons who know the applicant from a professional or academic perspective. Quantities of letters required vary by program. Letters of reference must be no more than one year old at the time the application is received.
- Resume, if applicable.
- Essay statement of career and academic goals.
- Autobiographical statement (Master of Science in Clinical Psychology).
- Personal Interview (may be required of some programs).
- At any time, the Office of Admissions reserves the right to test the English writing and speaking skills of any incoming graduate student if circumstances warrant it. If asked, students must complete an in-house English assessment and/or be asked to submit an official TOEFL score. Those students who do not demonstrate English proficiency will be conditionally admitted pending successful completion of ADG (Academic Discourse Graduate) coursework. ADG coursework must be completed within the first two quarters of the student's graduate career. The purpose of ADG coursework is to help the student improve their academic endeavors and language proficiency skills.

International Admissions

All prospective graduate students planning to study on a visa, asylum or refugee status are considered international applicants. Applications from international students should be received by Benedictine University no later than three months before the term for which the student plans to enroll. Students are encouraged to complete the application process prior to submission deadlines; applications are evaluated after all required documents have 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.

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International Application Materials

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.

1. Benedictine University's International Graduate Application for Admission.
2. A nonrefundable application fee payable by personal check or money order of \$40.
3. International application questionnaire for students interviewing for an F visa for the first time may be required.
4. Official transcripts from all colleges, universities, and language training programs attended along with English translation (if applicable). Students who have submitted academic documents to an approved evaluation company (see 6.) may not be required to submit the same official academic documents directly to Benedictine.
5. Proof of a U.S. baccalaureate degree or equivalent.
6. Official evaluation of all non-U.S. credentials completed by Educational Credential Evaluators (ece.org) or Educational Perspectives (edperspective.org/benedictine). Students completing an ECE evaluation should have a course-by-course evaluation completed. Students completing an Educational Perspectives evaluation should have a detailed evaluation completed; or students may request a [course-by-course evaluation from World Education Services at wes.org](http://wes.org). Official reports must be mailed or electronically sent directly to Benedictine from EP, ECE, or WES. Please contact the Enrollment Center for more information.
7. Please contact the Office of Admissions prior to completing your report for additional information. Students applying for the Master of Science in Nursing may have non-U.S. nursing credentials evaluated by the Commission on Graduates of Foreign Nursing Schools (CGFNS). Contact cgfns.org. Students applying for the Master of Science in Nutrition and Wellness program may be required to submit an evaluation from another organization. Please contact the Office of International Programs and Services if you are interested in this program.
8. Official results of standardized test scores – GMAT, GRE, MAT, TOEFL or IELTS (may be required of some applicants) or Graduate Entrance Exam Waiver. Request form if applicable.
9. Letters of reference no more than one year old from persons who know the applicant from a professional or academic perspective.
10. Evidence of English proficiency (please see English Proficiency Policy).
11. Written statement of educational and career goals.
12. Resume, if applicable.
13. Personal interview (may be required of some applicants).
14. For students requesting an F or J visa: Official bank document, statement or letter of sponsorship showing sufficient funds to cover one year of tuition, room and board, and personal expenses. Contact International Programs and Services to determine the amount required.
15. International Student Health Form – Students must fully complete the health form that includes evidence of all immunizations and a current TB test.
16. For students requesting and F or J visa: Proof of health insurance.
17. Housing form if requesting on-campus housing.
18. Photocopy of valid Passport ID page

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

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

International Admissions Procedures

Once all requirements are met and the applicant's file is complete, the file will be reviewed for admission. The applicant will be informed of the admissions decision in writing. If admitted, the applicant's file will include all documentation required for the visa application. International Programs and Services will contact the student regarding the next steps in the process if the student is seeking an F or J visa. 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, I-94 and valid immigration status. It is the international student's responsibility to be aware of all expiration and program end 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, met all other requirements to begin their degree program and have received acceptance into the program. It may be possible that students who are issued an I-20 for language training who provide a higher IELTS or TOEFL upon arrival may not have courses available to meet visa regulations.

Conditional Admission for Graduate International Students

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

- Required coursework with minimum GPA
 - Students eligible for a graduate entrance exam waiver form or who otherwise do not meet all of the department requirements for admission may be required to complete prerequisite coursework or classes assigned by the graduate department with a "B" or better before they may be fully admitted to the program.
- Successful completion of Benedictine's Intensive English Program. Please contact the department for additional details on requirements to complete the program.
- Students who do not meet the TOEFL/IELTS requirements for graduate degree programs may be required to complete the full Intensive English Program, or successfully complete intensive Academic Discourse classes prior to entering the graduate degree program, dependent on their

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score and review with the Department of Languages and Literature. Please contact the department for additional details on requirements to complete these courses.

- Proof of degree completion or submission of official academic documents
 - Students admitted pending completion of a degree or official academic documents must submit these documents before beginning their graduate coursework. Students who do not submit documents may be subject to dismissal.

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

I-20 Transfer Policy

International students already in the United States may plan to transfer their I-20 to Benedictine University after they are accepted. It is the international student's responsibility to be aware of their current institution's grade period, transfer and enrollment deadlines, and policies regarding I-20 transfer. Upon acceptance to the University, Benedictine 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. Once an I-20 record is transferred to Benedictine, the student must begin full-time coursework the next available term, or within five months, whichever is sooner, per immigration regulations.

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
5. Housing form if living on campus
6. Unofficial transcripts
7. Financial support documents for students seeking an F or J visa

Short-Term Study and Exchange Program

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

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English Proficiency Policy

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

- 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 may be possible, but is not guaranteed.

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

- Studying at an accredited institution where the official language of instruction is English, consideration given for length of program, cumulative GPA and overall academic performance.
- Completing one year or more of academic coursework at a U.S. institution, pending review of transcripts.
- Completing a formal in-house English assessment with the Department of Languages and Literature per the recommendation of the Office of International Programs and Services.
- 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, Graduate Department, Office of International Programs and Services, or office completing the English assessment 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 Graduate Department may waive the TOEFL/IELTS if it is determined English proficiency has been met. Those students who do not demonstrate the required 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. Where indicated by in-house testing, students may be placed in additional courses in English for Academic Purposes which will help them improve in their academic endeavors.

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

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Overseas Credentials

Academic credentials should include:

- A list of all courses studied each year.
- Grades or examination results received (both passing and failing) in each course.
- Maximum and minimum grades obtainable.
- Certified English translation of all international academic credentials.
- If you have studied at a non-U.S. university, you must have your university educational credentials evaluated by Educational Credential Evaluators, Inc. (ece.org) or Educational Perspectives (edperspective.org/benedictine) or World Education Services (wes.org). Report requirements vary by program. Please contact the Office of Admissions for information on the type of report required. Read the directions on the evaluation form carefully, send all information and payment needed for the evaluation directly to the evaluating organization. Allow four to six weeks for your evaluation to be sent to Benedictine University.

Graduate Entrance Exams

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

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

For international applicants living in the United States, contact one of the following:

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

International Programs and Services Policies and Procedures

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

How to Apply to the School of Graduate, Adult and Professional Education Programs

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

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

General Admissions Policy

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

Some programs have special admissions standards. If you are considering a particular program, you need to determine the admissions standards for that program by reviewing the descriptions contained later in this catalog or by contacting the faculty 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.

Endorsement Programs

Students seeking an endorsement are not considered degree-seeking and therefore are not eligible for financial assistance. Endorsement program students are required to submit an application for admission. Students must demonstrate proof of a baccalaureate degree from a regionally accredited college or university. A minimum GPA of 3.000 in endorsement coursework is required.

Adult Accelerated Graduate Application Materials

Send all materials to the appropriate regional School of Graduate, Adult and Professional Education location (Lisle 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. Consideration for admission will take place when all the necessary information is received.

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

- Graduate application for admission.
 - Apply or download an application online.
 - Request a hard copy application by contacting us at (877) 353-9622 or adultenrollment@ben.edu.
- \$40 one-time, non-refundable application fee.

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Benedictine University

- Submit official transcripts directly from all colleges and universities previously enrolled.
- Proof of U.S. baccalaureate degree or equivalent.
- Official Educational Credential Evaluators (ece.org) evaluation, official Educational Perspectives Evaluation (edperspective.org/benedictine), or official World Education Services Evaluation (wes.org) of any foreign country transcripts, if applicable. Report requirements vary by program, please contact the School of Graduate, Adult and Professional Education Enrollment Office for information on the type of report required.
- Letters of references from persons who know the applicant from a professional or academic perspective. Quantities of letters required vary by program. Letters of reference must be no more than one year old at the time the application is received.
- Professional resume meeting work experience requirement (varies by program).
- Essay statement of career and academic goals.
- Personal Interview (may be required of some programs).

How to Apply to Benedictine University Online

The quickest and easiest way to apply to Benedictine University's online degree programs is through our online application. You can apply for all of Benedictine's programs at ben.edu/admissions/adult-graduate/admissions-process.cfm.

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

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

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

Online Admissions Checklists

Visit online.ben.edu/admissions/checklist for your specific program admissions checklist.

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.

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Tuition and Fees

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

A "Statement of Account" is generated and available on MyBenU 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. Please contact the Business Office at (630) 829-6503 with any questions regarding your statement.

<http://www.ben.edu/student-accounts/tuition-and-fees.cfm>

Payment Options

Payments made by personal check, business check or online by ACH will be subject to a 3 business day hold to allow for clearance of funds. This hold will not be lifted until 3 business days have passed, regardless of your scheduled registration date. Any holds on your account must be satisfied before registration for the upcoming term will be allowed.

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

Tuition and fees are incurred at the time of registration. For ALL 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.

1. Payment in full

Benedictine University accepts cash, personal checks, money orders, Visa, MasterCard, American Express, and Discover. Students may view and pay their accounts online at ben.edu/MyBenU from any on-campus computer or access MyBenU via BenUConnect from off-campus. Instructions on how to make an online payment are found at ben.edu/MyBenU.

2. Monthly Payment Plans

Benedictine University provides interest-free monthly payment options through MyBenU (administered by TouchNet). Students may set-up plans to manage their out-of-pocket tuition costs per term, depending on their program. Students may enroll online through MyBenU or make a parent/guardian an authorized user to set up a payment plan.

Single term budgets (semester, all campuses) – For a fee of \$25, students can make monthly payments toward their tuition balance for a single term. The payment plan for the fall semester begins August 1 and begins January 1 for the spring semester. Balances must be paid in full prior to the next quarter/semester registration or start date.

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

3. **Employer tuition reimbursement**

For a \$25 fee per session, students can enroll in a single tuition payment due at the end of the term/session (plus approximately a month grace period). Documentation of your approval in your employer's tuition assistance plan must be submitted to the Business Office of Benedictine University prior to enrolling in this plan. An updated copy of your eligibility must be submitted annually. Students may fax this documentation to the Business Office at (630) 829-6501 or email it to sar@ben.edu. After submitting the documentation, you will receive notification from the Business Office that you are eligible to enroll in the payment plan. Please note that tuition is due in full according to the deferred due date regardless of when individual employers reimburse their employees.

**Upon the student's written request, from their BenU email account, the Business Office can prepare an itemized receipt for the student's completed (and paid) courses that he/she may provide to his/her employer for reimbursement.

4. **Third Party Payment Authorization/Direct Company Billing**

The Business Office will bill a third party (an organization, business or agency) for any and all charges on a student's account, if a valid authorization from the third party sponsor is received on or before the beginning of the course/term. Benedictine University 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.

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

Tuition Refund Policy

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

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- a) Students who do not officially drop a course in MyBenU or in writing will be financially responsible for the entire cost of the course.
 - b) Notifying the instructor of intent to drop a course and/or non-attendance in a course does not constitute an official withdrawal for purposes of eligibility for refunds by the University to the student.
 - c) Tuition credit for complete withdrawal will be made only after the proper withdrawal notification has been submitted.
 - d) If the drop results in a credit balance on the student's account, refunds will be issued within 30 days of the official drop or withdrawal date.
5. To officially withdraw from a course after the commencement of classes, all students should use MyBenU to complete the withdrawal, or complete the ADD/DROP FORM and return the completed form to the Registrar's Office or otherwise designated campus office 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.

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

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Financial Appeal

This process is designed to address extenuating circumstances that occurred during a given course/semester that prevented a student from receiving a partial or full refund for a course(s). Students may write a letter of appeal describing the reason(s) and justification for seeking an exception to the refund policy. The burden of proof shall be upon the student to prove his or her case by a preponderance of evidence in the written appeal. Be specific with extenuating circumstances, dates, the name of persons contacted and any steps you took to address the problem at the time it occurred. Attach appropriate documentation from your instructor, medical provider or other professionals as needed. Financial appeals over a year old will not be accepted by the Committee.

Student submits the appeal to the Financial Appeal Committee by:

Mail:

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

Fax:

Financial Appeals Committee
(630) 829-6501

Email: FinancialAppealsCommittee@ben.edu

Financial Aid

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

To receive financial aid, graduate students must be enrolled, at least half-time, as a degree-seeking student in an eligible program. For financial aid purposes, full-time enrollment is defined as 8 quarter or 6 semester credit hours and half-time is a minimum of 4 quarter or 3 semester credit hours. Graduate Learning Team students are considered full-time when continuously enrolled in the established curriculum program schedule.

Refunds

Refunds 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. Parent PLUS loans are refunded to the borrower (parent) or student based on the selection the borrower makes during the PLUS loan application process. A parent who is due a refund will receive a mailed check. To request a refund of another type of overpayment on your account, you must complete a refund request form and send it to the Business Office. The refund request form can be found online at ben.edu/student-accounts/index.cfm.

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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 or electronic transfer to another bank of your choice). If you have started class and have not yet received a Refund Selection Kit, please call the Business Office at (630) 829-6503 to request one. To learn more about the process visit www.refundselection.com.

Application Procedures

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

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

Types of Aid

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

Federal Direct Stafford Loan Programs

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

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

Federal Direct Graduate/Professional PLUS Loan Program

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

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Federal Perkins Loan

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

Satisfactory Academic Progress Policy for Financial Aid Recipients

I. Overview

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

II. Financial Aid Programs Included Under this Policy

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

III. Students Subject to this Policy

All students currently receiving federal and/or state financial aid funds are subject to this policy. Benedictine University students who have not previously received financial aid are required to meet the cumulative GPA requirement of this policy prior to receipt of financial aid.

IV. Satisfactory Academic Progress Policy for Financial Aid Recipients

Satisfactory Academic Progress includes three criteria:

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

In order to maintain Satisfactory Academic Progress, students must:

1. Remain in good academic standing or on academic probation. The minimum cumulative GPA for a graduate student is 3.000 (as defined in the University Graduate Catalog);
2. Maintain a completion rate of coursework equal to at least 67 percent of the total number of credit hours attempted. This quantitative requirement ensures the student is steadily progressing toward their degree by completing at least two-thirds of all attempted credit hours. For example, a student who has attempted a cumulative total of 12 credit hours must complete at least 8 credit hours to meet the requirement ($12 \text{ hours} \times .67 = 8 \text{ credit hours}$); and
3. Complete their degree requirements within 150 percent of the required credit hours to complete their degree. For example, a student enrolled in a master's program that requires a total of 64 credit hours would have a maximum limit of 96 credit hours.

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

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V. Satisfactory Academic Progress Review Process

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

VI. Appeal Procedure

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

An appeal may be approved only if:

1. The student will be able to meet SAP standards after the subsequent payment period, or
2. The student submits an academic plan that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.

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

Reinstatement: A student may regain eligibility for financial aid once the student has met the minimum requirements of SAP. It is the student's responsibility to contact the Office of Financial Aid to request a review of his/her SAP for reinstatement of assistance.

VII. Definitions for Financial Aid Purposes

Completion of Courses

For graduate/professional students, credit hours completed are based on grades of "A," "B," "C," and "P" (pass). Hours with a "D," "F" (failure), "W" (withdrawal), "I" (incomplete), "IP" (in progress) and "X" (deferred) are counted in the number of credit hours attempted, but not in the number of credit hours completed. Note: It is the student's responsibility to notify the Office of Financial Aid when an incomplete grade has been satisfactorily completed. Class repeats, transfer credit hours and developmental course credit hours are counted in the total number of credit hours attempted/completed.

Leave of Absence Policy

An Academic leave of absence (LOA) is a process that allows students to interrupt their academic program for a limited period of time without requiring them to reapply for admission to the University.

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During the period of the leave, the student is considered to be on active status with the University awaiting their return to study. A Financial Aid leave of absence (LOA), for Return of Title IV funds purposes, is a "temporary interruption in a student's program of study" (Federal Student Aid Handbook, vol. 5 p. 10).

Length of Approved Leave

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

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

Request for Multiple Leaves of Absence

The 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 of study. Therefore, Benedictine University extends to all students the ability to begin a new course of study 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 webpage under the Consumer Information tab: ben.edu/financial-aid/consumer.cfm.

Student Requirements

Traditional Student Requirements

Traditional students should work with their academic advisor in order to lessen any academic ramifications. The University Withdrawal/Leave of Absence form will be completed through the advisor and must indicate the date the student plans to return to the University. Even though the academic department may approve a leave for longer than 180 days; federal regulations dictate that financial aid

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recipients must return within 180 days or they will be considered withdrawn. See the section beginning with "Failure to Return" for more information.

Non-traditional Student Requirements

Non-traditional students requesting a financial aid leave of absence must complete and sign an official Financial Aid Leave of Absence form and submit it to the Office of Financial Aid to be processed no later than the student's last day of attendance in the course immediately preceding the leave.

If unforeseen emergency circumstances prevent a student from providing a request for a leave of absence on or before the last date of class attendance as outlined above, the academic advisor can request and submit the student's request to the Appeals Committee for approval. Unforeseen circumstances may include medical and family emergencies, unexpected business travel and natural disasters. If approved, the student will be granted a leave of absence retroactive to the student's last date of attendance, the student will be notified by the Office of Financial Aid and the student's academic record will be adjusted accordingly.

Return of Title IV Funds Policy

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

Students Subject to this Policy

All students currently receiving federal funds are subject to this policy.

Financial Aid Programs Included Under this Policy

All Title IV Federal financial aid programs are subject to this policy. This includes:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Direct Graduate PLUS Loan
6. Federal Pell Grant
7. Federal Supplemental Educational Grant (SEOG)
8. Iraq Afghanistan Service Grant

Consequences of Withdrawing From Courses

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

Financial Consequences of Withdrawing:

Financial aid is awarded to assist with educational expenses for the length of an entire payment period. If a Title IV recipient withdraws prior to completing 60 percent of the payment period, the

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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 Graduate Semester	16 Weeks	10 Weeks
Traditional Graduate Quarter	10 Weeks	6 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 Graduate Semester	15 Weeks	9 Weeks
Cohort Graduate Quarter	15 Weeks	9 Weeks

Determination of Withdrawal Date

Official Withdrawal:

A withdrawal is considered to be an “official” withdrawal when the student completes an official withdrawal form through their academic advisor or verbally notifies the Office of Financial Aid. Acceptable official notification includes 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

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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.

Return of Title IV Funds Policy

If a recipient of Title IV funds withdraws from the University or will be out of attendance for over 45 calendar days, the amount of Title IV assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned.

Conversely, if the amount earned is greater, the student may be eligible for a post-withdrawal disbursement. The Office of Financial Aid will notify the student in writing, of their eligibility for a post-withdrawal disbursement.

The percentage of financial aid the student is eligible for is determined by the following:

1. The number of days attended divided by the number of days in the payment period.
2. Institutional breaks of five or more consecutive days, excluding a leave of absence (LOA), are excluded from the calculation.
3. The percentage of unearned aid is calculated by subtracting the earned aid from 100%.
4. Institutional charges include tuition, fees, and school contracted room and board charges.

Any unearned funds that need to be returned to the Federal Government are completed in the following order:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan
5. Federal Direct Graduate PLUS Loan
6. Federal Pell Grant
7. Federal Supplemental Educational Grant (SEOG)
8. Iraq Afghanistan Service Grant

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**Reinstatement/Re-award**

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

Definitions for Financial Aid Purposes

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

Post-Withdrawal Disbursement

Funds that a student is eligible to receive but were never disbursed prior to the last day of attendance.



ACADEMIC CALENDARS

2019-2020

Master Academic Calendar

Main Campus, Doctoral and Graduate Quarter [QTR] and Online Delivery Formats

FALL 2019

AUGUST

26 Mon
29 Thur

Online Session 1 BEGINS

End of Add/Drop Course Changes and Late Registration for **Online Session 1 classes**

SEPTEMBER

2 Mon
30 Mon

Labor Day; all University offices closed

FALL QTR BEGINS

OCTOBER

1 Tue
6 Sun
20 Sun
21 Mon
24 Thur

Application Deadline for Graduation for March and May 2020 Degree/Certificate Recipients

Last day to withdraw from **Online Session 1 classes**

Online Session 1 ENDS

Online Session 2 BEGINS

End of Add/Drop Course Changes and Late Registration for **Online Session 2 classes**

NOVEMBER

4 Mon
27-29 Wed-Fri
28-29 Thur-Fri

Winter and Spring 2020 Term Registration Begins

Thanksgiving Holidays; **no QTR classes**

Thanksgiving Holidays; **all University offices closed**

DECEMBER

1 Sun
8 Sun
15 Sun
23-31 Mon-Tues
31 Tues

Last day to withdraw from **Online Session 2 classes**

FALL QTR ENDS

Online Session 2 ENDS

Christmas Holidays; **all University offices closed; no classes**

December Degree Conferral

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2019-2020

Master Academic Calendar

Main Campus, Doctoral and Graduate Quarter [QTR] and Online Delivery Formats

WINTER 2020

JANUARY

1	Wed	New Year's Holiday; all University offices closed ; Application Deadline for Graduation for August 2020 Degree/Certificate Recipients
6	Mon	WINTER QTR and Online Session 3 BEGIN
9	Thur	End of Add/Drop Course Changes and Late Registration for Online Session 3 classes
20	Mon	Celebration of Martin Luther King Day; no QTR classes ; all University offices open

FEBRUARY

16	Sun	Last day to withdraw from Online Session 3 classes
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MARCH

1	Sun	Online Session 3 ENDS
2	Mon	Summer 2020 Term Registration Begins
15	Sun	WINTER QTR ENDS
16-22	Mon Sun	Spring Break; no QTR classes ; all University offices open
31	Tues	March Degree Conferral

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2019-2020

Master Academic Calendar

Main Campus, Doctoral and Graduate Quarter [QTR] and Online Delivery Formats

SPRING 2020

MARCH

2	Mon	Online Session 4 BEGINS
5	Thur	End of Add/Drop Course Changes and Late Registration for Online Session 4 classes
23	Mon	SPRING QTR BEGINS
30	Mon	Fall 2020 Term Registration Begins

APRIL

10-11	Fri-Sat	Good Friday and Holy Saturday; no QTR classes; all University offices closed
12	Sun	Easter Sunday; no QTR classes; all University offices closed ; Last day to withdraw from Online Session 4 classes
13	Mon	Easter Monday; QTR classes in session; all University offices closed
26	Sun	Online Session 4 ENDS

MAY

25	Mon	Memorial Day; all University offices closed; no QTR classes
30	Sat	Commencement Mass and Commencement Ceremony
31	Sun	SPRING QTR ENDS ; May Degree Conferral

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2019-2020

Master Academic Calendar

Main Campus, Doctoral and Graduate Quarter [QTR] and Online Delivery Formats

SUMMER 2020

MAY

11 Mon
14 Thur

Online Session 5 BEGINS

End of Add/Drop Course Changes and Late Registration for **Online Session 5 classes**

JUNE

8 Mon
21 Sun

SUMMER QTR BEGINS

Last day to withdraw from **Online Session 5 classes**

JULY

3-4 Fri-Sat
5 Sun
6 Mon
9 Thur

Independence Day Observance; **no QTR classes**; all University offices closed

Online Session 5 ENDS

Online Session 6 BEGINS

End of Add/Drop Course Changes and Late Registration for **Online Session 6 classes**

AUGUST

16 Sun
30 Sun
31 Mon

SUMMER QTR ENDS; Last day to withdraw from **Online Session 6 classes**

Online Session 6 ENDS

August Degree Conferral

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2019-2020

Master Academic Calendar Main Campus, Doctoral and Graduate Semester [GSEM], and Online Delivery Formats

FALL 2019

AUGUST

26 Mon
29 Thur

GSEM FALL and Online Session 1 BEGIN

Opening Liturgy; **no GSEM classes between 10:30am and 1:30pm**; all University offices open;
End of Add/Drop Course Changes and Late Registration for **Online Session 1 classes**

SEPTEMBER

2 Mon

Labor Day; **no GSEM classes**; all University offices closed

OCTOBER

1 Tue
6 Sun
20 Sun
21 Mon
24 Thur

Application Deadline for Graduation for May 2020 Degree/Certificate Recipients

Last day to withdraw from **Online Session 1 classes**

Online Session 1 ENDS

Online Session 2 BEGINS

End of Add/Drop Course Changes and Late Registration for **Online Session 2 classes**

NOVEMBER

4 Mon
27-29 Wed-Fri
28-29 Thur-Fri

Spring 2020 Term Registration Begins

Thanksgiving Holidays; **no GSEM classes**

Thanksgiving Holidays; **all University offices closed**

DECEMBER

1 Sun
9-13 Mon-Fri
15 Sun
23-31 Mon-Tues
31 Tues

Last day to withdraw from **Online Session 2 classes**

GSEM Fall Official Final Exam Period

GSEM FALL and Online Session 2 END

Christmas Holidays; **all University offices closed**; **no classes**

December Degree Conferral

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2019-2020

Master Academic Calendar

Main Campus, Doctoral and Graduate Semester [GSEM], and Online Delivery Formats

SPRING 2020

JANUARY

1	Wed	New Year's Holiday; all University offices closed ; Application Deadline for Graduation for August 2020 Degree/Certificate Recipients
6	Mon	Online Session 3 BEGINS
9	Thur	End of Add/Drop Course Changes and Late Registration for Online Session 3 classes
13	Mon	GSEM SPRING BEGINS
20	Mon	Celebration of Martin Luther King Day; no GSEM classes; all University offices open

FEBRUARY

16	Sun	Last day to withdraw from Online Session 3 classes
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MARCH

1	Sun	Online Session 3 ENDS ; Application Deadline for Graduation for December 2020 Degree/Certificate Recipients
2	Mon	Online Session 4 BEGINS ; Summer 2020 Term Registration Begins
5	Thur	End of Add/Drop Course Changes and Late Registration for Online Session 4 classes
16-22	Mon-Sun	Spring Break; no GSEM classes; all University offices open
30	Mon	Fall 2020 Term Registration Begins

APRIL

10-11	Fri-Sat	Good Friday and Holy Saturday; no GSEM classes; all University offices closed
12	Sun	Easter Sunday; no GSEM classes; all University offices closed ; Last day to withdraw from Online Session 4 classes
13	Mon	Easter Monday; GSEM classes in session; all University offices closed
26	Sun	Online Session 4 ENDS

MAY

4-8	Mon-Fri	GSEM Spring Official Final Exam Period
10	Sun	GSEM SPRING ENDS
30	Sat	Commencement Mass and Commencement Ceremony
31	Sun	May Degree Conferral

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2019-2020

Master Academic Calendar

Main Campus, Doctoral and Graduate Semester [GSEM]. and Online Delivery Formats

SUMMER 2020

MAY

11	Mon	Online Session 5 BEGINS
14	Thur	End of Add/Drop Course Changes and Late Registration for Online Session 5 classes
25	Mon	Memorial Day; all University offices closed; no GSEM classes

JUNE

8	Mon	GSEM SUMMER BEGINS
21	Sun	Last day to withdraw from Online Session 5 classes

JULY

3-4	Fri-Sat	Independence Day Observance; no GSEM classes; all University offices closed
5	Sun	Online Session 5 ENDS
6	Mon	Online Session 6 BEGINS
9	Thur	End of Add/Drop Course Changes and Late Registration for Online Session 6 classes

AUGUST

16	Sun	GSEM SUMMER ENDS; Last day to withdraw from Online Session 6 classes
30	Sun	Online Session 6 ENDS
31	Mon	August Degree Conferral

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STUDENT SERVICES

Library

The Benedictine University Library directly supports the academic mission of the University through selecting, curating, creating, preserving and providing anytime access to digital and physical resources and through providing the finest in-person and virtual support and services to all of our regional and global Library constituents. The Library also seeks to support an Inquiry General Education Curriculum which is at the heart of our liberal arts-based system of curricular and co-curricular electives in areas representing multiple disciplinary approaches and modes of problem-solving. Benedictine's courses are designed 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.

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.

The Information Literacy curriculum offered by the library covers all coursework and is designed to help students at all levels to find, evaluate, use, analyze and share information and construct knowledge in a clear, compelling and ethical manner. Librarians are available to work with faculty, classes and individual students to achieve these goals.

Collections:

- More than 335,000 books (print and electronic)
- Access to more than 125,000 periodicals (print and electronic)
- More than 86,000 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
- More than 2,000 pieces in the music score collection
- Copies of 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

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Consortium affiliations:

- Consortium of Academic and Research Libraries in Illinois (CARLI)
- LIBRAS
- Catholic Research Resources Alliance (CRRA)
- Center for Research Libraries (CRL)
- American Benedictine Academy
- Theological Library Cooperative of Arizona (TLCA)

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.
- 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) 829-6041. 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

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conducted each semester. Contact the center at (630) 829-6041 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@ace.edu or call (630) 829-6041 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.

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Benedictine University

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

Dining Services

The Krasa Dining Room, the Coal Ben, #Coffee and the Kindlon Coffee Shop are managed by A'Viands at Benedictine University.

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 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) 829-6144.

Benedictine Fitness Center

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

University Police

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

Alumni Association

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

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STUDENT COMPLAINT PROCESS

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

For the purpose 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. Grade appeals and appeals of accommodation denials are not student complaints and are not subject to this policy.

A complaint must occur in writing and within 15 business days from the action or occurrence by using the Student Complaint Process located at: ben.edu/student-life/student-complaint-form.cfm. The Student Complaint Process assists in defining the relevant information and facts needed to address the resolution process.

Student Complaint Process Overview:

- The Office of Student Life confirms receipt of the student complaint through an email response.
- The Office of Student Life reviews the complaint to determine appropriate actions.
- Within 10 business days, the Office of Student Life notifies the student in writing of the complaint's status describing steps to be taken.
- The Office of Student Life notifies the student in writing of the complaint's resolution within 20 business days. If more time is needed for the investigation, the Office of Student Life may extend that timeline and notify the student in writing of that extension.
- The Office of Student Life documents the complaint's resolution.
- If the complaint cannot be resolved after completing the Student Complaint Process, the student may file a complaint with their appropriate state agency as noted below.

Note for Illinois students:

If the complaint cannot be resolved after exhausting the Student Complaint Process, the student may file a complaint with the Illinois Board of Higher Education using their Institutional Complaint System located at <http://complaints.ibhe.org/>.

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. Contact:

Arizona State Board for Private Postsecondary Education
1740 West Adams Street, Suite 3008
Phoenix, AZ 85007

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Phone: (602) 542-5709

Website: <http://azppse.state.az.us/>.

Note for online students:

If the complaint cannot be resolved after exhausting the institution's Student Complaint Process, the student may file a complaint by contacting the Illinois Board of Higher Education using their Institutional Complaint System located at <http://complaints.ibhe.org/>.

Note for online students residing in California:

If your complaint cannot be resolved after exhausting the institution's Student Complaint Process, the student must file a complaint by contacting:

California Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833

Phone: (916) 263-1897

Website: <http://www.bppe.ca.gov/enforcement/complaint.shtml>

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ACADEMIC PROGRAMS – GRADUATE

Master of Arts (M.A.) in Linguistics

The M.A. in Linguistics (TESOL Concentration) is offered only in a cohort (blended delivery) model to international students in a joint partnership with the University of Social Sciences and Humanities (USSH) in Ho Chi Minh City, Vietnam.

College: College of Liberal Arts

Department: Languages and Literature

Student Type: Graduate

Faculty:

Sandra Gollin Kies, Ph.D.

Professor of English Language and Literature, and Program Director

Olga Lambert, Ed.D.

Associate Professor of English Language and Literature, and Chair of the Department of Languages and Literature

Introduction:

Linguistics, the scientific study of language, is a highly diverse field with many specializations relevant to today's increasingly globalized educational and business environments. Benedictine's Master of Arts (M.A.) in Linguistics enables students to develop an in-depth understanding of the nature of human language, and how it is used to communicate for different purposes in a variety of social, cultural and professional contexts. The M.A. in Linguistics program provides a thorough grounding in the basics of linguistics as a discipline as well as a choice of two concentrations that provide students with skills in the application of linguistic theory.

Description:

The Master of Arts (M.A.) in Linguistics program will allow candidates to earn the M.A. in Linguistics with TESOL. The M.A. in Linguistics with TESOL concentration provides degree candidates with both practical and theoretical instruction in applied linguistics, including preparation for teaching English as a Second Language (ESL) in a range of contexts.

M.A. with TESOL Concentration (Vietnam Cohort):**Curriculum and Course Sequence**

32 credit hrs: 7 content courses plus 4 scaffolded thesis preparation seminars (one per semester)

Semester 1 (each new cohort typically begins in July)

LING 5501: Introduction to Linguistics (4)

LING 5597: Thesis Seminar 1: Introduction to Thesis Writing (1)

LING 5520: Research Methods (TESOL) (4)

Semester 2

LING 5503: Methods and Materials for teaching ESL (4)

LING 5598: Thesis Seminar 2: Thesis Proposal (1)

Semester 3

LING 5502: Second Language Acquisition (4)

LING 5504: Assessment of ESL and Bilingual Students (4)

Semester 4

LING 5522: Issues in Second Language Writing (4)

LING 5523: English for Specific Purposes (4)

LING 5599: Thesis Seminar 3: Thesis Research (1)

Semesters 5-6

LING 6000: Thesis Seminar 4: Thesis Completion (1)

LING 6001: Thesis Continuation – optional (0)

Program Delivery

- Coursework and thesis completed within two years.
- Offered in a cohort model.
- Blended delivery.

Available only in Vietnam in partnership with USSH.

Requirements for admission

Benedictine University welcomes diversity, and international students are strongly encouraged to apply. We offer specialized preparatory or concurrent courses in English for Academic Purposes for students whose first language is not English and who require additional English language support.

For a full list of the general requirements and procedures for admission to graduate programs, please visit the University's Admissions website at ben.edu/admissions/graduate/process.cfm.

Please note the following requirements:

- Completed application form and application fee.

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Benedictine University

- Official and sealed transcripts from ALL colleges in which you previously enrolled (foreign credit must be evaluated by Benedictine's approved credential evaluators).
- A one-page essay discussing your education and career goals.
- An in-person or telephone interview with a representative of the department.
- Two letters of recommendation: one that addresses your academic potential, and one that addresses your interpersonal skills and work ethic.
- International students must fulfill the University's TOEFL or IELTS requirements.
- Note: a GRE is not required.

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

College: Daniel L. Goodwin College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

Ricky Holman, J.D.

Assistant Professor and Department Chair, Graduate Business Administration

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

Ron Baiman, Ph.D.

Assistant Professor, Graduate Business Administration

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

Joseph D. Cursio, M.S.

Instructor of Finance, Graduate Business Administration

B.S., 1988, Illinois Institute of Technology; M.S. Finance, 2011, Illinois Institute of Technology

John Draut, M.B.A.

Instructor, Graduate Business Administration and Program Director, M.S. in Accountancy Program

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

Sandra Gill, Ph.D., CCS

Associate Professor, Business Administration

B.A., 1970; M.A., 1974, Michigan State University; M.A., 1995; Ph.D., 1998, Fielding Graduate University

Zhen Liu, Ph.D.

Assistant Professor, Management Information Systems and Business Analytics Programs

B.S., 1996, Nankai University; M.S., 1999, Chinese Academy of Sciences; M.S., 2002, University of Illinois at Chicago; Ph.D., 2007, Northwestern University

Barbara T. Ozog, Ph.D.

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

M.S. in Business Analytics Program

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

Tom Yu, Ph.D.

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

M.S. in Accountancy Programs

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

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Benedictine University

Lecturers:

Duffy Blackburn, M.A.F.M., M.B.A., CISA, CPA, CFE
George Chakrabarty, M.B.A., MCPM, Senior Lecturer
Tsun Chow, Ph.D.
Ann Fulmer, M.S., Senior Lecturer
Kenneth Hansen, J.D., M.S., Senior Lecturer
James Hill, M.B.A., Senior Lecturer
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
Edmund Manrique, M.S., M.B.A.
Thomas Scott, M.S.A., CPA, CMA
Joseph Stachnik, J.D., M.B.A.
Martin Terpstra, M.S., CPA
Derrick Walters, Ed.D., M.B.A., PMP, ITIL

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

Introduction:

For 40 years, Benedictine's M.B.A. programs have been preparing students for executive and managerial positions in both the private and public sectors. Leaders in the 21st century must make their way through the maze of market uncertainty, global competition, ethical challenges and constant change. The Benedictine M.B.A. has prepared more than 7,000 students to meet these challenges.

Mission Statement:

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

Learning Goal for the Master of Business Administration (M.B.A.):

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

Why enroll in our M.B.A. degree?

The M.B.A. is widely recognized as a powerful professional credential in business and other organizations. The M.B.A. combines quantitative and qualitative courses to prepare you for the demands of contemporary business leadership in a complex, uncertain environment. The M.B.A. conveys practical knowledge and competence to better run organizations in a competitive

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environment. Essential skills needed in management include accounting, economics, project management, finance, strategy, marketing and ethics. The M.B.A. is an essential factor for your career growth and leadership development.

What is available to you?

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

Our M.B.A. programs are:

- Traditional On-Campus M.B.A.
- Online M.B.A.
- 4+1 M.B.A. Program
- International M.B.A. Program
- Hybrid Cohort M.B.A.
- Dual Degrees (M.B.A./M.S. in Management and Organizational Behavior, M.B.A./Master of Public Health, and M.B.A./M.S. in Nursing)

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

The M.B.A. curriculum includes 16 courses, 13 required and three electives, totaling 64 quarter credit hours. M.B.A. students are required to complete the foundation courses at a grade of "B" or better and successfully complete the 13 required courses plus 12 hours in elective coursework, at a 3.000 or higher cumulative GPA. All coursework with a grade below "C" must be repeated for the course to apply toward graduation and/or certificate requirements. Courses designated as foundation courses, as identified in the catalog, require a grade of a "B" or better to apply toward graduation/certificate requirements. Each of the 13 required courses are offered year-round. Traditional On-Campus evening M.B.A. classes typically meet one evening per week, from 6:30-9:30 p.m. Classes are scheduled in quarters that last 10 weeks and a late summer session, which is offered for five weeks in August/ September. Online M.B.A. classes are offered year-round and typically run six sessions a year, with each session lasting eight weeks.

Lisle Main Campus, Traditional M.B.A. Program:

Benedictine University's Traditional M.B.A. program is designed for working adults. The program's classes are ideal for those who seek flexibility in their course schedules and plan to register as either a full- or part-time student. Most classes are conducted one evening per week per class on the main campus in Lisle starting at 6:30 p.m. Select courses may be offered in a weekend format.

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

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Students in the Traditional On-Campus M.B.A. program are allowed to select between several required course options to best suit their career goals. Students may select from concentrations to fulfill degree requirements. The M.B.A. program may accept up to 16 quarter credit hours in waivers and 32 quarter credit hours in transfer credit toward the master's degree for graduate coursework completed at another accredited institution. The combination of waiver and transfer credit cannot exceed 32 quarter credit hours.

Traditional On-Campus M.B.A. Program Curriculum:

Foundation Courses 24 quarter credit hours:

MBA 5510 Economics

MBA 5541 Analytical Tools for Management Decisions

MSA 6500 Financial Accounting

MBA 6520 Leadership and Business Ethics in the Global Environment

MGMT 6530 Organizational Behavior

MBA 6539 International Business

The Managerial Process 28 quarter credit hours:

MSA 6601 Managerial Accounting

MBA 6611 Managerial Economics

MBA 6630 Operations Management

MBA 6651 Financial Management

MBA 6661 Marketing Management

MBA 6671 Strategic Management

MBA 6683 Project Management

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

Concentrations offered in the Traditional On-Campus M.B.A. program include: Accounting, Business Analytics, Health Administration, and Organizational Leadership.

4+1 M.B.A. Program:

Well-qualified Benedictine University students who complete an undergraduate degree may be eligible to complete the M.B.A. with one additional year (four additional quarters) of full-time graduate study (12 quarter credit hours per quarter). Students are encouraged to discuss curricular options with the program director. The full-time 4+1 Program is developed specifically for recent college graduates. Admission to the program is not automatic and an application must be completed during the student's senior year of undergraduate coursework.

Online M.B.A. Program

Benedictine University offers a high-quality, fully online M.B.A.. The interactive online format of the Online M.B.A. allows you the flexibility to complete your coursework around busy work and personal schedules; and earn your master's degree from an established, reputable university.

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Online M.B.A. Program Curriculum:

Foundation Courses 24 quarter credit hours:

MBA 5510 Economics

MBA 5541 Analytical Tools for Management Decisions

MSA 6500 Financial Accounting

MBA 6520 Leadership and Business Ethics in the Global Environment

MGMT 6530 Organizational Behavior

MBA 6539 International Business

The Managerial Process 28 quarter credit hours:

MSA 6601 Managerial Accounting

MBA 6611 Managerial Economics

MBA 6630 Operations Management

MBA 6651 Financial Management

MBA 6661 Marketing Management

MBA 6671 Strategic Management

MBA 6683 Project Management

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

Hybrid Cohort M.B.A. Program (offered in Northern and Central Illinois and Southwestern Arizona):

Benedictine University's cohort M.B.A. program offers an evening, blended-style program to working adults. The M.B.A. degree is completed in less than two years while attending classes one evening per week, at a location close to home or work. The cohort delivery is a hybrid format, with courses offered in-class and fully online in D2L. Cohorts start regularly throughout the year.

Hybrid Cohort M.B.A. Program Curriculum:

Foundation Courses 24 quarter credit hours:

MBA 5510 Economics

MBA 5541 Analytical Tools for Management Decisions

MSA 6500 Financial Accounting

MBA 6520 Leadership and Business Ethics in the Global Environment

MGMT 6530 Organizational Behavior

MBA 6539 International Business

The Managerial Process 28 quarter credit hours:

MSA 6601 Managerial Accounting

MBA 6611 Managerial Economics

MBA 6630 Operations Management

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Benedictine University

MBA 6651 Financial Management
MBA 6661 Marketing Management
MBA 6671 Strategic Management
MBA 6683 Project Management

Elective Courses 12 quarter credit hours:

MBA 5551 Strategic Managerial Communications
MBA 6559 Entrepreneurship
MGMT 6581 Team Building
MBA 6633 Legal Issues in the Workplace

The electives in the Cohort program do not lead to a specific concentration. Concentrations may be added via additional elective coursework upon advisement and availability is dependent on location.

International M.B.A. Program:

Benedictine partners with international universities. Benedictine's International M.B.A. Program prepares students to enter today's dynamic global workplace with the assurance of superior personal and intellectual development, along with the important understanding of today's multicultural environment. Students complete 64 quarter credit hours in 13 core M.B.A. courses, plus three courses focusing on international business. Those students interested in a truly international experience have the opportunity to take their concentration courses at Copenhagen Business School (CBS), an exchange partner institution of Benedictine University. Summer sessions at partner institutions offer coursework in an accelerated 12 to 21 day format.

The Asian M.B.A. program is run in partnership with two universities in Shenyang: Shenyang University of Technology and Shenyang Jianzhu University (formerly Shenyang Architectural and Civil Engineering University). The M.B.A. program is also being offered in partnership with Vietnam National University (VNU) in Hanoi and at Dong A University in Da Nang. The Higher Learning Commission approved Benedictine University to offer M.B.A. and Master of Science (M.S.) in Management Information Systems programs throughout China and Vietnam.

Dual Degree M.B.A. Programs:

Benedictine University offers the following three dual M.B.A. degrees: M.B.A./M.S. in Management and Organizational Behavior, M.B.A./Master of Public Health, and M.B.A./M.S. in Nursing. Dual degree programs prepare students to take leadership roles and pursue a myriad of career opportunities. Dual degree programs generally require 96 quarter credit hours and may be completed in as little as 36 months. Application and admission is required to each graduate program, and students must fulfill all requirements for each program in the selected dual degree. Students admitted to a graduate business administration program may apply to a dual degree program at any time during their initial degree program or up to five years after completion of the initial degree program. Approval of both program directors and the Department of Graduate Business Administration chair is required. Should a returning Benedictine student exceed the five-year time limit required to apply to a dual degree program, the student may petition the department chair to consider their prior academic performance and professional development in order to be considered for the dual degree program.

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These applications will be considered on an individual basis. The residency requirement for a dual degree is 64 quarter credit hours.

Course Waivers, Transfers and Substitutions:

Waivers: M.B.A. course waivers may be granted to one M.B.A. course should the student successfully complete two undergraduate courses in the same field of study from a regionally accredited undergraduate program with a grade of "B" or better within the last seven years of application to the program. The maximum M.B.A. courses allowed to be waived is four. Four Benedictine M.B.A. courses equals 16 quarter hours. A student may also be eligible for an M.B.A. course waiver should the student have a current valid professional certification such as CPA or PMP.

Transfers: M.B.A. course transfers may be granted to one M.B.A. course should the student successfully complete one graduate course in the same field of study from another regionally accredited graduate program with a grade of "B" or better within the last five years of application to the program. The maximum M.B.A. courses allowed to accept a transfer is eight. Eight Benedictine M.B.A. courses equals 32 quarter hours. The student shall provide a copy of the course descriptions and syllabi of courses taken from another regionally accredited university master's program for confirmation of comparability to the Benedictine M.B.A. courses as part of the application packet.

Substitutions: A Benedictine M.B.A. course may be granted a substitution to accept another Benedictine M.B.A. course in its place from the same Benedictine University M.B.A. program. A request to substitute one M.B.A. course for another M.B.A. course within the Benedictine University program shall be approved by the department chair. All substitutions will be reviewed in order to insure the integrity of the Benedictine degree is not compromised, and all Benedictine degree program objectives are met.

M.B.A. Program Electives:

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

M.B.A. Program Concentrations:

A unique feature of the Benedictine M.B.A. program is the option to earn one or more concentrations. A concentration is earned by completing 12 elective quarter credit hours from the specific courses designated for each concentration. Earning a concentration is optional. Students must comply with all course prerequisites when planning a concentration. Those students wishing to earn two or more concentrations must complete a unique set of courses for each concentration. An elective cannot be used to meet the requirements of two different concentrations.

Starting the Program:

Because your M.B.A. requires a significant commitment, your initial advising appointment is very important. Whether you are enrolled in a certificate program or accepted as a degree-seeking M.B.A. student, you are encouraged to schedule an advising appointment before enrolling in the first M.B.A.

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class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.B.A. resources. M.B.A. course prerequisites must be met for enrollment in upper-level courses.

Admission Requirements:

Application for graduate admission

- \$40 non-refundable application fee
- Official transcripts from all universities/colleges attended. Official electronic transcripts can be emailed to e-transcripts@ben.edu
- Official copy of GRE or GMAT test scores or completed test waiver form
- Two letters of reference from individuals familiar with the applicant's professional or academic work, excluding family or personal friends
- A one- to two-page essay addressing educational and career goals
- Current résumé listing chronological work history
- Personal interview may be required prior to an admission decision
- Students who have completed any foreign postsecondary education (college, university, etc.) are required to submit an official credit evaluation. Students may submit a detailed evaluation from Educational Perspectives at edperspectives.org/benedictine or a course-by-course evaluation from Education Credential Evaluators (ECE) at ece.org. Official reports must be mailed directly to Benedictine from Educational Perspectives or ECE or submitted electronically directly to Benedictine from Educational Perspectives or ECE. Please contact the Enrollment Center for more information.

Applicants having a cumulative GPA of 3.200 or better may be waived from the GMAT requirement. Applicants wishing to apply for a GMAT waiver, but who do not have a GPA of 3.200 or better, may be considered pending successful completion of specified quantitative and/or qualitative courses. Many factors are weighed in assessing an applicant. There is no set admission formula and no predetermined cut-off point for test scores.

Applicants who have not completed college algebra within the past five years may be required to demonstrate math proficiency or participate in a math refresher course MBA 4400 Math Review.

M.B.A. Concentrations

Accounting:

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

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MSA 5504 Corporate Accounting Theory and Practice I (4)
MSA 5506 Corporate Accounting Theory and Practice II (4)
MSA 5513 Auditing Theory and Practice (4)
MSA 5515 Advanced Accounting (4)
MSA 6603 Cost Analysis, Profit Planning and Control (4)
MSA 6604 Theory and Practice of Financial Reporting (4)
MSA 6605 Tax Influences on Decision-Making (4)
MSA 6606 Forensic Accounting (4)
MSA 6607 Fraud Examination (4)
MSA 6608 Fraud and the Legal Environment (4)
MSA 6609 Computer Fraud (4)

Business Analytics:

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

MSBA 6641 Optimization Techniques for Management Decisions (4)
MSBA 6659 Business Analytics (4)*
MSBA 6663 Machine Learning (4)
MIS 6674 Database Management Systems (4)
MIS 6677 Knowledge-based Systems (4)
MSBA 6685 Data Visualization (4)
MSBA 6686 Analytics for Big Data (4)
MSBA 6687 Data Warehousing (4)
MSBA 6691 Business Analytics Lecture Series (1-4)

*Required

Health Administration:

The Health Administration concentration examines how financial, legal and marketing activities are transformed when applied in health care organizations. Integration of the systemic view of U.S. health care into the decision-making process prepares students to become mid- and senior-level health executives who are able to combine the analytic tools of business with an understanding and appreciation of the human side of health care. You may earn this concentration by selecting 12 or more quarter credit hours from the list below:

MPH 6002 Public Health System (4)
MPH 6005 Environmental Health (4)
MPH 6064 Marketing in Public Health (4)
MPH 6080 The Business of Health Care (4)

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**Organizational Leadership:**

The practice of leadership has undergone revolutionary change during the last decade. Managing a for-profit or not-for-profit organization requires competence in the behavior sciences, which is the basis for this concentration. The courses listed below offer knowledge and skills for students to redesign the organization's work systems and create an effective leadership role for themselves. This concentration is earned by selecting 12 or more quarter credit hours from the list below, including the asterisked course:

MGMT 6532 Organizational Development (4)

MGMT 6553 Organization Design (2)

MGMT 6557 Organizational Culture (2)

MGMT 6580 Group Dynamics (4)

MGMT 6581 Team Building (2)

MGMT 6582 Conflict Management (2)

MGMT 6585 High Performance Work Systems/Large Group Interventions (2)

MBA 6626 Strategic Business Communications (4)

MGMT 6634 Strategy, Structure and Decision-Making (4)*

**Required*



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

College: College of Education and Health Services

Department: Public Health

Student Type: Graduate

Faculty:

W. Susan Cheng, Ph.D., M.P.H.

Department Chair and Associate Professor, Public Health

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

M.P.H., San Diego State University

B.A., Northwestern University

Alicia Battle, Ph.D., M.S., MCHES

Assistant Professor, Public Health

Ph.D., Southern Illinois University

M.S., Austin Peay State University

B.A., Austin Peay State University

Krishna Bhagat, Ph.D., M.P.H.

Assistant Professor, Public Health

Ph.D., University of Maryland

M.P.H., Boston University

B.A., University of Illinois, Urbana-Champaign

Christopher Duffrin, Ph.D., M.S., M.Ed.

Professor, Public Health

Ph.D., Ohio University

M.S., Western Illinois University

M.Ed., Ohio University

B.S., Western Illinois University

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

Professor, Public Health

Ph.D., University of Iowa

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

M.A., University of Toronto

B.A., University of Iowa

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Benedictine University

Lindsey Ho, Dr.P.H., M.P.H.

Assistant Professor, Public Health

Dr.P.H., University of North Carolina at Chapel Hill

M.P.H., San Diego State University

B.S., University of California, San Diego

Georgeen Polyak, Ph.D., M.S.

Associate Professor, Public Health

Ph.D., University of Illinois

M.S., University of St. Francis

M.S., Northern Illinois University

B.A., Lewis University

Markesha Woodson, Ph.D., M.B.A., M.S.P.H.

Assistant Professor, Public Health

Ph.D., University of Illinois, Urbana-Champaign

M.B.A., Lewis University

M.S.P.H., University of Illinois, Urbana-Champaign

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

Lisle Main Campus Lecturers:

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

John Morgan, M.M.

Carolyn Rodgers, Ph.D., M.P.H.

Michael Wileman, M.P.H.

Introduction:

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

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

The overall approach:

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

Using the scientific method:

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

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***Based on concepts, skills and values:***

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

Producing assessments, plans, programs and policies:

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

Integrating and synthesizing knowledge and skills:

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

Overview:

The program is designed to meet the needs of a variety of students by offering a generalist M.P.H. degree, certificates in specialized areas, and dual degrees with master's level programs in business administration, information systems, organizational behavior, and nutrition and wellness. The M.P.H. degree is offered in both on campus and online formats.

M.P.H. Degree:

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

Curriculum:

The M.P.H. degree requires 58 quarter hours which includes 40 quarter credit hours of foundation (core) courses; 12 quarter credit hours of elective courses; and an internship/capstone Pass/Fail

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experience of 6 quarter credit hours (240 contact hours). It is the responsibility of the student to secure a site for the field placement.

A student must complete a minimum of 32 quarter credit hours of coursework at Benedictine University at the 5000 level or above. This requirement is known as the academic residency requirement. For students in dual degree programs, the residency requirement is 64 quarter credit hours.

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

Core (Foundation) Courses (40):

MPH 5011 Biostatistics (4)*
MPH 6001 Behavioral and Social Aspects of Public Health (4)
MPH 6002 Public Health System (4)
MPH 6004 Epidemiology (4)*
MPH 6005 Environmental Health (4)
MPH 6006 Methods of Research in Public Health (4)*
MPH 6010 Health Policy (4)
MPH 6011 Biological Aspects of Public Health (4)
MPH 6062 Management of Health Services Organizations (4)
MPH 6098 Community Health Analysis (4)*

Internship (Capstone) Experience (6):

MPH 6099 MPH Internship/Capstone (6)

Elective Courses (12):

MPH 6003 Ethical and Political Issues (4)
MPH 6009 Cultural Context of Health (4)
MPH 6032 Public Health Education Methods (4)
MPH 6034 Public Health Education Programs and Skills (4)
MPH 6050 Emergency Preparedness and Planning (4)
MPH 6054 Psychology and Sociology of Disasters (4)
MPH 6056 Emergency Response and Recovery (4)
MPH 6064 Marketing in Public Health (4)
MPH 6080 The Business of Health Care (4)
MPH 6093 Global Health (4)
MPH 6094 Grant Writing for Public Health (4)
MPH 6096 Applied Epidemiology (4)
MPH 6097 Advanced Research Methods

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Certificate Programs - Required Courses:

HEALTH MANAGEMENT and POLICY CERTIFICATE

(16 quarter credit hours required)

MPH 6002 Public Health System (4)

MPH 6010 Health Policy (4)

MPH 6062 Management of Health Services Organizations (4)

Select one of the following courses:

MPH 6064 Marketing in Public Health (4) or

MPH 6080 The Business of Health Care (4) or

MPH 6094 Grant Writing for Public Health* (4)

HEALTH EDUCATION AND PROMOTION CERTIFICATE

(16 quarter credit hours required)

MPH 6001 Behavioral and Social Aspects of Public Health (4)

MPH 6009 Cultural Context of Health (4)

MPH 6032 Public Health Education Methods (4)

Select one of the following courses:

MPH 6034 Public Health Education Programs and Skills (4) or

MPH 6094 Grant Writing for Public Health* (4)

EPIDEMIOLOGY CERTIFICATE

(16 quarter credit hours required)

MPH 5011 Biostatistics (4)

MPH 6004 Epidemiology (4)

MPH 6006 Methods of Research in Public Health (4)

Select one of the following courses:

MPH 6096 Applied Epidemiology (4)

MPH 6097 Advanced Research Methods (4)

The following course may only be applied to one certificate listed above:

*MPH 6094 Grant Writing for Public Health

Dual Degrees:

Dual degree options prepare students to take leadership roles and pursue a myriad of career opportunities. Dual degree programs generally require 98 quarter credit hours.

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

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

Starting the Program

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

Application to the M.P.H. program can be done online at ben.edu/gradadult or through the Graduate Enrollment office.

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

- An official transcript demonstrating successful completion of the bachelor's degree or higher conferred by a regionally accredited institution of higher education or recognized formal institution.
- Two letters of recommendation from individuals familiar with the applicant's professional or academic work, excluding family or personal friends.
- For international applicants: a minimum TOEFL test score of 600 on paper-based test or a score of 250 on the computer-based test. (Minimum score may vary as ETS revises the exam) or degree confirmation from an institution of higher learning whose language of instruction is English.
- Essay describing the candidate's career path.
- GRE, MAT, GMAT, LSAT, DAT or other graduate professional exams. Professional licensure exams may not be used.
- Applicants with an undergraduate GPA 2.750+ or a graduate degree are exempt from the exam requirement.
- Applicants with an undergraduate GPA between 2.750 and 3.500 may be admitted conditionally without consideration of graduate professional exam scores. For conditional admission to convert to regular admission, the student must complete each of the following courses with a "B" or better:
 - MPH 5011 Biostatistics
 - MPH 6001 Behavioral and Social Aspects of Public Health
 - MPH 6002 Health Care Systems
- Applicants with an undergraduate GPA below 2.750 must submit graduate professional exam scores, and if admitted, will be a conditional admission and must complete each of the following courses with a "B" or better:
 - MPH 5011 Biostatistics
 - MPH 6001 Behavioral and Social Aspects of Public Health
 - MPH 6002 Public Health System
- All students must complete MPH 5011, MPH 6001 and MPH 6002 with a grade of "B" or better to successfully advance in the program toward gaining the degree, and to be considered as an "active student" in the MPH program*. Any grade below a "B" in a core class is considered a failing grade and will not count for credit. The program must be completed within six years.

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**Please note this is separate from the University classification in MyBenU of an active student that consists of all currently enrolled students and those eligible to enroll.*

- Applicants may be required to take a language/writing skills assessment. Students will be required to complete successfully one or more adult discourse graduate courses during the first term of enrollment based on the assessment.

Admission to the Public Health Certificate Programs:

Applicants must demonstrate proof of a baccalaureate degree from a regionally accredited college or university and must meet with an M.P.H. program advisor prior to registering and upon completion of the certificate courses. A minimum GPA of 3.000 in certificate applicable coursework is required to receive a certificate.

Incomplete Policy:

Students must complete at least 67% of the coursework with a grade of 80% or higher (a letter grade of "B") to be eligible to request an incomplete for a class. Incomplete requests must be submitted at least 72 hours prior to the last class. Incomplete requests are by instructor approval only, for extraordinary circumstances outside of the student's control.

Academic Honesty Policy:

All courses in the MPH program adhere to the University's Academic Honesty Policy. Violations of the policy, as described in the University policy, will result in a grade of zero (0) points for the assignment for the first violation, and will result in a "F" for the course for the second violation.

Admission to the Dual Degree Programs:

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

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Master of Science (M.S.) in Accountancy

College: Daniel L. Goodwin College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

Ricky Holman, J.D.

Assistant Professor and Department Chair, Graduate Business Administration

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

Ron Baiman, Ph.D.

Assistant Professor, Graduate Business Administration

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

Joseph D. Cursio, M.S.

Instructor of Finance, Graduate Business Administration

B.S., 1988, Illinois Institute of Technology; M.S. Finance, 2011, Illinois Institute of Technology

John C. Draut, M.B.A.

Instructor, Graduate Business Administration and Program Director, M.S. in Accountancy Program

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

Sandra Gill, Ph.D. CCS

Associate Professor, Business Administration

B.A., 1970; M.A., 1974, Michigan State University; M.A., 1995; Ph.D., 1998, Fielding Graduate University

Zhen Liu, Ph.D.

Assistant Professor, Management Information Systems and Business Analytics Programs

B.S., 1996, Nankai University; M.S., 1999, Chinese Academy of Sciences; M.S., 2002, University of Illinois at Chicago; Ph.D., 2007, Northwestern University

Barbara T. Ozog, Ph.D.

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

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

Tom Yu, Ph.D.

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

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

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**Lecturers:**

Duffy Blackburn, M.A.F.M., M.B.A., CISA, CPA, CFE
George Chakrabarty, M.B.A., MCPM, Senior Lecturer
Tsun Chow, Ph.D.
Ann Fulmer, M.S., Senior Lecturer
Kenneth Hansen, J.D., M.S., Senior Lecturer
James Hill, M.B.A., Senior Lecturer
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
Edmund M. Manrique, M.S., M.B.A.
Thomas Scott, M.S.A., CPA, CMA
Joseph Stachnik, J.D., M.B.A.
Martin Terpstra, M.S., CPA
Derrick Walters, Ed.D., M.B.A., PMP, ITIL

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

Introduction:

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

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

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

Overview:

The M.S. in Accountancy program focuses on broad-based accounting knowledge and provides students with the professional skills and competencies necessary to be a successful accountant in today's complex business environment. Courses in other business disciplines (economics, leadership) are integrated into the program to complement a professional accounting career. Students are taught by acknowledged experts in the field of accounting. The course materials will develop a cohesive

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understanding of the major technical, conceptual and practical issues in accounting while gaining an appreciation for the ethical and legal considerations of the accounting profession and of the professional judgment and independent attitude necessary to deal objectively with these considerations

M.S. in Accountancy Program:

Benedictine University's M.S. in Accountancy program is designed for working adults who have a business-related undergraduate degree but limited coursework or experience in accounting. The program's classes are ideal for those who seek flexibility in their course schedules and plan to register as either a full- or part-time student. Classes are conducted one evening per week per class on the main campus in Lisle starting at 6:30 p.m.

4+1 M.S. in Accountancy Program:

Well-qualified Benedictine University students who complete a B.B.A. or B.S. undergraduate degree may be eligible to complete the M.S. in Accountancy program with one additional year (four additional quarters) of full-time graduate study (12 quarter credit hours per quarter). Students in other majors are encouraged to discuss curricular options with the program director. The full-time 4+1 Program is developed specifically for recent college graduates. Admission to the program is not automatic and an application must be completed during the student's senior year of undergraduate coursework.

Curriculum:

The M.S. in Accountancy program requires 64 quarter credit hours of graduate coursework. A minimum of 32 quarter credit hours of graduate coursework must be completed at Benedictine University. The program consists of four major components:

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

Managerial Competency:

MBA 5510 Economics (4)

MBA 6520 Leadership and Business Ethics in the Global Environment (4)

MGMT 6530 Organizational Behavior (4)

MSA 6611 Managerial Economics (4)

Core/Foundation Accounting Competency:

MSA 5504 Corporate Accounting Theory and Practice I (4)

MSA 5513 Auditing Theory and Practice (4)

MSA 5515 Advance Accounting (4)

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MSA 6500 Financial Accounting (4)
MSA 6601 Managerial Accounting (4)

Advanced Accounting Topics:

MSA 5506 Corporate Accounting Theory and Practice II (4)
MSA 6603 Cost Analysis, Profit Planning and Control (4)
MSA 6604 Theory and Practice of Financial Reporting (4)
MST 6605 Tax Influences on Decision-Making (4)

Twelve quarter credit hours of electives are required for completion of the degree. Electives may be chosen from the subject areas of MBA, MSA, MIS, MST, MSF, and MGMT based on student's needs. Students planning to sit for the CPA exam may need to take MBA 6626 Strategic Business Communications as an elective to meet the business communication requirement.

The M.S. in Accountancy program may accept up to 32 quarter credit hours in transfer credit toward the master's degree for graduate coursework completed at another institution.

Course Substitutions and Waivers:

Course substitutions and waivers for foundation-level courses may be determined by the M.S. in Accountancy department chair/program director on a case-by-case basis. Students with a graduate business degree or a professional certificate/licensure (e.g., Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/waiver. Students with extensive undergraduate equivalent coursework completed at a 3.000 or higher GPA taken within seven years from the date of application to the M.S. in Accountancy program may be eligible for a course substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience. Up to 16 quarter credits hours are available for course substitution and waiver.

Admission Requirements:

Application for graduate admission

- \$40 non-refundable application fee
- Official transcripts from all universities/colleges attended. Official electronic transcripts can be emailed to e-transcripts@ben.edu
- Official copy of GRE or GMAT test scores or completed test waiver form
- Two letters of reference from individuals familiar with the applicant's professional or academic work, excluding family or personal friends
- A one- to two-page essay addressing educational and career goals
- Current résumé listing chronological work history
- Personal interview may be required prior to an admission decision
- Students who have completed any foreign postsecondary education (college, university, etc.) are required to submit an official credit evaluation. Students may submit a detailed evaluation from Educational Perspectives at edperspectives.org/benedictine or a course-by-course evaluation from Education Credential Evaluators (ECE) at ece.org. Official reports must be mailed directly to Benedictine from Educational Perspectives or ECE or submitted

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electronically directly to Benedictine from Educational Perspectives or ECE. Please contact the Enrollment Center for more information.

Applicants having a cumulative GPA of 3.200 or better may be waived from the GMAT requirement. Applicants wishing to apply for a GMAT waiver, but who do not have a GPA of 3.200 or better, may be considered pending successful completion of a specified quantitative and qualitative course.

Applicants who have not completed college algebra within the past five years may be required to demonstrate math proficiency.

Concentrations

Forensic Accounting:

MSA 6606 Forensic Accounting

MSA 6607 Fraud Examination

MSA 6608 Fraud and the Legal Environment

MSA 6609 Computer Fraud

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

Auditing:

MSA 6614 Auditing and Assurance I

MSA 6615 Auditing and Assurance II

MSA 6616 Information System Auditing

MSA 6617 Internal Auditing

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

Taxation:

MST 6623 Taxation of Corporations and Shareholders

MST 6624 Federal Tax Research

MST 6625 Federal Taxation of Partnerships

Note: For those students planning to sit for the CPA exam, MST 6624 Federal Tax Research will count toward the research requirement)

Policies:

The M.S. in Accountancy curriculum includes 16 courses, 13 required and three electives, totaling 64 quarter credit hours. Course substitutions and waivers for foundation-level courses may be determined by the M.S. in Accountancy program director on a case-by-case basis. Demonstration of a graduate degree, a professional certificate (such as Certified Public Accountant) or extensive undergraduate completion of equivalent coursework at a 3.000 or higher GPA is required for any Accountancy course substitution/waiver or transfer.

Each of the 13 required courses are offered year-round. Accountancy classes typically meet one evening per week, from 6:30-9:30 p.m. and are scheduled on a quarter system that lasts 10 weeks.

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Accountancy courses require individual academic work and team projects. Elective courses are offered once a year, and advanced academic planning is recommended to incorporate preferred electives.

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



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

College: Daniel L. Goodwin College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

Ricky M. Holman, J.D.

Assistant Professor and Department Chair, Graduate Business Administration
B.S., 1977, George Mason University; J.D., 1988, Thomas M. Cooley Law School

Ron P. Baiman, Ph.D.

Assistant Professor, Graduate Business Administration
B.Sc., 1973, Hebrew University; M.A., 1981, Ph.D., 1992, New School for Social Research

Joseph D. Cursio, M.S.

Instructor of Finance, Graduate Business Administration
B.S., 1988, Illinois Institute of Technology; M.S. Finance, 2011, Illinois Institute of Technology

John C. Draut, M.B.A.

Instructor, Graduate Business Administration and Program Director, M.S. in Accountancy Program
B.S., 1970, University of Illinois; M.B.A., 1981, DePaul University

Sandra Gill, Ph.D., CCS

Associate Professor, Business Administration
B.A., 1970; M.A., 1974, Michigan State University; M.A., 1995; Ph.D., 1998, Fielding Graduate University

Zhen Liu, Ph.D.

Assistant Professor, Management Information Systems and Business Analytics Programs
B.S., 1996, Nankai University; M.S., 1999, Chinese Academy of Sciences; M.S., 2002, University of Illinois at Chicago; Ph.D., 2007, Northwestern University

Barbara T. Ozog, Ph.D.

Professor and Program Director, Management Information Systems and Business Analytics
B.S., 1977, Loyola University Chicago; M.S., 1979, Ph.D., 1985, Northwestern University

Tom Yu, Ph.D.

Assistant Professor, Graduate Business Administration
B.S., 1971, Montana State University; M.S., 1973, Arizona State University; Ph.D., 1978, Texas A&M University

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Lecturers:

Duffy Blackburn, M.A.F.M., M.B.A., CISA, CPA, CFE
George Chakrabarty, M.B.A., MCPM, Senior Lecturer
Tsun Chow, Ph.D.
Ann Fulmer, M.S., Senior Lecturer
Kenneth Hansen, J.D., M.S., Senior Lecturer
James Hill, M.B.A., Senior Lecturer
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
Edmund M. Manrique, M.S., M.B.A.
Thomas Scott, M.S.A., CPA, CMA
Joseph Stachnik, J.D., M.B.A.
Martin Terpstra, M.S., CPA
Derrick Walters, Ed.D., M.B.A., PMP, ITIL
Nathan Patrick Taylor, M.S., M.P.H.

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Overview:

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

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

Examples of business analytics uses include:

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

The graduate program in Business Analytics is appropriate for students in functional business units as well as information technology because it leverages information technology and business thinking to

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turn data into actionable intelligence. The program is designed for students who have an interest in quantitative methods, exploring and uncovering relationships through data analysis, using data to solve business problems, and who are wanting to enter or advance in a career in business analytics.

Benedictine offers an innovative course of professional graduate study that integrates the body of knowledge in business analytics with the student's choice of a concentration, such as Business Administration, Forensic Accounting, Health Care, Management Information Systems, Marketing and Professional Internship. These concentrations and additional available electives are not only applicable to a student's profession, but are also key in broadening a student's perspective.

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

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

The program's classes are ideal for those who seek flexibility in their course schedules and plan to register as either a full- or part-time student. Classes are conducted one evening per week per class on the main campus in Lisle starting at 6:30 p.m. Select courses may be offered in a weekend, Saturday, or online format. Please consult MyBenU for exact times and locations.

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

Students will be expected to:

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

Curriculum:

The M.S. in Business Analytics program requires 64 quarter credit hours, integrating 12 quarter credit hours of foundations courses, 40 quarter credit hours of core courses, as well as 12 quarter credit

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hours of electives or courses in one of several concentrations: Business Administration, Forensic Accounting, Health Care, Management Information Systems, Marketing, and Professional Internship.

Our courses are scheduled so that a student may complete the program in two years by taking 8 quarter credit hours per term.

4+1 M.S. in Business Analytics Program:

Well-qualified Benedictine University students who complete a B.B.A. or B.S. degree may be eligible to complete the master's degree in Business Analytics with one additional year (four additional quarters) of full-time graduate study (12 quarter credit hours per quarter). Students in other majors are encouraged to discuss curricular options with the program director. The full-time 4+1 Program is developed specifically for recent college graduates. Admission to the program is not automatic and an application must be completed during the student's senior year of undergraduate coursework.

Professional Internship:

Our full-time internship is developed specifically for recent college graduates and offers a professional internship experience as the program concentration. Students complete 64 quarter credit hours in Business Analytics courses, including 12 quarter credit hours in internship courses. The internship experience is supervised by a faculty advisor to prepare students without significant professional career experience for their future roles and responsibilities in the workplace. Classes are conducted evenings and weekends to allow for the demands of day-time internships.

Requirements:

Application for graduate admission

- \$40 non-refundable application fee
- Official transcripts from all universities/colleges attended. Official electronic transcripts can be emailed to e-transcripts@ben.edu
- Official copy of GRE or GMAT test scores or completed test waiver form
- Two letters of reference from individuals familiar with the applicant's professional or academic work, excluding family or personal friends
- A one- to two-page essay addressing educational and career goals
- Current résumé listing chronological work history
- Personal interview may be required prior to an admission decision
- Students who have completed any foreign postsecondary education (college, university, etc.) are required to submit an official credit evaluation. Students may submit a detailed evaluation from Educational Perspectives at edperspectives.org/benedictine or a course-by-course evaluation from Education Credential Evaluators (ECE) at ece.org. Official reports must be mailed directly to Benedictine from Educational Perspectives or ECE or submitted electronically directly to Benedictine from Educational Perspectives or ECE. Please contact the Enrollment Center for more information.

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**Course Substitutions and Waivers:**

Course substitutions and waivers for 5000-level courses may be determined by the M.S. in Business Analytics program director on a case-by-case basis. Students with a relevant graduate degree or a professional or industry certificate/licensure (e.g. Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/wavier. Students with extensive undergraduate equivalent coursework completed at a 3.000/4.000 or higher GPA taken within seven years from the date of application to the M.S. in Business Analytics program may be eligible for a course substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience.

Business Analytics Foundations (12 quarter credit hours):

MBA 5541 Analytical Tools for Management Decisions (4)
MBA 6520 Leadership & Business Ethics in the Global Environment (4)
MGMT 6530 Organizational Behavior (4)

Business Analytics Core (40 quarter credit hours):

MSBA 6641 Optimization Techniques for Management Decisions (4)
MSBA 6659 Business Analytics (4)
MSBA 6663 Machine Learning (4)
MIS 6674 Database Management Systems (4)
MIS 6677 Knowledge-based Systems (4)
MBA 6683 Project Management (4)
MSBA 6685 Data Visualization (4)
MSBA 6686 Analytics for Big Data (4)
MSBA 6687 Data Warehousing (4)
MSBA 6689 Business Analytics Capstone (4)

Business Analytics Electives or Concentrations (12 quarter credit hours):

MSBA 6600 Independent Study (1-4)
MSBA 6690 Business Analytics Internship (1-4)
MSBA 6691 Business Analytics Lecture Series (1-4)

Concentrations**Business Administration:**

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

Business Administration (12 quarter credit hours):

MBA 5510 Economics (4)
MSA 6500 Financial Accounting (4)
MSA 6601 Managerial Accounting (4)

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MBA 6611 Managerial Economics (4)
MBA 6630 Operations Management (4)
MBA 6651 Financial Management (4)

Forensic Accounting:

The concentration in Forensic Accounting is intended for students with a background in accounting and are interested in additional coursework necessary to prepare for the CPA exam or CFE exam.

Forensic Accounting (12 quarter credit hours):

MSA 6606 Forensic Accounting (4)
MSA 6607 Fraud Examination (4)
MSA 6608 Fraud and the Legal Environment (4)
MSA 6609 Computer Fraud (4)
MSA 6616 Information Systems Auditing (4)

Health Care:

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

Health Care (12 quarter credit hours):

MPH 6001 Behavioral and Social Aspects of Public Health (4)
MPH 6002 Public Health System (4)*
MPH 6004 Epidemiology (4)
MPH 6005 Environmental Health (4)
MPH 6006 Methods of Research in Public Health (4)
MPH 6010 Health Policy (4)
MPH 6011 Biology of Public Health (4)
MPH 6062 Management of Health Services Organizations (4)
MPH 6080 The Business of Health Care (4)
MPH 6098 Community Health Analysis (4)
MPH 6099 Supervised Field Experience in Public Health (6)

**Required*

Management Information Systems:

The current competitive environment in business, health care and other settings relies on information resources to manage day-to-day operations as well as to plan long-term strategies. For many organizations, substantive competitive advantage is directly associated with the creative application of information technology.

Management Information Systems (12 quarter credit hours):

MIS 5546 Systems Analysis and Design (4)
MIS 6655 Computer and Network Security (4)

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MIS 6656 Information Systems Security (4)

MIS 6657 E-Commerce (4)

Professional Internship:

Our full-time internship concentration is developed specifically for recent college graduates and offers a professional internship experience. Students complete 64 quarter credit hours in business analytics courses including 12 quarter credit hours in internship courses. The goal of the internship experience is to prepare students without significant professional career experience for their future roles and responsibilities in the workplace.

Professional Internship (12 quarter credit hours):

MSBA 6690 Business Analytics Internship (12)

Project Management:

Project management is one of the world's most in-demand skill sets, spanning all industries and sectors of business. Project management leadership is a highly sought-after skill as intense global competition demands that new projects and business development be completed on time and within budget. Courses offer the student an understanding of organizational behavior as it relates to the individual, effective team-building skills, conflict management and resolution, as well as skills to effectively manage the financial side of projects.

Project Management (12 quarter credit hours):

MGMT 6580 Group Dynamics (4)

MGMT 6581 Team Building (2)

MGMT 6582 Conflict Management (2)

MGMT 6634 Strategy, Structure and Decision-Making (4)*

MBA 6651 Financial Management (4)*

**Required*

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

College: College of Science

Department: Biological Sciences

Student Type: Graduate

Faculty:

Jayashree Sarathy, Ph.D.,
Academic Program Director, M.S. in Clinical Exercise Physiology
Program Director, M.S. in Integrative Physiology
Associate Professor, Department of Biological Sciences
Ph.D., 1999, University of Illinois at Chicago

Allison Wilson, Ph.D.
Professor, Department of Biological Sciences
Ph.D., Physiology, 1999, University of Illinois at Chicago

Academic Administrators:

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

Lecturers:

Mary Rago Dobrinska, M.S.
Betsy Hart, M.S., CCEP, CCRP
Laurie Schubert, Ph.D., RD, LDN
Jacob Tudorica, M.S.
Magda Webb, M.A.
David Zanghi, M.S., M.B.A., ATC/L, CSCS, FAACVPR

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

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**Introduction:**

Benedictine University's Master of Science (M.S.) in Clinical Exercise Physiology program is designed in accordance with the American College of Sports Medicine (ACSM) for certification as a Certified Clinical Exercise Physiologist (ACSM-CEP). The program can be completed in as little as 15 months on a full-time basis. Students develop the skills and qualifications to work in the prevention of cardiovascular, pulmonary and other lifestyle diseases such as obesity and diabetes. The program's curriculum also includes two internships for students to acquire 600 hours of hands-on clinical experience. These internships provide extensive hands-on training in the rehabilitation of individuals who have experienced problems related to chronic diseases. The program is academically demanding and requires considerable commitment on the part of the student. If you are a highly motivated person who takes pride in building a sound scientific knowledge base about exercise physiology, we encourage you to contact us to arrange an interview and tour our facilities.

Overview:

The M.S. in Clinical Exercise Physiology program is part of the Department of Biological Sciences at Benedictine. The curriculum was developed with the input of an advisory committee composed of practicing exercise physiology professionals and in accordance with the guidelines designated by the ACSM. The program is based on the Benedictine philosophy that man is spirit, mind and body, and that the realization of human potential is based on an integration of the three components.

Graduates of the M.S. in Clinical Exercise Physiology program are employed at many clinical sites, including cardiac rehabilitation and non-invasive cardiac diagnostics departments, in the Chicago area. These alumni often serve as preceptors for students during their clinical internships. In addition, our alumni are active in the professional organizations for the field.

Curriculum:

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

Students are introduced to the most recent information in the natural sciences through rigorous coursework in physiology, pathophysiology and pharmacology. Additional coursework in electrocardiography, advanced exercise physiology, behavioral modification and exercise testing both for healthy individuals and clinical populations prepare students with the knowledge and skills they will need for professional practice.

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

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

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

Clinical Exercise Physiology Recommended Course Sequence:

First Semester (Summer)

BIOL 5521 Clinical Exercise Testing and Prescription I (1)

BIOL 5522 Electrocardiography (2)

BIOL 6681 Behavior Modification (2)

Second Semester (Fall)

INPH 5340 Advanced Integrative Human Physiology I (3)

BIOL 6662 Advanced Exercise Physiology (3)

BIOL 6623 Graded Exercise Testing w/lab (3)

Third Semester (Spring)

INPH 5359 Pathophysiology (3)

BIOL 6663 Exercise Pharmacology (3)

BIOL 6664 Clinical Exercise Testing and Prescription II w/lab (2)

BIOL 6690 Internship I (2)

Fourth Semester (Summer)

BIOL 6625 Exit Exams (1)

BIOL 6642 Applied Nutritional Physiology w/metabolism (2)

BIOL 6692 Internship II (3)

Starting the Program

Admissions and Prerequisites Clinical Exercise Physiology Program:

Students must have earned an undergraduate degree from a regionally accredited university, and completed undergraduate courses in exercise physiology, general chemistry, biochemistry, nutrition, anatomy and physiology. A combined health science organic/biochemistry class may be substituted for biochemistry. Due to the rigor of this program of study, it is highly recommended that a "B" or better is attained in undergraduate prerequisite courses.

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Applicants who may have outstanding prerequisite coursework are encouraged to apply during the fall. Certain prerequisite coursework needs to be completed prior to entering the program in order to follow the recommended course sequence. Applicants may be admitted on a conditional status depending on which prerequisites are outstanding. Prerequisite courses may be taken at Benedictine University or any accredited university.

Applications must be submitted by March 1 in order to receive an acceptance decision by March 31. Students may still apply after the March 1 deadline. All acceptances will be based on a student's qualifications, experience and incoming student space availability.

The Graduate Record Examination (GRE) is not required.

For a full list of application requirements, please visit ben.edu/gradadult. Among the requirements are a one-page essay discussing your education addressing prior exercise physiology and/or exercise testing coursework and career goals, and a personal or phone interview with the directors of the M.S. in Clinical Exercise Physiology program. Two letters of recommendation are also required; one that can address your academic potential (from a science instructor) and one that can address your interpersonal skills and work ethic (from an employer).



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

College: College of Liberal Arts

Department: Psychology/Sociology

Student Type: Graduate

Faculty:

Our faculty do not simply lecture, they involve you. In the classroom, you will be guided through a learning environment that builds as much on your own experience and understanding as on theirs. Most importantly, they couple exemplary credentials with up-to-date knowledge, keeping them at the cutting edge of their professions and their disciplines.

Dianne R. Moran, Ph.D., LCPC

Program Director

Clinical Psychology Program

Associate Professor, Psychology and Human Development

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

Brian G. Patterson, Ph.D.

Department Chair, Associate Professor

B.A., 1990 University of Mount Union

M.A., 2003 DePaul University

Ph.D., 2007 DePaul University

Kristin Clifford, Psy.D.

Assistant Professor, Clinical Psychology

B.A., 2003, North Central College

M.A., 2012, Psy.D., 2014 Adler School of Professional Psychology

Patricia Somers, Ph.D., LCPC

Assistant Professor, Clinical Psychology

B.A., 1972, The University of Illinois, (Champaign)

M.A., 1994, Liberty University, Lynchburg, VA

Ph.D., 2009, Walden University, Minneapolis, MN

Lecturers:

James Bulosan, M.A.

Steve Eisenberg, M.S., LCPC

Barbara Leiber, M.S., LCPC

Marly Lio, M.S., LCPC

Brooke Madera, M.S., LCPC, CADC

Emily Pagone, M.S., LPC

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Benedictine University

Laura Paley, M.Ed
Linda Plachetta, Ph.D.

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

Introduction:

If you are making a commitment to professional training, it is a significant life decision. It takes more to become a successful clinical counselor than any college or university can teach you. Beyond the textbooks and assessments, individuals must dedicate themselves willingly to human service. It should be noted that the work of a counselor requires a variety of interpersonal and attitudinal skills. Some of these skills can be taught and are cultivated in the program. Other important traits associated with being a counseling professional include, but are not limited to, carrying a curious and respectful demeanor toward others, offering respect to others, being open to feedback and bringing tolerance and temperance to learning and to relationships. These are considerations that are relevant in planning a career as a counselor. Self-reflection and self-understanding will go a long way in assisting the prospective student in finding the right career fit.

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

Overview:

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

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**Curriculum:**

Organized by Licensure Category

** indicates program core requirement*

Group:

MCP 6516 Group Process (2)*

MCP 6633 Group Counseling and Psychotherapy (3)*

Professional Practice, Ethics and Law:

MCP 6601 Professional, Ethical and Legal Issues in Counseling I (3)*

MCP 6602 Professional, Ethical and Legal Issues in Counseling II (2)*

Psychopathology:

MCP 6603 Clinical Interviewing and DSM (3)*

MCP 6651 Maladaptive Behavior and Psychopathology (3)*

Counseling Techniques [Two courses required]:

MCP 6560 Principles of Behavior Modification (3)

MCP 6607 Counseling Laboratory (3)

MCP 6620 Cognitive Therapy (3)

MCP 6621 Brief Counseling and Psychotherapy (2)

MCP 6650 Introduction to Art Therapy (2)

MCP 6653 Behavior Disorders of Childhood (3)

MCP 6655 Theory and Practice of Play Therapy with Children (3)

Counseling Theory:

MCP 6629 Theory and Practice of Counseling and Psychotherapy (3)*

MCP 6630 Theory and Techniques of Counseling and Psychotherapy (3)*

Career Counseling:

MCP 6658 Career Counseling, Testing and Planning (2)*

MCP 6659 Job Search Strategies (3)*

Appraisal:

MCP 6664 Psychological Assessment: Measurement and Test Evaluation (2)*

MCP 6665 Psychological Assessment: Personality Evaluation and Report Writing (3)*

Family:

MCP 6672 Marriage and Family: Systems and Theory (3)*

MCP 6673 Workshop in Marital Therapy (3)*

Social and Cultural Foundations:

MCP 6683 Social and Cultural Foundations (3)*

MCP 6684 Workshop in Counseling the Diverse Populations (2)*

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

MCP 6646 Human Development: Infancy and Childhood (3)

MCP 6647 Human Development: Adolescence (3)

MCP 6648 Human Development: Adulthood (3)

Substance Abuse:

MCP 6550 Addiction and the Family (3)*

MCP 6551 Alcohol and Other Substances of Abuse (3)*

MCP 6619 Substance Related Disorders: Application of Theory (3)

Practical Experience and Internship: (10 quarter credit hours required)

MCP 6690 Supervised Field Experience in Mental Health I (1-6)*

MCP 6691 Supervised Field Experience in Mental Health II (1-6)*

A background check is required of all students prior to going out on placement.

Research Development and Utilization:

Two tracks are available for completion of the research requirement.

Track A: Non-thesis option:

MCP 6606 Methods of Research (3)*

MCP 6635 Research in Counseling and Psychotherapy (2)*

Track B: Requires the two above and:

MCP 6688 Master's Thesis (2-4)

NOTE: credit hours are counted as elective credit.

Elective courses:

MCP 6510 The Physiology and Pharmacology of Psychotherapeutic Drugs (3)

MCP 6580 Psychology of Women (3)

MCP 6585 Grief and Loss (3)

MCP 6600 Independent Study (1-4)

MCP 6616 Stress Management (3)

MCP 6619 Substance Related Disorders: Application of Theory

MCP 6621 Brief Counseling and Psychotherapy (2)

MCP 6638 Problems in Counseling and Psychotherapy (1-4)

MCP 6649 Human Sexuality (3)

MCP 6653 Behavior Disorders of Childhood (3)

MCP 6687 Readings in Counseling Psychology (1-4)

MCP 6693 Supervised Field Experience in Human Services, Student Personnel, Supervision, Teaching and Research (1-6)

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

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Starting the Program:

Students are admitted to Benedictine's Clinical Psychology program four times per year, at the beginning of the fall, winter, spring and summer quarters. Both day and evening classes are available. A new student orientation meeting is scheduled at the start of each quarter for all new students. In addition, each new student meets with his or her academic advisor to create a curricular plan that fits the student's interests, individual commitments and responsibilities. Individual advising is then provided regularly throughout the student's academic career.

Concentrations

Subspecialty Tracks

The subspecialty tracks allow students to develop special expertise in psychological approaches to understand and treat specific populations. Students who enroll in a subspecialty track complete the core courses required of all students. In addition, they complete a series of classes in the subspecialty and acquire clinical experience relevant to the area. A concentration is not required to graduate from the program.

Courses required for a Child Subspecialty are as follows:

From the core courses:

MCP 6646 Human Development: Infancy and Childhood (3)

MCP 6647 Human Development: Adolescence (3)

MCP 6664 Psychological Assessment: Measurement and Test Evaluation (2)

From the elective courses:

MCP 6560 Principles of Behavior Modification (3)

MCP 6650 Introduction to Art Therapy (2)

MCP 6653 Behavior Disorders of Childhood (3)

MCP 6655 Theory and Techniques of Play Therapy with Children (3)

Clinical field placement:

MCP 6690 or 6691 Supervises Field Experience in Mental Health in a setting treating children and adolescents

Courses required for a Marriage and Family Subspecialty are as follows:

From the core courses:

MCP 6550 Addiction and the Family (3)

MCP 6551 Alcoholism and Other Substances of Abuse (3)

MCP 6648 Human Development: Adulthood (3)

MCP 6672 Marriage and Family: Systems and Theory (3)

MCP 6673 Workshop in Marital Therapy (3)

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From the electives:

MCP 6580 Psychology of Women (3)

MCP 6649 Human Sexuality (3)

Clinical field placement:

MCP 6690 or 6691 Supervised Field Experience in Mental Health in a setting treating families and couples (1-6)

Courses required for an Addictions Subspecialty are as follows:

From the core courses

MCP 6550 Addiction and the Family (3)

MCP 6551 Alcohol and Other Substances of Abuse (3)

MCP 6648 Human Development: Adulthood (3)

From the electives

MCP 6510 Physiology and Pharmacology of Psychotherapeutic Drugs (3)

MCP 6616 Stress Management (3)

MCP 6619 Substance Related Disorders: Application of Theory (3)

MCP 6649 Human Sexuality (3)

Clinical field placement:

MCP 6690 or 6691 Supervised Field Experience in Addictions and Mental Health in a setting serving families and couples. Supervision must be provided by a Certified Alcohol and Drug Counselor.

Declaring a subspecialty is not a requirement.

Policies:

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

Career Opportunities:

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

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Master of Science (M.S.) in Integrative Physiology

College: College of Science

Department: Biological Sciences

Student Type: Graduate

Faculty:

Jayashree Sarathy, Ph.D.
Program Director, Integrative Physiology Program
Associate Professor, Department of Biological Sciences
Ph.D., Physiology, University of Illinois at Chicago (1999)

Allison K. Wilson, Ph.D.
Professor, Department of Biological Sciences
Ph.D., Physiology and Biophysics, University of Illinois at Chicago (1990)

Ian Hall, Ph.D.
Assistant Professor, Department of Biological Sciences
Ph.D., Biology, Indiana University Bloomington (2010)

Robert McCarthy, Ph.D.
Assistant Professor, Department of Biological Sciences
Ph.D., Hominid Paleobiology, George Washington University (2004)

Preston Aldrich, Ph.D.
Professor, Department of Biological Sciences
Ph.D., University of Georgia, Athens (1997)

LeeAnn Smith, Ph.D.
Associate Professor, Department of Biological Sciences
Ph.D., University of Connecticut Health Center (2004)

Monica Tischler, Ph.D.
Professor, Department of Biological Sciences
Ph.D., Cornell University (1987)

Tiara Perez-Morales, Ph.D.
Assistant Professor, Department of Biological Sciences
Ph.D., Microbiology, University of Iowa (2013)

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Benedictine University

James Fackenthal, Ph.D.

Associate Professor, Department of Biological Sciences

Ph.D., Molecular and Cellular Developmental Biology, Indiana University (1993)

David M. Rubush, Ph.D.

Assistant Professor, Department of Chemistry

Ph.D. Chemistry, Colorado State University (2012)

James Pelech Ed.D., MBA, CAS

Professor, Teacher Education Preparation

Ed.D., Curriculum and Social Inquiry, National Lewis University

Lecturers:

Adam Reimel, M.S.

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

Introduction:

Benedictine University's Master of Science in Integrative Physiology program is a one-year graduate degree program with a full-time curriculum designed for graduates of bachelor's program in Biology and other related sciences. The program serves students who want to deepen their understanding of physiology and explore various areas of biology by providing a one-year, rigorous course of study culminating in a Master's degree. It is aimed to provide valuable and marketable experience to students who are taking a "gap" year after graduation. The program also serves students interested in applying to doctoral programs in biomedical research. Students with diverse interests are encouraged to apply and will be provided with the right tools and a meaningful path to succeed in their future endeavors.

Program Overview:

The M.S. in Integrative Physiology program is part of the Department of Biological Sciences, College of Science. The curriculum will provide students a chance to show their abilities in advanced coursework and help students identify a focus for their graduate and doctoral degrees.

The proposed program is centrally related to the Mission Statement of the institution: "Benedictine University is a values-centered liberal arts college enriched by our excellence in science." The expansion of science offerings with this non-thesis Master's program in biological sciences further develops students in their preparation to serve society through work in health care.

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In this program, students will develop:

- Broad Knowledge of Science
Students strengthen and deepen their knowledge of physiology and other biology sub-disciplines through challenging and stimulating coursework.
- Ethical Values
Graduate level coursework in bioethics presents students with practice and guidance as they struggle with the moral issues in present day health care.
- Communication Skills
Students develop clear and concise verbal and written communication with multiple presentations and assignments. The curriculum fosters active classroom discussions to develop critical thinking and problem-solving skills.

This is a full-time, 30 credit curriculum starting in Fall and ending in Spring semester, with the aim to help students prepare for graduate program entrance exams and interviews. Students must maintain a B average to successfully complete the program.

Integrative Physiology Recommended Course sequence:

Semester 1

Core Courses:

BIOL 5340 Advanced Integrative Human Physiology I* (3)
BIOL 5503 Global Challenges for the Health Services Professional (CL MPH 6003) (3)
BIOL 5520 Great Ideas in Physiology (2)

Electives – Choose two of the following courses

BIOL 5344/5345/5346 Gross Anatomy (3)
BIOL 5354 Immunology (3)
BIOL 5355 Molecular Pharmacology (3)
BIOL 5371 Molecular Biology (3)
BIOL 5387 Neurophysiology (3)
BIOL 5591 Special topics as appropriate [Infectious Diseases] (3)

Semester 2

Core Courses:

BIOL 5550 Advanced Integrative Human Physiology II* (3)
BIOL 5566 Essential Medical Biochemistry (3)
BIOL 5590 Comprehensive Exam (1)

Electives: Choose 3 from following courses

BIOL 5325 Biology of Complex Systems (3)
BIOL 5344/5345/5346 Gross Anatomy (3)
BIOL 5347 Medicinal Chemistry (3)

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BIOL 5358 Exercise Physiology (3)

BIOL 5359 Pathophysiology (3)

BIOL 5360 Endocrinology (3)

BIOL 5368 Biomechanics (3)

BIOL 5369 Neurobiology (3)

BIOL 5372 Genomics and Bioinformatics) (3)

BIOL 5591A Special topics as appropriate [Microbiome and Health] (3)

BIOL 5591B Special topics as appropriate [Cancer Biology]

BIOL 6600 Professional Insights into Health Care (3)

Total Number of Credit Hours: 14 + 16 = 30

* These courses are designated as foundational, which means, a "B" or better is required to meet degree requirements.



Benedictine
University

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

College: Daniel L. Goodwin College of Business

Department: Management and Organizational Behavior/Organization Development

Student Type: Graduate

Faculty:

Peter F. Sorensen Jr., Ph.D., Department Chair
Therese F. Yaeger, Ph.D., Professor
Rachael Narel, Ph.D., Assistant Professor

Lecturers:

Philip T. Anderson, Ph.D.
William Doucette, Ph.D.
Christopher L. Fernandez, Ph.D.
George W. Hay, Ph.D.
Kathy Lietz, M.S.
Sarah Peacey, Ph.D.
Marilyn J. Runkel, Ph.D.
Jennifer Smith, M.S.
Nandi Shareef, Ph.D.
Susan Sween, Ph.D.
Stephen H. Treacy, M.S.
Nancy Voss, M.S.

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Introduction:

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

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**Mission Statement:**

The mission of the MSMOB program is the education of Managers, Organization Development practitioners, human resource personnel and executives in the practice of organization change and the development of high performance organizations.

The vision of the MSMOB program is to maintain and build the MSMOB program as one of the preeminent Master's programs in the field; as one of the oldest and founding graduate programs in the field with over 50 years of history.

Learning Goal for the Master of Science in Management and Organizational Behavior Program:

1. Upon completion of Benedictine's M.S.M.O.B. program, students should be able to demonstrate the ability to formulate and align the elements of human organizational systems, human resource systems, over their respective life cycles, including system responses to exogenous and endogenous disruption as well as planned intervention.
2. Demonstrate understanding of Organization Development, including its historical development and key events, key thought leaders, values underlying major literatures and practices, key events and writings in their social context (political, social, economic, and personal forces).
3. Demonstrate the ability to apply and evaluate corporate strategy, ethical and socially responsible management practices, planned change interventions, and productive teams for collaborate work processes.

Why Enroll in the M.S.M.O.B. program?

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

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

Peter F. Sorensen Jr., Ph.D., became department chair of the program in 1970 and was instrumental in shaping and implementing this new direction. In 1986, the program moved to Benedictine University, where it has flourished. Not only does Benedictine's Management and Organizational Behavior

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program boast world-renowned faculty members, it is ranked among the top three programs of its kind by the Organization Development Institute.

Students seeking an M.S. in Management and Organizational Behavior degree can choose the traditional, accelerated or online format. Classes in the traditional format are scheduled in the evenings and on weekends at our Lisle main campus. Most students will complete their degree in two to four years of part-time enrollment and 85 percent of the degree can be completed through weekend coursework. The accelerated program is a weekend cohort format with coursework completed in approximately 13 months and is offered at the Lisle main campus and the Springfield branch campus. The interactive online format of the program allows you the flexibility to complete your coursework around busy work and personal schedules; and earn your master's degree from an established, reputable university.

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

Through the many course offerings and certificate programs, the Management and Organizational Behavior program at Benedictine University is sure to be an important stepping stone in the professional development of any degree-seeking professional. The demand for educated professionals who can effectively change and lead organizations is the perfect reason to get a master's degree from Benedictine University.

What is available to you?

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

Our M.S.M.O.B. programs are:

- Traditional M.S.M.O.B. Program
- Online M.S.M.O.B. Program
- 4+1 M.S.M.O.B. Program
- Accelerated Program
- Dual Degrees (M.B.A./M.S. in Management and Organizational Behavior, M.S. in Management and Organizational Behavior/Master of Public Health).

Lisle Main Campus, Traditional M.S.M.O.B. Program:

Benedictine University's Traditional M.S.M.O.B. program is designed to be flexible for working adults with at least two years of significant professional work experience. The program's classes are ideal for those who seek flexibility in their course schedules and plan to register as either a full- or part-time student. Classes are scheduled in the evening and on weekends. Eighty-five percent of the degree

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requirements can be completed through weekend coursework. Please consult the schedule for the exact times and locations.

The M.S.M.O.B. program consists of eleven foundation courses that provide preparation for the managerial-level core courses. Students with prior undergraduate business coursework may be waived from up to 16 credit hours. To be eligible for course waivers, prior undergraduate coursework must have been taken within the last seven years, pending department chair approval. This means you can complete your degree in less than two years.

Students may select from six concentrations to fulfill degree requirements. The M.S.M.O.B. program may accept up to 16 quarter credit hours in waivers and 16 quarter credit hours in transfer credit toward the master's degree for graduate coursework completed at another accredited institution. The combination of waiver and transfer credit cannot exceed 16 quarter credit hour.

4+1 M.S.M.O.B. Program:

Well-qualified Benedictine University students who complete a B.B.A. or B.S. undergraduate degree may be eligible to complete the M.S.M.O.B. program with one additional year (four additional quarters) of full-time graduate study (12 quarter credit hours per quarter). Students in other majors are encouraged to discuss curricular options with the program director. The full-time 4+1 Program is developed specifically for recent college graduates. Admission to the program is not automatic and an application must be completed during the student's senior year of undergraduate coursework.

Online M.S.M.O.B. Program:

Online M.S.M.O.B. Program Curriculum.

Dual Degree M.S.M.O.B Programs:

Dual degree programs generally require 96 quarter credit hours and may be completed in as little as 36 months. Application and admission is required to each graduate program, and students must fulfill all requirements for each program in the selected dual degree. Students admitted to a graduate business administration program may apply to a dual degree program at any time during their initial degree program or up to five years after completion of the initial degree program. Approval of both program directors (M.B.A. and M.P.H.). Should a returning Benedictine student exceed the five-year time limit required to apply to a dual degree program, the student may petition the department chair to consider their prior academic performance and professional development to be accepted into a the dual degree program in order to be considered for the dual degree program. These applications will be considered on an individual basis. The residency requirement for a dual degree is 64 quarter credit hours.

Course Substitutions and Waivers:

Course substitutions and waivers for foundation-level courses may be determined by the M.S.M.O.B. program department chair/program director on a case-by-case basis. Students with a graduate business degree or a professional certificate/licensure (e.g., Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/waiver. Students with extensive undergraduate equivalent coursework completed at a 3.000 or higher GPA taken within seven (7) years from the date of application to the M.S.M.O.B. program may be eligible for a course

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substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience.

Starting the Program:

Because your M.S.M.O.B. program requires a significant commitment, your initial advising appointment is very important. Whether you are enrolled in a certificate program or accepted as a degree-seeking M.S.M.O.B. program student, you must schedule an advising appointment before enrolling in the first M.S.M.O.B. program class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.S.M.O.B. program resources. M.S.M.O.B. program course prerequisites must be met for enrollment in upper-level courses.

Admission Requirements:

Application for graduate admission

- \$40 non-refundable application fee
- Official transcripts from all universities/colleges attended. Official electronic transcripts can be emailed to e-transcripts@ben.edu
- Official copy of GRE or GMAT test scores or completed test waiver form
- Two letters of reference from individuals familiar with the applicant's professional or academic work, excluding family or personal friends
- A one- to two-page essay addressing educational and career goals
- Current résumé listing chronological work history
- Personal interview may be required prior to an admission decision
- Students who have completed any foreign postsecondary education (college, university, etc.) are required to submit an official credit evaluation. Students may submit a detailed evaluation from Educational Perspectives at edperspectives.org/benedictine or a course-by-course evaluation from Education Credential Evaluators (ECE) at ece.org. Official reports must be mailed directly to Benedictine from Educational Perspectives or ECE or submitted electronically directly to Benedictine from Educational Perspectives or ECE. Please contact the Enrollment Center for more information.

Applicants having a cumulative GPA of 3.200 or better may be waived from the GMAT requirement. Applicants wishing to apply for a GMAT waiver, but who do not have a GPA of 3.200 or better, may be considered pending successful completion of a specified quantitative and/or qualitative course. Many factors are weighed in assessing an applicant. There is no set admission formula and no predetermined cut-off point for test scores.

Curriculum:

The M.S. in Management and Organizational Behavior program requires 64 quarter credit hours. It consists of a general management foundation and a choice of six concentrations. A minimum of 12 quarter credit hours is required in a concentration; the management foundation requirements contain 34 quarter credit hours.

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Management Foundation Courses:

MGMT 5500 Accounting for Managers (4)

MGMT 6521 Career and Human Resource Planning (2)

MGMT 6522 Ethics and Social Responsibility in Management (2)

MGMT 6530 Organizational Behavior (4)

MGMT 6540 Business Intelligence, Analytics, & Management or MBA 6641 Information Technology Management (4) or MBA 6683 Project Management (4)

MGMT 6546 Statistics for Organizational Analysis (4) or MPH 5011 Introduction to Statistical Analysis (4) or MBA 5541 Analytical Tools for Management Decisions (4)

MGMT 6591 Contemporary Trends in Change Management (1) (students must successfully complete a minimum of two MGMT 6591 classes during the program)

MGMT 6612 Methods of Organizational Research (4)

MGMT 6634 Strategy, Structure and Decision-Making (4)

MGMT 6671 Strategic Management (to be taken as last foundation course) (4)

Concentrations:

The concentrations available include:

1. Human Resource Management
2. Management and Organizational Behavior
3. Organization Development

Concentration in Human Resource Management:

Objectives:

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

MGMT 6570 Human Resource Management Overview (2) (online format only)

MGMT 6571 Labor Relations (2)*

MGMT 6572 Compensation and Benefits (2)*

MGMT 6573 Performance Management Systems (2)

MGMT 6578 Recruitment and Selection (2)*

MGMT 6579 Training and Development Overview (2)*

MGMT 6592 Managing Diversity (2)

MBA 6633 Legal Issues in the Workplace (4)

*Highly Recommended



Concentration in Management and Organizational Behavior:

Objectives:

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

MGMT 6552 Leadership (2)*

MGMT 6553 Organization Design (2)*

MGMT 6555 Power Strategies (2)*

MGMT 6557 Organizational Culture (2)*

MGMT 6558 Service Management (2)

MGMT 6559 Entrepreneurship (4)

*Highly Recommended

Concentration in Organization Development:

Objectives:

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

MGMT 6532 Organization Development (4)*

MGMT 6579 Training and Development Overview (2)

MGMT 6580 Group Dynamics (4)**

MGMT 6581 Team Building (2)*

MGMT 6582 Conflict Management (2)*

MGMT 6583 Organizational Assessment (2)*

MGMT 6584 Strategies for Change (2)**

MGMT 6585 High Performance Work Systems/Large Group Interventions (2)**

MGMT 6586 International Organization Development (2)**

MGMT 6593 Process Consultation (2)**

MGMT 6691 Advanced Topics in Organization Development (1-2)**

*Highly Recommended

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

Accelerated Program:

Objectives:

The Accelerated M.S. in Management and Organizational Behavior program is a 13-month program consisting of five quarters. The program is committed to providing students with the most current

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information on the timeliest of Organization Development (OD) topics and mirroring the trends and activities apparent in management today. Designed in a cohort, weekend format, the accelerated program furnishes instruction and professional supervision to present and future OD practitioners for leadership roles as consultants (internal and external) and managers in a variety of settings.

MGMT 5500 Accounting for Managers (4)
MGMT 6521 Career and Human Resource Planning (2)
MGMT 6522 Ethics and Social Responsibility in Management (2)
MGMT 6530 Organizational Behavior (4)
MGMT 6581 Team Building (2)
MGMT 6585 High Performance Work Systems/Large Group Interventions (2)
MGMT 6586 International Organization Development (2)
MGMT 6591 Contemporary Trends in Change Management (1) –
(Students will complete three classes during the program)
MGMT 6593 Process Consultation (2)
MGMT 6600 Independent Study/Conference Attendance (2)
MGMT 6612 Methods of Organizational Research (4)
MGMT 6634 Strategy, Structure and Decision-Making (4)
MGMT 6671 Strategic Management (4)
MGMT 6690 Management Internship ("Independent Study") (4) –
(Each quarter, students will complete 4 quarter credit hours devoted to field experience)
MGMT 6691 Advanced Topics in Organization Development (1) –
(Students will complete three classes during the program)

Certificate Programs

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

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

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

Human Resource Management (16 quarter credit hours):

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

MGMT 6521 Career and Human Resource Planning (2)
MGMT 6570 Human Resource Management Overview (2)*

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MGMT 6571 Labor Relations (2)
MGMT 6572 Compensation and Benefits (2)
MGMT 6573 Performance Management Systems (2)
MGMT 6578 Recruitment and Selection (2)
MGMT 6579 Training and Development Overview (2)
MGMT 6592 Managing Diversity (2)
MGMT 6633 Legal Issues in the Workplace (4)
*Online Course Only

Organization Development and Consulting (16 quarter credit hours):

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

MGMT 6532 Organization Development (4)
MGMT 6580 Group Dynamics (4)
MGMT 6581 Team Building (2)
MGMT 6582 Conflict Management (2)
MGMT 6583 Organizational Assessment (2)
MGMT 6584 Strategies for Change (2)
MGMT 6585 High Performance Work Systems/Large Group Interventions (2)
MGMT 6586 International Organization Development (2)
MGMT 6593 Process Consultation (2)
MGMT 6691 Advanced Topics in Organization Development (1-2)

Distinguished Visiting Scholars:

Billie Alban, Alban & William Ltd.
Chris Argyris, Ph.D., Harvard University
Richard & Emily Axelrod, Ph.D., The Axelrod Group
Frank Barrett, Ph.D., Naval Post Graduate School
Jean Bartunek, Ph.D., Boston College
Michael Beer, Ph.D., Harvard Business School
Robert Blake, Ph.D., Grid International, Inc.
Peter Block, Designed Learning
Richard Boland, Ph.D., Case Western Reserve University
David Bradford, Ph.D., Stanford University, Graduate School of Business
Bruce Buchowicz, Ph.D., National University, School of Business and Management
Anthony Buono, Ph.D., Bentley College
W. Warner Burke, Ph.D., Columbia University
Steve Cady, Ph.D., Bowling Green St. University
Peter Cappelli, Ph.D., University of Pennsylvania, Wharton Center for Human Resources
John Carter, Ph.D., John Carter & Associates
Allan Church, Ph.D., Columbia University/Pepsico, Inc.
James Clawson, Ph.D., University of Virginia, Darden Graduate School

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David Coghlan, Ph.D., University of Dublin, Trinity School of Business
David Cooperrider, Ph.D., Case Western Reserve University, Weatherhead School of Management
Thomas Cummings, Ph.D., University of Southern California, Marshall School of Business
Richard Daft, Ph.D., Vanderbilt University
Kathy Dannemiller, Dannemiller Tyson Associates
Mark Frankl, Ph.D., American Association for the Advancement of Science
Wendell French, Ph.D., University of Washington
Frank Friedlander, Ph.D., The Fielding Institute
Ronald Fry, Ph.D., Case Western Reserve University
William Gellerman, Ph.D., Dialogue Associates
Kenneth Gergen, Ph.D., Swarthmore College
Mary Gergen, Ph.D., Penn State Delaware County
Robert Golembiewski, Ph.D., University of Georgia
Larry Griner, Ph.D., University of Southern California
Bjorn Gustavsen, Ph.D., Work Research Institute, Norway
Richard Hackman, Ph.D., Harvard University
Mary Jo Hatch, Ph.D., University of Virginia, McIntire School of Commerce
Thomas Head, Ph.D., Roosevelt University
David Jamieson, Ph.D., Pepperdine University
Robert Keidel, Ph.D., University of Pennsylvania, Wharton School
Henrik Holt Larsen, Ph.D., Copenhagen Business School, Denmark
Fred Luthans, Ph.D., University of Nebraska
Michael Manning, Ph.D., New Mexico State University
Dorothy Marcic, Ph.D., Vanderbilt University
Robert Marshak, Ph.D., AU/NTL, Marshak Associates
Victoria Marsick, Ph.D., Columbia University, Teachers College
Philip Mirvis, Ph.D., Philip H. Mirvis Associates
Susan Mohrman, Ph.D., University of Southern California
Kenneth Murrell, Ph.D., University of West Florida
Ellen O'Connor, Ph.D., Stanford University, Chronos Associates
Brian Peach, Ph.D., University of West Florida
Flemming Poulfelt, Ph.D., Copenhagen Business School, Denmark
Joanne Preston, Ph.D., Pepperdine University
Ronald Purser, Ph.D., San Francisco State University
Robert Quinn, Ph.D., University of Michigan
Thoralf Qvale, Ph.D., Work Research Institute, Norway
John C. Redding, Ph.D., Redding Associates
Denise Rousseau, Ph.D., Carnegie-Mellon University
Edgar Schein, Ph.D., Massachusetts Institute of Technology, Sloan School of Management
Charles Seashore, Ph.D., Fielding Graduate Institute
Edith Seashore, Former President, NTL American University- NTL Institute
Peter Senge, Ph.D., Massachusetts Institute of Technology, Sloan School of Management
A.B. Rami Shani, Ph.D., California Polytechnic State University
Ralph Stablein, Ph.D., University of Otag, New Zealand

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Ralph Stacey, Ph.D., University of Hertfordshire, United Kingdom

William Torbert, Ph.D., Boston College

Peter Vaill, Ph.D., University of St. Thomas, Graduate School of Business

Andrew Van de Ven, Ph.D., University of Minnesota

Frans M. van Eijnatten, Ph.D., Eindhoven University of Technology, Netherlands

Glenn Varney, Ph.D., Bowling Green State University

Don Warrick, Ph.D., University of Colorado – Colorado Springs

Marvin Weisbord, Ph.D., FutureSearch Associates

Karen Whelan-Berry, Ph.D., Texas Wesleyan University

Diana Whitney, Ph.D., Saybrook Institute & Corporation for Positive Change

Richard Woodman, Ph.D., Texas A&M University

Christopher Worley, Ph.D., University of Southern California, Marshall School of Business

Dale Zand, Ph.D., New York University

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

The M.S. in Management information Systems is offered only in a cohort (blended delivery) model to international students in a joint partnership with the Shenyang Jianzhu University in Shenyang, China.

College: Daniel L. Goodwin College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:

Ricky M. Holman, J.D.

Assistant Professor and Department Chair, Graduate Business Administration

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

Ron P. Baiman, Ph.D.

Assistant Professor, Graduate Business Administration

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

Joseph D. Cursio, M.S.

Instructor of Finance, Graduate Business Administration

B.S., 1988, Illinois Institute of Technology; M.S. Finance, 2011, Illinois Institute of Technology

John C. Draut, M.B.A.

Instructor, and Program Director, M.S. in Accountancy Program

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

Zhen Liu, Ph.D.

Assistant Professor, Management Information Systems and Business Analytics Programs

B.S., 1996, Nankai University; M.S., 1999, Chinese Academy of Sciences; M.S., 2002, University of Illinois at Chicago; Ph.D., 2007, Northwestern University

Barbara T. Ozog, Ph.D.

Professor and Program Director, Management Information Systems and Business Analytics

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

Tom Yu, Ph.D.

Assistant Professor, Graduate Business Administration

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

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**Lecturers:**

David Baker, M.B.A., CPA
Duffy Blackburn, M.A.F.M., M.B.A., CISA, CPA, CFE
George Chakrabarty, M.B.A., MCPM, Senior Lecturer
Tsun Chow, Ph.D.
Ann Fulmer, M.S., Senior Lecturer
Kenneth Hansen, J.D., M.S., Senior Lecturer
James Hill, M.B.A., Senior Lecturer
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
Edmund M. Manrique, M.S., M.B.A.
Michael Modica, Ph.D., M.S.
Thomas Scott, M.S.A., CPA, CMA
Greg Sellers, Ph.D., M.S.
Bernard Silverman, Ph.D., M.A., Senior Lecturer
Joseph Stachnik, J.D., M.B.A.
Nathan Patrick Taylor, M.S., M.P.H.
Martin Terpstra, M.S., CPA
Derrick Walters, Ed.D., M.B.A., PMP, ITIL
Ethan Zelizer, 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.

Overview:

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

The M.S. program in Management Information Systems at Benedictine University has been preparing professionals for rapid advances in technology, intense global competition and more complex business environments for more than 30 years.

The program continues to draw upon Benedictine University's strong undergraduate Computer Science and Computer Information Systems programs, as well as the strengths of established graduate interdisciplinary Accountancy, Business, Finance, Management and Organizational Behavior, Public Health and Taxation programs.

The program is designed for professionals who understand the strategic value of information resources and the importance of managing these resources throughout an organization. Benedictine offers an innovative course of professional graduate study that integrates the body of knowledge in information technology with the student's choice of a concentration, such as Accounting and Financial

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Systems, Business Administration, Business Analytics, Finance, Health Information Systems Management, Information Security, Integrated Marketing Communications, Management and Organizational Behavior, Professional Internship, and Project Management. These concentrations are not only applicable to students' professions, but are also key in broadening students' perspectives. By effectively combining management information systems with a concentration, students become technically proficient and able to address issues such as the creative and appropriate application of information technology, the effective management of information technology and the organizational and societal impacts of information technology.

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

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

Learning Goals for the M.S. in Management Information Systems Program:

The learning goals for the program are:

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

Curriculum:

The program requires 64 quarter credit hours, integrating 12 quarter credit hours of foundations courses, 40 quarter credit hours of core courses, and 12 quarter credit hours of electives or: Accounting and Financial Systems, Business Administration, Business Analytics, Finance, Information Security, Integrated Marketing Communications, Management and Organizational Behavior, Professional Internship, and Project Management.

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Admission Requirements:

Application for graduate admission

- \$40 non-refundable application fee
- Official transcripts from all universities/colleges attended. Official electronic transcripts can be emailed to e-transcripts@ben.edu
- Official copy of GRE or GMAT test scores or completed test waiver form
- Two letters of reference from individuals familiar with the applicant's professional or academic work, excluding family or personal friends
- A one- to two-page essay addressing educational and career goals
- Current résumé listing chronological work history
- Personal interview may be required prior to an admission decision
- Students who have completed any foreign postsecondary education (college, university, etc.) are required to submit an official credit evaluation. Students may submit a detailed evaluation from Educational Perspectives at edperspectives.org/benedictine or a course-by-course evaluation from Education Credential Evaluators (ECE) at ece.org. Official reports must be mailed directly to Benedictine from Educational Perspectives or ECE or submitted electronically directly to Benedictine from Educational Perspectives or ECE. Please contact the Enrollment Center for more information.

Course Substitutions and Waivers:

Course substitutions and waivers for 5000-level courses may be determined by the M.S. in Management Information Systems program director on a case-by-case basis. Students with a relevant graduate degree or a professional or industry certificate/licensure (e.g. Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/wavier. Students with extensive undergraduate equivalent coursework completed at a 3.000/4.000 or higher GPA taken within seven years from the date of application to the M.S. in Management Information Systems program may be eligible for a course substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience.

International M.S. in Management Information Systems Program:

The Asian M.S. in Management Information Systems program is a partnership with Shenyang Jianzhu University (formerly Shenyang Architectural and Civil Engineering University). The Higher Learning Commission approved Benedictine University to offer the Master of Science (M.S.) in Management Information Systems program throughout China and Vietnam.

MIS 5543	Computer Programming (4)
MIS 5545	Computer Organization and Architecture (4)
MIS 5546	Systems Analysis and Design (4)
MBA 6520	Leadership and Ethics in a Global Environment (4)
MGMT 6530	Organizational Behavior (4)
MGMT 6532	Organizational Development (4)
MGMT 6634	Strategy, Structure and Decision-Making (4)
MIS 6641	Information Technology Management (4)

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MIS 6651	Client/Server Development (2)
MIS 6656	Information Systems Security (4)
MIS 6657	E-Commerce (4)
MBA 6661	Marketing Management (4)
MIS 6674	Database Management Systems (4)
MIS 6689	Strategic Information Technology Management (4)
MIS 6681	Network Planning (2)
MIS 6682	Network Design (2)
MBA 6683	Project Management (4)
MIS 6692	Networking Projects (2)

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

College: College of Education and Health Services

Department: Nursing and Health

Student Type: Graduate

Faculty:

Valerie Ellinger, M.S.N., RN
Instructor, RN to BSN Clinical Coordinator
M.S.N., Southern Illinois University
B.S.N., McKendree College

Masoud Ghaffari, Ph.D., M.S.N., RN
Assistant Professor
Ph.D., Cleveland State University
M.S.N., University of Akron
B.S.N., University of Akron

Deborah Lynn Jezuit, Ph.D., M.S., RN
Assistant Professor
Ph.D., Rush University
M.S., Purdue University
B.S.N., Ball State University

Margaret Kipta, D.N.P., M.S., RN, FNP-BC, CRNA
Assistant Professor
D.N.P., DePaul University
M.S., DePaul University
B.S.N., Barat College/Finch University of Health Sciences

Joan Libner, Ed.D., M.S.N., FRE, RN-BC, CNE
Professor, Chair Department of Nursing and Health
Ed.D., Concordia University Chicago
M.S.N., Loyola University Chicago
B.S.N., Northern Illinois University

Gina Panozzo, D.N.P., M.S.N., RN, BC
Assistant Professor
D.N.P., Rush University
M.S.N., Aurora University
B.S.N., University of St. Francis

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Benedictine University

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

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

Alison Ridge, D.N.P., M.S.N., RN, CNE
Associate Professor, M.S.N. Program Director
D.N.P., Rush University
M.S.N., Rush University
B.S.N., Rush University

Elizabeth Ritt, Ed.D., M.S.N., RN, CNE, NEA-BC
Professor
Ed.D., Northern Illinois University
M.S.N., Loyola University
B.S.N., North Park University

Margaret Young, M.S.N., RN, CPHQ, CPPS
Instructor and RN to B.S.N Program Director
M.S.N., Benedictine University
B.S.N., Benedictine University

Lecturers:

Mary Bemker, D.N.Sc., M.S.N., RN
D.N.Sc., University of Alabama, Birmingham
M.S.N., University of Alabama, Birmingham
B.S.N., Spalding University

Donna F. Borré, Ed.D., M.S.N., RN
Ed.D., University of Phoenix
M.S.N., Viterbo University
B.S.N., Viterbo University

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Benedictine University

Susan Hovey, Ph.D., M.S.N., RN
Ph.D., Illinois State University Mennonite College of Nursing
M.S.N., Regis University
B.S.N., Southern Illinois University

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

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

Camille McNicholas, Ph.D., M.S., B.S.N., RN, CRNA, APRN
Ph.D., Walden University
M.S. Nursing, Southern Connecticut State University
B.S.N., University of Connecticut

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

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

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

Bonnie Schleder, Ed.D., M.S.N., RN
Ed.D., Olivet Nazarene University
M.S.N., Rush University
B.S.N., St. Xavier University

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Benedictine University

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

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

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

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

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

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

Introduction:

America's changing population coupled with the complexity of the healthcare system requires increasingly knowledgeable nurses who can lead change and effectively collaborate with the interprofessional team to improve the health of those served.. To meet ever changing demands and ensure the continued quality of nursing care, Benedictine University's Department of Nursing and Health offers its online Master of Science in Nursing (M.S.N.) to prepare registered nurses to become nurse educators or nurse executive leaders.

Overview:

The M.S.N. curriculum aligns with the graduate education standards specified by the American Association of Colleges of Nursing, which emphasize organizational and systems leadership, healthcare technologies, advocacy, interprofessional collaboration, evidence-based practice, quality

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improvement, and cultural competence, among other valued professional nursing knowledge, qualities, and skills. The Benedictine M.S.N. curriculum combines foundation courses with concentration specific courses to complete the M.S.N. degree specializing as a direct care nurse educator (NE) or nurse executive leader (NEL). The degree program can be completed in 24-26 months. Courses run eight weeks in duration and are taken one at a time in a ladder sequence.

Curriculum

The M.S.N. program requires 36-39 semester credit hours of graduate coursework, which consists of 15 semester credit hours of foundation courses and 21-24 semester credit hours of concentration courses. A 140-clock hour practicum is completed during the final two courses in each concentration allowing for the development of master's level clinical nursing practice competence. A culminating capstone project affords students the opportunity to synthesize and apply their knowledge to improve patient/client outcomes. It is the responsibility of the student to identify a site and preceptor for the practicum placement, which is evaluated and approved by the M.S.N. program. Courses include:

Foundation

- NRHL 5501 Health Promotion and Interprofessional Collaboration (3)
- NRHL 5502 Ethical and Culturally Competent Healthcare Professional (3)
- NRHL 5503 Evidence-based Nursing Practice: Research and Process Improvement (3)
- NRHL 5505 Healthcare Policy and Advocacy (3)
- NRHL 5506 Quality Improvement and Safety in Healthcare Systems (3)

Concentration

- NRHL 6507 Advanced Health Assessment (NE) (3)
- NRHL 6508 Advanced Pathophysiology (NE) (3)
- NRHL 6509 Advanced Pharmacology (NE) (3)
- NRHL 6620 Building Effective Communication and Relationships (NEL) (3)
- NRHL 6622 Professionalism and Executive Career Development (NEL) (3)
- NRHL 6624 Advanced Knowledge of Healthcare Systems (NEL) (3)
- NRHL 6641 Instructional Strategies (NE) (3)
- NRHL 6645 Curriculum Development (NE) (3)
- NRHL 6646 Leadership and Systems Thinking (NEL) (3)
- NRHL 6647 Evaluation Strategies and Methods (NE) (3)
- NRHL 6648 Financial Management and Resource Allocation (NEL) (3)
- NRHL 6653 Advanced Nursing Practice: Clinical Immersion: (NE) (NEL) (3)
- NRHL 6655 Advanced Nursing Practice: Capstone Project Implementation (NE) (NEL) (3)

Starting the Program:

Applicants must have:

- a Bachelor of Science degree in Nursing (B.S.N.) from a regionally accredited college or university.
- attained a cumulative GPA of 2.750 (on a 4.000 scale).
- proof of license as a registered nurse in the U.S.
- computer skills and proficiency in word processing, email, and library online searches.

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- a score on the Test of English as Foreign Language (TOEFL) in accordance with the *Graduate Catalog* policy for those applicants where English is not their primary language.
- official sealed transcripts from post-secondary institutions.
- a statement of goals - maximum of two pages describing goals and rationale for pursuing a master's degree in nursing. Include past nursing experiences that have prepared you to pursue a new role following completion of the program.
- one letter of professional recommendation from an individual familiar with the applicant's competence in the practice of nursing and potential for successful graduate education.

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

Accreditation

The Master's Degree in Nursing Program at Benedictine University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington D.C., 20001, (202) 887-6791.

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Master of Science (M.S.) in Nutrition and Dietetics

College: College of Education and Health Services

Department: Nutrition

Student Type: Graduate

Faculty:

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

Catherine Arnold, Ed.D., M.S., RD, LDN

Professor and Department Chairperson of Nutrition

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

Bonnie Beezhold, Ph.D., CHES

Associate Professor, Nutrition

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

Karen L. Plawecki, Ph.D., RDN, LDN

Director, Graduate Programs in Nutrition and Associate Professor, Nutrition

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

Academic Administrator/Dietetic Internship Director:

Nikki DeWalt, M.S., RDN, LDN

Dietetic Internship Director and Clinical Instructor

B.S., 2000, Bradley University; M.S., 2002, Eastern Illinois University

Lecturers:

Maureen Casten, M.S., RDN, LDN

David Grotto, M.S., RDN, LDN

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

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.

Introduction:

In our dynamic health care environment, it is essential for health practitioners to develop skills for

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fostering improved health outcomes. The Master of Science in Nutrition and Dietetics program at Benedictine University provides a powerful foundation in nutrition and health risk assessment, motivation, intervention and evaluation. This degree serves as a portal to careers in health promotion and risk reduction, medical nutrition therapeutic intervention and community education.

Students become broadly educated in the core discipline of nutrition and dietetics. Learning at Benedictine University combines instructional expertise with individual initiative, creativity, research and field experience so that the adult learner will find the educational experience a stepping stone to professional success.

Mission Statement (Graduate Program):

The Master's Programs in Nutrition create and maintain a learning environment that encourages critical thinking, acquisition of an evidence-based comprehensive knowledge of the interrelationships of science, food, nutrition, and health, and the development of ongoing professional skills that are necessary for becoming outstanding health professionals

Mission Statement (Dietetic Internship):

The Benedictine University Dietetic Internship will provide a high quality program that is recognized as a superior model for the preparation of entry-level dietitian nutritionists, and display excellence in provision of community nutrition and wellness initiatives and interventions across the lifespan.

Learning Goals:

Upon successful completion of the Master of Science in Nutrition and Dietetics core courses, the student will:

- Demonstrate in-depth knowledge and application of key areas of nutritional science;
- Apply critical thinking skills;
- Plan and design nutrition and wellness education or training programs for individuals or groups;
- Plan and conduct research;
- Perform in-depth statistical analysis and
- Present evidence-based professional communications

Overview:

Benedictine University's Master of Science in Nutrition and Dietetics program prepares students to become vital ingredients in nutrition and wellness programs. Through this program, students gain the essential skills to provide health promotion services and medical nutrition therapy to diverse populations across the lifespan.

Designed for those who want to help others and make a positive difference in their communities, this program develops one's skills to educate and counsel people on preventative and therapeutic and health-promotion concerns. The research component is applied, fostering development of skills in evaluating the outcomes of a health education assessment or intervention or conducting community-based research, which results in a thesis. A non-thesis option is also available.

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This program is unique in that it is a life science-based health promotion graduate degree combined with an accredited Dietetic Internship as part of the program.

The Dietetic Internship concentration provides the practice-based knowledge and experience for practice as a registered dietitian. This Dietetic Internship program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, (312) 899-0400.

The Dietetic Internship has two locations. The locations include the Lisle campus and a program location in Kankakee, Illinois and the surrounding area.

The program provides Master of Science courses in a blended format of both on-ground and online courses. Students begin their courses for the program in the summer quarter (June) as part of a dietetic internship cohort.

The admissions process for the degree program is conducted during late fall and early spring terms for the spring dietetic internship match day in April.

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

Program Formats:

Students in this program complete the degree as part of a cohort. Students take courses in both the traditional and online formats.

Benedictine University's Traditional M.S. in Nutrition and Dietetics program is designed for students in the dietetic internship program. The program is offered in a blended format. Many foundation and research courses are offered as an evening program, meeting once per week on the Lisle campus, so that a student's internship can continue, and some courses will be provided online. Students usually enroll in several courses per term (eight-ten weeks), completing the degree in about 18 months. For more information, visit ben.edu/nutrition.

Curriculum:

Students take an active role in their own learning process through shaping their curriculum. The M.S. in Nutrition and Dietetics program requires 35 semester credits of graduate coursework, which consists of:

- 29 semester credit hours of required Nutrition and Dietetics foundation, including required supervised practice and courses (dietetic internship)
- 6 semester credit hours of required research-related courses (thesis or non-thesis)

Nutrition and Dietetics (29 semester hours):

Required - Nutrition and Dietetics Foundation:

MPH 5011 Biostatistics (3)

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NUTR 5515 MNT Advance Concepts and Outcome Measurement (3)
NUTR 5539 Health & Wellness Research Planning (3)
NUTR 5578 DI Skill & Practice Competence & Professional Issues (2)
NUTR 5581 Obesity: Theory & Practice Applications (3)
NUTR 5585 Complementary Nutrition Therapies (3)
NUTR 5589 Dietetic Internship (12)

Required –Research-related options (6 semester hours):

Non-thesis track

NUTR 6693 Descriptive Research (3)
NUTR 6699 Capstone (3)

Thesis track:

NUTR 6697 Research I (3)
NUTR 6698 Research II (3)

Starting the Program - Prerequisite Degree and Courses:

Applicants must have a bachelor's degree in a life science (e.g., biology, nutrition or dietetics, nursing, health, exercise physiology) or physical science (e.g., chemistry, biochemistry). In addition, all prospective students must have completed all the prerequisite courses, with a "C" or better, prior to acceptance into this program.

Applicants must have completed an Accreditation Council of Education for Nutrition and Dietetics (ACEND) accredited Didactic Program in Dietetics (DPD) prior to starting the combined master degree dietetic internship program.

Applicants must submit a Didactic Program in Dietetics (DPD) Verification Statement or DPD Declaration of Intent.

All applicants must have earned a grade of "C" or better in prerequisite coursework. Prerequisite courses for this master's degree include undergraduate (or graduate) courses in each of the following: biology, physiology (or anatomy and physiology), biochemistry (or nutrient metabolism), and medical nutrition therapy. Recommended is a basic course in research principles. Prerequisite courses may be taken at Benedictine University. GRE scores are optional but welcomed.

Applicants should have a minimum 3.000/4.000 cumulative GPA. GRE results are optional but welcomed with a recommended minimum score of 30th percentile in each of the three areas of the GRE: verbal, quantitative and analytical. Applications without GRE scores will have more weight on grades and references.

Unless applying for pre-match students should submit their application to the Dietetic Internship program, along with all requirements including references, using DICAS and D&D Digital Systems.

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Applicants should have a minimum of 3.200/4.000 DPD GPA and minimum of 3.000/4.000 cumulative GPA.

Refer to the *Program Guide* for more information.

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Master of Science (M.S.) in Nutrition and Wellness

College: College of Education and Health Services

Department: Nutrition

Student Type: Graduate

Faculty:

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

Catherine Arnold, Ed.D., M.S., RDN, LDN

Department Chair and Professor, Nutrition (1990)

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

Bonnie Beezhold, Ph.D., CHES

Associate Professor, Nutrition (2011)

B.S., 1984, DePaul University; M.H.S., 2002, Johns Hopkins University; Ph.D., 2008, Arizona State University

Karen Plawecki, Ph.D., RDN, LDN

Director, Graduate Programs in Nutrition and Associate Professor, Nutrition

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

Lecturers:

Jan Dowell, M.HPE., M.NCD., RDN, LDN, CSSD

David Grotto, M.S., RDN, LDN

Jennifer Ketterly, M.S., RDN, CSSD

Teresa Pangan, Ph.D., RDN

Laurie Schubert, Ph.D., 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.

Introduction:

In our dynamic health care environment, it is essential for health practitioners to develop skills for fostering improved health outcomes. The Master of Science in Nutrition and Wellness program at Benedictine University provides a powerful foundation in nutrition and health risk assessment,

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motivation, intervention and evaluation. This degree serves as a portal to careers in health promotion and risk reduction, therapeutic intervention and community education.

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

Mission Statement:

The Master's Programs in Nutrition create and maintain a learning environment that encourages critical thinking, acquisition of an evidence-based comprehensive knowledge of the interrelationships of science, food, nutrition, and health, and the development of ongoing professional skills that are necessary for becoming outstanding health professionals.

Learning Goals:

Upon successful completion of the Master of Science in Nutrition and Wellness core courses, the student will:

- demonstrate in-depth knowledge and application of key areas of nutritional science;
- apply critical thinking skills;
- plan and design nutrition and wellness education or training programs for individuals or groups;
- plan and conduct research;
- perform in-depth statistical analysis and
- present evidence-based professional communications

Overview:

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

Designed for those who want to help others and make a positive difference in their communities, this program develops one's skills to educate people on preventative and health-promotion concerns.

This program is unique in that it is a science-based health promotion program with breadth and depth in nutrition science. The research component is applied, fostering development of skills in analyzing and evaluating the outcomes of a health education assessment or intervention or conducting community-based research, which results in a thesis. A non-thesis option is available with a focus on Nutrition Entrepreneurship.

The admissions process for the degree program is conducted throughout the year. Students begin their courses for the program in the early fall term (August) as part of a cohort.

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

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

Benedictine University's Traditional M.S. in Nutrition and Wellness program is designed for working adults. Core courses are offered as an evening program, meeting once per week on the Lisle campus along with online weekly activities, so that a student's professional life can continue. Students usually enroll in one course at a time (eight weeks) with two per term, completing the degree in about two years. For more information, visit ben.edu/nutrition.

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

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

Curriculum:

The M.S. in Nutrition and Wellness program requires 33 semester credits of graduate coursework, which consists of:

- 27 semester credit hours of Nutrition and Wellness foundation coursework
- 6 semester quarter credit hours of required research-related courses (thesis or non-thesis)

Nutrition and Wellness (33 semester hours):Required Nutrition and Wellness Foundation (27 semester hours):

MPH 5011	Biostatistics (3)
NUTR 5501	Introduction to Wellness (3)
NUTR 5530	Science of Sports Nutrition (3)
NUTR 5539	Health & Wellness Research Planning (3)
NUTR 5557	Nutrition Communications through Technology (3)
NUTR 5581	Obesity: Theory & Practice Applications (3)
NUTR 5585	Complementary Nutrition Therapies (3)
NUTR 6610	Issues in Metabolism (3)
NUTR 6693	Descriptive Research (3)

Required – Research-related options (6 semester hours):Option 1 – Thesis for online students:

NUTR 6695	Research Analysis (3)
NUTR 6696	Research Communications (3)

Option 2 – Thesis for on campus students:

NUTR 6697	Research I (3)
NUTR 6698	Research II (3)

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Non-thesis track*:

MBA 6559 Entrepreneurship (3)

NUTR 6658 Venture Planning in Nutrition (3)

*Adding MBA 6622 Creativity and Innovation (3) results in the Nutrition Entrepreneurship certificate [please note that as MBA 6622 is not required for the degree that course is not eligible for financial aid in this program].

Starting the Program - Prerequisite Degree and Courses:

Applicants must have a bachelor's degree in a life science (e.g., biology, nutrition or dietetics, nursing, health, exercise physiology) or physical science (e.g., chemistry, biochemistry). In addition, all prospective students must have completed all the prerequisite courses, with a "C" or better, prior to acceptance into this program.

Prerequisite courses for this master's degree include undergraduate (or graduate) courses in each of the following: physiology (or anatomy and physiology), and 2000-level basic nutrition. Recommended is a basic course in research principles. Prerequisite courses may be taken at Benedictine University. GRE scores are optional but welcomed.



Master of Science (M.S.) in Values-Driven Leadership

College: Daniel L. Goodwin College of Business

Department: Center for Values-Driven Leadership

Student Type: Graduate

Faculty:

James D. Ludema, Ph.D.

Lecturers:

Shannon Brown, Ph.D.

Donna Darr, Ph.D.

José DelaCerde-Gastelum, Ph.D.

Lee DeRemer, Ph.D.

Marie E. Di Virgilio, Ph.D., M.B.A.

James G. Gustafson, Ph.D.

John Heiser, Ph.D.

Michael Kuppinger, Ph.D.

Michele Major, Ph.D.

David Smith, Ph.D.

The lecturers listed have extensive experience in the business, non-profit, government, and/or military sectors, and they hold a Ph.D. or D.B.A. in Values-Driven Leadership or Organization Development. Benedictine University is fortunate to have these extraordinary individuals teach in the Master of Science in Values-Driven Leadership program.

Mission Statement:

The Master of Science in Values-Driven Leadership program graduates exceptional values-driven leaders with the personal, interpersonal and strategic organizational competencies needed to make a transformative impact on business and society.

Program Learning Outcomes:

The Master of Science in Values-Driven Leadership program has five key learning outcomes.

Graduates will be able to:

1. Understand, apply and evaluate the theory and practice of values-driven leadership at the individual, team, and strategic levels.
2. Create and implement customized personal coaching plans for themselves and others to improve individual, team and organizational performance.
3. Develop and lead effective organizational change initiatives that apply the principles of values-driven leadership, nurture innovation and improve organizational performance.

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4. Demonstrate mastery-level competence in values-driven leadership by analyzing strategic leadership problems and opportunities, and designing and implementing comprehensive solutions that benefit both business and society.
5. Advance career objectives by developing new professional networks and assembling a portfolio of knowledge, skills, competencies and experiences that demonstrate proficiency in values-driven leadership and are attractive to current and potential employers.

What Makes the Program Unique?

The Master of Science in Values-Driven Leadership program is benchmarked against the best leadership development programs in the world and incorporates many of their most powerful features. First, it expertly blends theory and practice. It will help you develop as a values-driven leader with the capacity to lead with excellence at the individual, team, organizational and societal levels. Second, its format is tailored to meet the needs of busy leaders like you. It is a cohort-based, fully interactive online program that provides networking opportunities to integrate and deepen the learning experience. Third, the program is accelerated. It is designed to be completed in 18 months. Fourth, you will create a personalized leadership development plan based upon industry-leading assessments and will receive individualized coaching throughout the program to help you implement the plan and pursue your career objectives. Fifth, based on your interests and goals, you will design and conduct action-learning projects to address problems and opportunities in your organization under the guidance of an instructor. These projects will deliver immediate value to you and to your organization. Sixth, a values-driven approach to business runs throughout the program and equips you to have a transformative impact on business and society.

The Master of Science in Values-Driven Leadership Curriculum:

The curriculum consists of 10, three semester credit hour courses, totaling 30 semester credit hours. Students must maintain a 3.000 or better grade point average to graduate. Any course where students earn a grade below "C" must be repeated. Because the program is designed to be completed in 18 months or less, a new course starts every eight weeks.

Courses:

MSVDL 5505 Leadership Foundations
MSVDL 5510 Leadership Effectiveness
MSVDL 5515 Leadership Theory & Practice
MSVDL 5525 Leading & Developing Others
MSVDL 5530 Leading High-Performance Teams
MSVDL 5535 Leading Positive Change
MSVDL 5545 Leading Financial Performance
MSVDL 5550 Leading Organizational Effectiveness
MSVDL 5555 Strategic Leadership
MSVDL 5560 Leadership Practicum

Transfer Credit and Course Waivers:

All courses in the Master of Science in Values-Driven Leadership program are unique core courses, and we do not accept transfer credit or course waivers.

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**Admission Requirements:**

- Application for graduate admission
- \$40 non-refundable application fee
- Official transcripts from all universities/colleges attended. Official electronic transcripts can be emailed to nationalenrollment@ben.edu
- Two letters of reference from individuals familiar with the applicant's professional or academic work, excluding family or personal friends
- A one-to two-page essay addressing educational and career goals
- Students must have at least three years of management experience, and/or be identified as a high-potential leader
- Current résumé listing chronological work history
- Personal interview may be required prior to an admission decision
- Students who have completed any foreign postsecondary education (college, university, etc.) are required to submit an official credit evaluation. Students may submit a detailed evaluation from Educational Perspectives at edperspectives.org/Benedictine or a course-by-course evaluation from Education Credential Evaluators (ECE) at ece.org. Official reports must be mailed directly to Benedictine from Educational Perspectives or ECE or submitted electronically directly to Benedictine from Educational Perspectives or ECE. Please contact the Enrollment Center for more information.
- For international students, Test of English as a Foreign Language (TOEFL)/International English Language Testing System (IELTS) of 550 (paper-based) or 79 (Internet-based) and 6.0 IELTS.

Requirements:

Program candidates should be proven and emerging leaders from the business, public, or non-profit sectors, with 3+ years management experience.

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ACADEMIC PROGRAMS - DUAL DEGREES

Master of Business Administration/ M.S. in Management and Organizational Behavior

Introduction:

The M.B.A./M.S. in Management and Organizational Behavior dual degree combines the comprehensive business core of the M.B.A. with the strong organizational and people focus of the M.S. in Management and Organizational Behavior program. Students have sufficient elective course options in order to earn a concentration in any of the areas available in the M.B.A. program or to continue study in the M.S. in Management and Organizational Behavior area. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.B.A./M.S. in Management and Organizational Behavior program requires 96 quarter credit hours.

M.B.A./M.S. in Management and Organizational Behavior core (64 quarter credit hours):

MSA 6500 Financial Accounting (4)
MBA 5510 Economics (4)
MBA 5541 Analytical Tools for Management Decisions (4)
MBA 6520 Leadership and Business Ethics in the Global Environment (4)
MBA 6539 International Business (4)
MSA 6601 Managerial Accounting (4)
MBA 6611 Managerial Economics (4)
MBA 6630 Operations Management (4)
MBA 6651 Financial Management (4)
MBA 6661 Marketing Management (4)
MBA 6671 Strategic Management (4)
MBA 6683 Project Management (4)
MGMT 6521 Career and Human Resource Planning (2)
MGMT 6530 Organizational Behavior (4)
MGMT 6591 Contemporary Trends in Change Management (1) (two classes needed)
MGMT 6612 Methods of Organizational Research (4)
MGMT 6634 Strategy, Structure and Decision-Making (4)

Electives:

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

Starting the Program:

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

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appointment is very important. You must schedule an advising appointment before enrolling in your first M.B.A. or M.S. in Management and Organizational Behavior class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.B.A./Management and Organizational Behavior resources. M.B.A. and Management and Organizational Behavior course prerequisites must be met for enrollment in upper-level courses. Contact the Associate Director for the Department of Graduate Business Administration at (630) 829-6210 for additional information. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.

Master of Public Health (M.P.H.)/Master of Business Administration

Introduction:

The M.P.H./M.B.A. dual degree option adds to the M.P.H. program the comprehensive business core of the M.B.A. program. This option requires application and admission to each program and the completion of all requirements for both degrees. The M.P.H./M.B.A. program results in both the M.P.H. and the M.B.A. degrees and requires 98 quarter credit hours.

Overview:

The student body of the M.P.H. program is drawn from a wide spectrum of health professionals and those in related disciplines who wish to apply their training to population health as well as entry-level students who are seeking a career in the rapidly evolving health system. Students are drawn from every age group and many countries. The program benefits from the variety, energy and dedication of its students.

Quality instruction, whether core faculty or adjunct faculty drawn from leaders in their fields, is central to the Benedictine M.P.H. program. Courses are given at convenient times; either one night a week or on successive weekend days, or online so that a student's professional life can continue. Integral to the program is the internship experience. It is not only the capstone of the educational experience, but often a springboard to a new career. Classroom instruction and field experiences are augmented by extracurricular clubs and interest groups.

Master of Public Health/Master of Business Administration Curriculum:

- MPH 5011 Biostatistics (4)
- MPH 6001 Behavioral and Social Aspects of Public Health (4)
- MPH 6002 Public Health System (4)
- MPH 6003 Ethical and Political Issues in Public Health (4)
- MPH 6004 Epidemiology (4)
- MPH 6005 Environmental Health (4)
- MPH 6006 Methods of Research in Public Health (4)
- MPH 6009 Cultural Context of Health (4)
- MPH 6010 Health Policy (4)

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MPH 6011 Biology of Public Health (4)
MPH 6062 Management of Health Services Organizations (4)
MPH 6098 Community Health Analysis (4)
MPH 6099 Supervised Field Internship in Public Health (6)
MSA 6500 Financial Accounting (4)
MBA 5510 Economics (4)
MBA 6520 Leadership and Business Ethics in the Global Environment (4)
MBA 6539 International Business (4)
MSA 6601 Managerial Accounting (4)
MBA 6611 Managerial Economics (4)
MBA 6630 Operations Management (4)
MBA 6651 Financial Management (4)
MBA 6661 Marketing Management (4)
MBA 6671 Strategic Management (4)
MBA 6683 Project Management (4)

Starting the Program:

The admission process is conducted throughout the year. Students may begin their program in any of the four terms. Students who wish to test their suitability for graduate work may start as a Student-at-Large without formal admission and may take up to 16 quarter credit hours before being accepted for degree candidacy.

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

Introduction:

The M.P.H./M.S. in Management and Organizational Behavior dual degree program enhances the M.P.H. curriculum with coursework focusing on organizational management and human resource skills. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.P.H./M.S. in Management and Organizational Behavior program results in both the M.P.H. and M.S. in Management and Organizational Behavior degrees and requires 96 quarter credit hours.

M.P.H./M.S. in Management and Organizational Behavior Core Curriculum (70 quarter credit hours):

MPH 5011 Biostatistics (4)
MPH 6001 Behavioral and Social Aspects of Public Health (4)
MPH 6002 Public Health System (4)
MPH 6004 Epidemiology (4)
MPH 6005 Environmental Health (4)
MPH 6006 Methods of Research in Public Health (4)
MPH 6010 Health Policy (4)

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MPH 6011 Public Health Biology (4)
MPH 6062 Management of Health Services Organizations (4)
MPH 6098 Community Health Analysis (4)
MPH 6099 Supervised Field Internship in Public Health (6)
MGMT 5500 Accounting for Managers (4)
MGMT 6522 Ethics and Social Responsibility in Management (2)
MGMT 6530 Organizational Behavior (4)
MGMT 6540 Data Processing and Management (4) or
MBA 6641 Information Technology Management (4)
MGMT 6591 Contemporary Trends in Change Management (1) (two classes needed)
MGMT 6634 Strategy, Structure and Decision-Making (4)
MGMT 6671 Strategic Management (4)
Electives: 26 quarter credit hours

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

Introduction:

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

Overview:

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

Students enrolled in the M.S.N. nurse executive leader concentration may apply to the M.S.N./M.B.A. dual program during enrollment or upon successful completion of the M.S.N. program. Graduates of the M.S.N. degree, nurse executive leader concentration may apply to the dual degree program after the M.S.N. has conferred but must complete the M.B.A. requirements within six years from the time of admission to the M.S.N. program. Note: See M.S.N. and M.B.A. application criteria for a detailed description of program-specific requirements.

Curriculum:

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

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**M.S.N. Foundation:**

NRHL 5501 Health Promotion and Interprofessional Collaboration (3 semester credit hours)

NRHL 5502 Ethical and Culturally Competent Health Care Professional (3 semester credit hours)

NRHL 5503 Evidence-based Nursing Practice: Research and Process Improvement (3 semester credit hours)

NRHL 5505 Healthcare Policy and Advocacy (3 semester credit hours)

NRHL 5506 Quality Improvement and Safety in Health Care Systems (3 semester credit hours)

M.S.N. Nurse Executive Leader Concentration:

NRHL 6620 Building Effective Communication and Relationships (3 semester credit hours)

NRHL 6622 Professionalism and Executive Career Development (3 semester credit hours)

NRHL 6624 Advanced Knowledge of Healthcare Systems (3 semester credit hours)

NRHL 6646 Leadership and Systems Thinking (3 semester credit hours)

NRHL 6648 Financial Management and Resource Allocation (3 semester credit hours)

NRHL 6653 Advanced Nursing Practice: Clinical Immersion (3 semester credit hours)

NRHL 6655 Advanced Nursing Practice: Capstone Project Implementation (3 semester credit hours)

M.B.A. Foundation:

MSA 6500 Financial Accounting (4 quarter credit hours)

MBA 5510 Economics (4 quarter credit hours)

MBA 5541 Analytical Tools for Management Decisions (4 quarter credit hours)

MBA 6539 International Business (4 quarter credit hours)

M.B.A. Managerial Process:

MBA 6611 Managerial Economics (4 quarter credit hours)

MBA 6630 Operations Management (4 quarter credit hours)

MBA 6651 Financial Management (4 quarter credit hours)

MBA 6661 Marketing Management (4 quarter credit hours)

MBA 6671 Strategic Management (4 quarter credit hours)

MBA 6683 Project Management (4 quarter credit hours)

MGMT 6581 Team Building (2 quarter credit hours)



ACADEMIC PROGRAMS - DOCTORAL

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

College: Daniel L. Goodwin College of Business

Department: Management and Organizational Behavior/Organization Development

Student Type: Doctorate

Faculty:

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

Peter F. Sorensen Jr., Director

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

Ramkrishnan V. Tenkasi, Professor

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

Therese F. Yaeger, Professor

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

Academic Administrator:

Phyllis Meyers, Program Coordinator

B.S. Education, Quincy University

Introduction:

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

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

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

The first set of context courses concentrates on setting the tone and developing sensitivity to the role of organization development in terms of social responsibility in the national and global arenas. These courses review the nature of emerging problems and the role of organizations and organization development in responding to these problems. Heavy emphasis is placed on the philosophy of science and organization research and theory.

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

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

Overview:

The Ph.D. in Organization Development program prepares management professionals with state-of-the-art education in the field. Built on a 50-year history of successful graduate-level OD education, this program is intended for those persons with extensive experience, who currently hold responsible positions either in the field of organization development, management or a closely-allied field such as human resource management. It is a three-year program, consisting of a first year of context courses, a second year covering some core OD knowledge areas and a third year consisting of advanced OD topics and the completion of a dissertation. The doctoral degree in Organization Development at Benedictine University was one of the first graduate OD programs in the country. It is currently the third largest behaviorally-oriented management program in the nation and one of the top-rated graduate OD programs internationally.

Curriculum:

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

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

- Knowledge of the history and development of the field of organization development as a scientific-applied discipline.

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- Knowledge of emerging concepts and theory in the field, knowledge of and commitment to the concept of the practitioner-scholar and its role in the further development of the field.
- Knowledge of the current and projected global trends and problems, and the responsibility and role of the field in relationship to these trends in a global culture.
- A demonstrated command of theoretical and applied research methodologies, including but not limited to: action research, diagnostic research, evaluation research and theory building research.
- A capacity to create and use innovative intervention strategies to enhance the ability of organizations to better manage their resources and cope with turbulent and unpredictable environments.
- Knowledge of and demonstrated abilities in data collection and analysis, including but not limited to: interviewing, participant-observer methods, questionnaire design, unobtrusive measures and quantitative and qualitative data analysis supported through relevant information, technology, knowledge and skill.
- Demonstrated ability in general consulting and interpersonal skills, including organizational assessment, intervention strategies, process consultation, entry and contracting integrity, personal centering, active learning, trust, rapport building and modeling of behaviors in concert with the OD Code of Ethics.
- Knowledge of and commitment to the OD Code of Ethics and the role of the OD practitioner-scholar in creating and fostering the ethical organization knowledge of and demonstrated contribution to the field of organization development through:
 - appropriate membership and leadership roles in professional organizations.
 - regular contributions to the knowledge and critique of the field through submission to, and publication in, peer-reviewed journals; and
 - consistent presence and participation in regional and national conferences through the presentation of both scholarly and practitioner-oriented research.

The Ph.D. in Organization Development is a three-year program requiring completion of 96 quarter credit hours of foundation courses. It is the expectation that students complete the program within three years. With faculty approval, a student may request up to two more years to complete the dissertation. However, the student would incur additional tuition costs. All coursework with a grade below "B" must be repeated for the course to apply toward graduation. All Ph.D. courses are foundation courses and, as identified in the catalog, require a grade of a "B" or higher to apply toward graduation requirements.

Foundation courses for all students include:

PHDOD 7731A Environmental Trends – Global (4)
PHDOD 7732A Environmental Trends – Evolution (4)
PHDOD 7734A Organizational Strategy (4)
PHDOD 7735A Philosophy of Science (6)
PHDOD 7736A Organizational Research and Theory (6)
PHDOD 7791A Lecture Series Seminar (2) x2
PHDOD 7791B Lecture Series Seminar (2) x2

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PHDOD 8812A Qualitative Methods (4)
PHDOD 8813A Quantitative Methods (4)
PHDOD 8880A Group Dynamics (4)
PHDOD 8881A Organization Change and Design (4)
PHDOD 8884A Organization Consultation (4)
PHDOD 8891A Advanced Topics: Views of OD (4)
PHDOD 8891B Advanced Topics: Integrated Quantitative and Qualitative Seminar (4)
PHDOD 8891C Advanced Topics: Scholarly Practitioner Journey (4)
PHDOD 8891D Advanced Topics: International Trip (12)
PHDOD 8899A Dissertation (10)
PHDOD 8899B Dissertation (10)

Dissertation:

While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon being accepted into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics consistent with the major research themes within the program. It is expected that research topics be selected during the first year as part of the initial research course. During the second year, it would be expected that papers be presented at local or regional professional meetings as part of the learning and feedback process. In the final year of the program, during completion of the dissertation, students would be expected to present their work at national meetings and submit papers for publication.

Scholars:

Billie Alban, Alban & Williams Ltd.
Philip Anderson, Ph.D., Manpower Group North America
Chris Argyris, Ph.D., Harvard University
Emily Axelrod, The Axelrod Group
Richard Axelrod, The Axelrod Group
Frank Barrett, Ph.D., Naval Post Graduate School
Jean Bartunek, Ph.D., Boston College
Michael Beer, Ph.D., Harvard Business School
Geoffrey Bellman, The Community Consulting Partnership
Robert Blake, Ph.D., Grid International Inc.
Peter Block, Author, Flawless Consulting
Cheryl Boglarsky, Ph.D., Human Synergistics
David Boje, Ph.D., New Mexico State University
Richard Boland, Ph.D., Case Western Reserve University
David Bradford, Ph.D., Stanford University, Graduate School of Business
Bruce Buchowicz, Ph.D., National University
Anthony Buono, Ph.D., Bentley College
W. Warner Burke, Ph.D., Columbia University
Steven Cady, Ph.D., Bowling Green State University
Peter Cappelli, Ph.D., University of Pennsylvania Wharton Center for Human Resources

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John Carter, Ph.D., John Carter and Associates
Allan Church, Ph.D., Columbia University; PepsiCo, Inc.
James Clawson, Ph.D., University of Virginia, Darden Graduate School
Deborah Colwill, Ph.D., Asbury Theological Seminary
David Cooperrider, Ph.D., Case Western Reserve University, Weatherhead School of Management
Thomas Cummings, Ph.D., University of Southern California, Marshall School of Business
Richard Daft, Ph.D., Vanderbilt University
Kathleen Dannemiller, Dannemiller Tyson Associates
Christopher Fernandez, Ph.D., Magnetrol International Inc.
Mark Frankel, Ph.D., American Association for the Advancement of Science
Wendell French, Ph.D., University of Washington
Frank Friedlander, Ph.D., The Fielding Institute
Ronald Fry, Ph.D., Case Western Reserve University
William Gellerman, Ph.D., Dialogue Associates
Kenneth Gergen, Ph.D., Swarthmore College
Mary Gergen, Ph.D., Penn State Delaware County
Robert Golembiewski, Ph.D., University of Georgia
Timothy Goodly, Ph.D., Turner Broadcasting Systems, Inc.
Larry Greiner, Ph.D., University of Southern California
Mary Jo Hatch, Ph.D., University of Virginia, McIntire School of Commerce
Thomas Head, Ph.D., Roosevelt University
Gina Hinrichs, Ph.D., Hinrichs Consulting
David Jamieson, Ph.D., University of St. Thomas
Judith Katz, The Kaleel Jamison Consulting Group
Robert Keidel, Ph.D., University of Pennsylvania, Wharton School
Angela Keister, Ph.D., Allstate Insurance
Gerry Ledford, Ph.D., Ledford Consulting Network
Fred Luthans, Ph.D., University of Nebraska
Michael Manning, Ph.D., New Mexico State University
Dorothy Marcic, Ph.D., Vanderbilt University
Robert Marshak, Ph.D., AU/NTL; Marshak Associates
Victoria Marsick, Ph.D., Columbia University Teachers College
Frederick Miller, The Kaleel Jamison Consulting Group
Matthew Minahan, Ph.D., MM & Associates; Johns Hopkins, Carey Business School; University of Maryland, R.H. Smith School
Philip Mirvis, Ph.D., Philip H. Mirvis Associates
Susan Mohrman, Ph.D., University of Southern California
Kenneth Murrell, Ph.D., University of West Florida
Dawn Newman, Ph.D., The Boeing Company
Ellen O'Connor, Ph.D., Stanford University; Chronos Associates
Greg Oldham, Ph.D., Tulane University
Deborah Orr, Ph.D., Roosevelt University
Brian Peach, Ph.D., University of West Florida

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Joanne Preston, Ph.D., Pepperdine University
Ronald Purser, Ph.D., San Francisco State University
Robert Quinn, Ph.D., University of Michigan
Ryan Quinn, Ph.D., Darden Graduate School of Business
John Redding, Ph.D., Redding Associates
Grace Ann Rosile, Ph.D., New Mexico State University
Denise Rousseau, Ph.D., Carnegie-Mellon University
Edgar Schein, Ph.D., Massachusetts Institute of Technology, Sloan School of Management
Charles Seashore, Ph.D., Fielding Graduate Institute
Edith Seashore, Former President, NTL American University, NTL Institute
Peter Senge, Ph.D., Massachusetts Institute of Technology, Sloan School of Management
A. B. Rami Shani, Ph.D., California Polytechnic State University
Jacqueline Stavros, Ph.D., Lawrence Tech University
Jeffrey Swallow, Ph.D., Magnetrol International Inc.
William Torbert, Ph.D., Boston College
Peter Vaill, Ph.D., University of St. Thomas, Graduate School of Business
Andrew Van de Ven, Ph.D., University of Minnesota
Glenn Varney, Ph.D., Bowling Green State University
Kala Visvanathan, Ph.D., Johns Hopkins University
Janine Waclawski, PepsiCo Inc.
Donald Warwick, Ph.D., University of Colorado - Colorado Springs
Marvin Weisbord, FutureSearch Associates
Karen Whelan-Berry, Ph.D., Texas Wesleyan University
Diana Whitney, Ph.D., Saybrook Institute & Corporation for Positive Change
Henry Williams, Ph.D., Purdue University North Central
Richard Woodman, Ph.D., Texas A&M University
Christopher Worley, Ph.D., University of Southern California, Marshall School of Business
Dale Zand, Ph.D., New York University

International Distinguished Visiting Scholars:

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

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Doctor of Philosophy (Ph.D.)/Doctor of Business Administration (D.B.A.) in Values-Driven Leadership, for Senior Executives

College: Daniel L. Goodwin College of Business

Department: Center for Values-Driven Leadership

Student Type: Doctorate

Faculty:

James D. Ludema, Ph.D.

Co-founder and Director, Center for Values-Driven Leadership;
Professor, Global Leadership

Michael R. Manning, Ph.D.

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

Anchor Faculty:

Marie Di Virgilio, Ph.D.

Core Faculty, Organizational Change and Corporate Social Responsibility

Marketing and Communications:

Amber Johnson, M.A.

Chief Communications Officer and Senior Research Associate, Center for Values-Driven Leadership

Distinguished Visiting Scholars:

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

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

Frank Barrett, Ph.D., Naval Postgraduate School

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

Phil Bromiley, Ph.D., University of California, Irvine

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

Kim Cameron, Ph.D., University of Michigan

Jeremy L. Caradonna, Ph.D., University of Alberta

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

Yochi Cohen-Carash, Ph.D., The City University of New York

Amy Edmondson, Ph.D., Harvard University

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

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

Barbara Fredrickson, Ph.D., University of North Carolina at Chapel Hill

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

Mary Gentile, Ph.D., University of Virginia

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Benedictine University

Leigh Hafrey, Ph.D., Massachusetts Institute of Technology
Stuart L. Hart, Ph.D., Cornell University
Mary Jo Hatch, Ph.D., University of Virginia
Bob Johansen, Ph.D., Institute for the Future
Craig Johnson, Ph.D., George Fox University
Barbara Kellerman, Ph.D., Harvard University
Mikko Ketokivi, Ph.D., IE Business School, Madrid, Spain
Jim Kouzes, Leavey School of Business at Santa Clara University
Chris Laszlo, Ph.D., Case Western Reserve University
L. Hunter Lovins, J.D., Natural Capitalism Solutions
Rodney Ludema, Ph.D., Georgetown University
G. Thomas Lumpkin, Ph.D., Syracuse University
Cindy McCauley, Ph.D., Center for Creative Leadership
Carlos Mora, Ph.D., Center for Positive Organizational Scholarship, University of Michigan
Peter Northouse, Ph.D., Western Michigan University
Marc Orlitzky, Ph.D., The University of South Australia
Joyce Osland, Ph.D., San Jose State University
Bill Pasmore, Ph.D., Columbia University, Teachers College
Robert Quinn, Ph.D., University of Michigan
Ronald Riggio, Ph.D., Claremont McKenna College
Abraham Shani, Ph.D., California Polytechnic State University
Raj Sisodia, Ph.D., Babson College
Inger Stensaker, Ph.D., NHH Norwegian School of Economics
Diane Swanson, Ph.D., Kansas State University
Richard W. Woodman, Ph.D., Lawrence Fouraker Professor (Emeritus), Texas A&M University

Introduction:

Benedictine University's award-winning Doctor of Philosophy (Ph.D.)/Doctor of Business Administration (D.B.A.) in Values-Driven Leadership program is specifically designed for senior executives committed to using the creativity and discipline of business to:

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

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

The program is designed to be completed in three years (96 quarter credit hours) and is tailored to meet the exacting standards and demanding schedules of senior leaders who work full-time. To accommodate those who commute from around the globe, classes are held once a month on

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Benedictine University

weekends and during an annual 8-day intensive. Benedictine University is about a 30-minute drive from Chicago's O'Hare and Midway airports.

Overview:

The Ph.D./D.B.A. in Values-Driven Leadership program is a rigorous, fully-accredited doctoral program for senior executives that connects students to globally influential leaders and a broad range of opportunities for research and practice in the areas of global leadership, strategic change and corporate sustainability.

Benedictine University's Ph.D./D.B.A. program is the first scholar-practitioner program in the world focusing explicitly on values-driven leadership – that is, the theory and practice of leading profitable, sustainable, and responsible companies in today's global economy. The program equips students to become thought leaders who have a transformative impact on business and society by leading boldly at four levels: personal, interpersonal, organizational and globally.

Other key features include:

- Exceptional scholars: Learning from Benedictine University's world-class faculty and distinguished visiting scholars and executives from leading universities and companies around the globe.
- Global connections: Traveling to different parts of the world to engage in high-quality learning exchanges with top scholars and executives from other countries and cultures.
- A cohort of executives: Engaging in the classroom with an exceptional group of peers — experienced executives like yourself who share a passion for values-driven leadership.
- World-class research: Participating with Benedictine faculty and a global network of scholars in leading-edge research initiatives focused on leadership, sustainability and organizational change.
- Choice of degrees: You may choose one of two degrees, a Ph.D. (doctor of philosophy) or a D.B.A. (doctor of business administration).
- One-of-a-kind curriculum: Engaging coursework that integrates the fields of business; leadership and organizational change; and social, ethical and environmental responsibility.
- Convenience: Attending classes on a schedule convenient for senior leaders working full-time and for those who commute from outside the Chicago area (once a month on weekends, plus an annual 8-day intensive).
- Personal transformation: We are committed to your personal and professional transformation; our faculty work with students to tailor their research and writing to help advance the student's career and individual goals.

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

Students who begin the Ph.D./D.B.A. program in Values-Driven Leadership in 2019 or later may earn a Master's of Science in Values-Driven Leadership en route to their doctorate. The master's degree can be awarded after the student has earned at minimum 45 quarter credit hours of qualifying courses within the doctoral program and must be awarded within the six year graduate program limit; it cannot

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be awarded after the Ph.D. or D.B.A. is complete. Students must earn at least a “B” in each course and maintain a minimum 3.0 grade point average. Students must consult with the department chair before applying for the master’s degree and will need to officially apply for the master’s degree through the Office of the Registrar; it is not automatically awarded.

Curriculum:

The Ph.D./D.B.A. in Values-Driven Leadership is a fully-accredited doctoral program offered by the Center for Values-Driven Leadership in the Daniel L. Goodwin College of Business at Benedictine University. It is based on the premise that business is the most powerful institution on the planet. Leadership decisions made in the workplace shape the lives of individuals, economies and the world more than any other single institution. Increasingly, smart business leaders are leveraging social, ethical and environmental performance to drive innovation and profitable growth.

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

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

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

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

Both degree programs (Ph.D. and D.B.A.) require a total of 96 quarter credit hours completed during a three-year period. Students typically complete 8 quarter hours per quarter for four quarters per year.

Required courses include:

DVDL 7700 Orientation for DVDL Admitted Students

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Benedictine University

DVDL 7725 Leading Self I: Your Career Leadership Legacy
DVDL 7735 Leadership Theory, Research and Practice
DVDL 7745 Leading Teams
DVDL 7750 Organizational Theory and Behavior
DVDL 7755 Moral and Ethical Foundations of Leadership
DVDL 7765 Leading and Developing Others
DVDL 7775 Leadership and Corporate Social Responsibility
DVDL 7785 Leading Corporate Sustainability
DVDL 7795 Lecture Series Seminar I
DVDL 8835 Leading Change and Developing Organizations
DVDL 8845 Strategic Leadership
DVDL 8855 Leading in the Global Economy
DVDL 8865 Research Methods I: Scholar-Practitioner Strategies
DVDL 8875 Research Methods II: Quantitative Methods
DVDL 8885 Research Methods III: Qualitative Methods
DVDL 8895 Lecture Series Seminar II
DVDL 8896 Global Exchange/International Trip
DVDL 8898 Dissertation
Optional course:
DVDL 8899 Dissertation Continuation

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COURSE DESCRIPTIONS - GRADUATE

Academic Discourse Graduate

ADG 5400 Orientation. (Formerly 400) This short (15 contact hours) course provides international students with an introduction to graduate level study at Benedictine University and to the BenU community. Students will become comfortable with key aspects of the academic culture and community of the University, will be provided with support and information for various aspects of academics and life both on and off campus, and will build confidence and skills through interaction with members of the Benedictine University community. Pass/Fail. Typically offered: Fall and Spring Terms. *Department Consent Required.*

ADG 5401 Introduction to the American Graduate Classroom. (Formerly 401) This ten week course is for international non-native speakers of English concurrently undertaking graduate studies. Students will gain a clearer understanding of what professors expect of them in American graduate level courses. Students will learn advanced reading, writing, classroom interaction and study techniques that are essential for success in graduate academic programs. Prerequisite or co-requisite: ADG 5400. 3 quarter credit hours. *Department Consent Required.*

ADG 5402 Success in the American Graduate Classroom. (Formerly 402) This ten week course is for international non-native speakers of English concurrently undertaking graduate studies. The course builds on ADG 5401 with continued advanced academic skills development. Students will undertake supervised researched writing projects and practice giving oral presentations appropriate to their field. Prerequisites: ADG 5400; ADU 5401 or placement. Pass/Fail. Typically offered: Spring Term. *Department Consent Required.*

ADG 5411 Academic Skills Lab. (Formerly 411) ADG 5411 Academic Skills Lab. This sequence of 10 needs-based lab sessions is for international non-native speakers of English concurrently undertaking graduate studies. Supports and consolidates speaking and listening skills in the student's field of study. May be linked thematically to support another course in the discipline. Prerequisites or co-requisites: ADG 5400; ADG 5401 or 5402, or by placement. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 1.5.*

ADG 5412 Individual and Small Group Study Lab. (Formerly 412) This sequence of 10 specifically-focused needs-based sessions is for international non-native speakers of English concurrently undertaking graduate studies. Study groups and activities support the development of higher level proficiency using academic English in the student's discipline. Prerequisites or co-requisites: ADG 5400; ADG 5401 or 5402, or by placement. Typically offered: Periodically. *Department Consent Required.*

Accountancy

MSA 5504 Corporate Accounting Theory and Practice I. (Formerly 504) Focuses on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and the statement of cash flows. Provides an understanding of the significance and limitations of financial statements. Useful to those pursuing careers in professional accounting and a necessary course for those planning to sit for the CPA exam. Also a useful course for those managers requiring a sophisticated knowledge of financial

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statements as it relates to bottom-line responsibility, particularly those managers required to provide attestation of the accuracy of the financial statements and internal controls. Prerequisite: MSA 6500. 4 quarter credit hours.

MSA 5506 Corporate Accounting Theory and Practice II. (Formerly 506) A continuation of MSA 5504 providing an in-depth study of the conceptual framework of corporate accounting and generally accepted accounting practices with particular reference to the problem areas of financial reporting, such as accounting for pensions, accounting for income taxes, segment reporting, and earnings per share. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Prerequisite: MSA 5504. 4 quarter credit hours.

MSA 5513 Auditing Theory and Practice. (Formerly 513) An intensive study of generally accepted auditing standards and procedures as prescribed by the Public Company Accounting Standards Oversight Board. Emphasis is placed on planning of an audit engagement, evaluation of internal controls, documentation required under the Sarbanes-Oxley Act of 2002, audit sampling techniques and auditing in a computerized environment. A necessary course for those planning to sit for the CPA exam. Prerequisite: MSA 5506. 4 quarter credit hours.

MSA 5515 Advanced Accounting. (Formerly 515) A study of the accounting methods for mergers, consolidations, foreign subsidiaries, not-for-profit and governmental entities, and partnerships. A necessary course for those planning to sit for the CPA exam. Prerequisite: MSA 5506. 4 quarter credit hours.

MSA 6500 Financial Accounting. (Formerly 500) Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. 4 quarter credit hours.

MSA 6601 Managerial Accounting. (Formerly 601) This course introduces the measurement, communication, and interpretation of cost data for management decision-making, planning, control, and evaluation of results. Students are shown how to use accounting information as an effective management tool for coordinating managerial activities. Course material is explored in the context of the extensive changes being implemented in the area of manufacturing, service delivery technologies, and control systems. This course uses case studies to emphasize the application of concepts. Prerequisite: MSA 6500. 4 quarter credit hours.

MSA 6603 Cost Analysis, Profit Planning and Control. (Formerly 603) Builds on the material mastered in MSA 6601. Emphasis is placed on profit planning, strategy, and the behavioral aspects of accounting information. Useful for those pursuing careers in professional accounting or finance, and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Prerequisite: MSA 6601. 4 quarter credit hours.

MSA 6604 Theory and Practice of Financial Reporting. (Formerly 604) Focuses on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and statement of cash flows. The objective of the course is to provide an understanding of the significance and limitations of financial statements. The impact of decisions made by corporate executives with regard to the financial statements and their presentation will be discussed. Useful for those pursuing careers in professional accounting and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Prerequisite: MSA 6601. 4 quarter credit hours.

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MSA 6605 Tax Influences on Decision Making. (Formerly 605) This course presents the impact of federal income taxation on various business decisions. Emphasis is placed on areas such as choice of business organization, capital gains, timing of income, depreciation, investments, and employee benefits. Required Prerequisite: MBA 6601. 4 quarter credit hours.

MSA 6606 Forensic Accounting. (Formerly 606) A comprehensive study of forensic accounting topics. This course provides students with a background in the field of forensic accounting-fundamentals, tools and accounting applications. 4 quarter credit hours.

MSA 6607 Fraud Examination. (Formerly 607) The course is an examination of schemes used to executives, managers, and employees to commit fraud against their organizations. The course material focuses on the prevention, detection, and investigation strategies used to combat accounting fraud. Required Prerequisite: MSA 6500 and MSA 6601. Elective. 4 quarter credit hours.

MSA 6608 Fraud and the Legal Environment. (Formerly 608) This course examines criminal theory relating to fraud, existing legislation governing fraud, and preparation and presentation of fraud cases in the court system. Prerequisite: MSA 6606. 4 quarter credit hours.

MSA 6609 Computer Fraud. (Formerly 609) 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. 4 quarter credit hours.

MSA 6611 Managerial Economics. (Formerly 611) Applies microeconomic tools to business decision making. Topics include optimization, consumer behavior, elasticity of demand, the use of regression analysis to estimate demand (revenues) and costs, marginal analysis and market structure. Cross-listed as MBA/MSA 6611. 4 quarter credit hours.

MSA 6614 Auditing and Assurance I. (Formerly 614) A study of the processes conducted by independent, internal and governmental accountants to audit, attest and provide assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor's understanding of controls in a sophisticated technological environment. The application of these concepts in a way that develops critical thinking and communications skills is emphasized. Prerequisite: MSA 5513. 4 quarter credit hours.

MSA 6615 Auditing and Assurance II. (Formerly 615) A continuation of MSA 6614. Concepts of internal controls, testing methodologies, auditing strategies and potential exposure of misstatement and/or fraud and potential liability of the auditor will be explored more in depth. Prerequisite: MSA 6614. 4 quarter credit hours.

MSA 6616 Information System Auditing. (Formerly 616) Since the introduction of the Sarbanes-Oxley Act of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. 4 quarter credit hours.

MSA 6617 Internal Auditing. (Formerly 617) This course will cover internal audit's critical role in Sarbanes-Oxley, Section 404 compliance efforts as well as focusing on the central role that internal auditors play in the management of risk. Internal auditing is presented as an integral part of effective corporate governance. Students are introduced to internal control theory, test design concepts including audit sampling, and best

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practices. Students will work on selected case studies, explore best practices from organizations such as DuPont, Fannie Mae, Central Maine Power, and Pacific Telesis, and use statistical methods to form audit judgment. Required Prerequisite: MSA 5513. 4 quarter credit hours.

Biology

BIOL 5319 Histology. (Formerly 319) The microscopic anatomy of the tissues and organs of vertebrates. Lecture and lab. Prerequisite of "C" or better in BIOL 1199 or 2299, BIOL 3258 and CHEM 1123. 4 semester credit hours. Typically offered: Periodically.

BIOL 5325 Biology of Complex Systems. (Formerly INPH 525) 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. 3 quarter credit hours. Typically offered: Periodically.

BIOL 5340 Advanced Integrative Human Physiology I. (Formerly INPH 540) 3 semester credit hours. Typically offered: Fall Term.

BIOL 5344 Gross Dissection Anatomy. (Formerly 344) Dissection of the human cadaver. Prerequisite: "C" or better in CHEM 1123 and "B" or better in BIOL 3203. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

BIOL 5345 Gross Dissect Anatomy II: Head and Neck. (Formerly INPH 345/545) Prerequisite: "C" or better in CHEM 1123 and "B" or better in BIOL 3203. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

BIOL 5346 Gross Dissect Anatomy III: Lower Body. (Formerly INPH 346/546) Prerequisite: "C" or better in CHEM 1123 and "B" or better in BIOL 3203. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

BIOL 5347 Medicinal Chemistry. (Formerly 347) This course will investigate the role of organic chemistry in the design and mechanism of drugs. The principles of drug discovery, drug development, drug/receptor interactions and structure/activity relationships will be covered. Prerequisite: "C" or better in CHEM 2247. Cross-listed as CHEM 4347. 3 semester credit hours. Typically offered: Periodically.

BIOL 5350 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 2247 and BIOL 4340 or BIOL 3258. CHEM 3261 is suggested. 3 semester credit hours. Typically offered: Periodically.

BIOL 5354 Immunology. (Formerly INPH 554) Includes structural and functional components of the immune system, as well as types and control of immune response. 3 semester credit hours. Typically offered: Spring Term.

BIOL 5355 Molecular Pharmacology. (Formerly INPH 555) A course introducing students to the molecular foundations of drug action with an emphasis on molecular structure-function relationships. Includes receptor-

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ligand interactions, agonists and antagonists, and signal transduction pathways. 3 semester credit hours.
Typically offered: Periodically.

BIOL 5356 Cellular and Molecular Mechanisms of Human Disease II. (Formerly 356) Mechanisms of human disease that occur in the neurological, endocrine, reproductive hematologic, musculoskeletal and integumentary systems. Prerequisite: "C" or better in BIOL 4340 or BIOL 3258, and CHEM 1123. 3 semester credit hours.
Typically offered: Periodically.

BIOL 5358 Exercise Physiology. (Formerly EXPH/INPH/HLSC 358/558) 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 3258 or a human physiology course and CHEM 1123. 3 semester credit hours. Typically offered: Spring and Summer Terms.

BIOL 5359 Pathophysiology. (Formerly INPH 359/559) 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 3258 or 3256, and CHEM 1123. 3 semester credit hours. Typically offered: Periodically.

BIOL 5360 Physiological Regulatory Systems: Endocrinology. An integrative study of basic medical endocrinology through case studies and the primary literature. 3 semester credit hours. Typically offered: Periodically.

BIOL 5368 Biomechanics. (Formerly INPH 568) 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. 3 quarter credit hours. Typically offered: Spring Term.

BIOL 5369 Neurobiology. (Formerly INPH 569) 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. 3 semester credit hours.
Typically offered: Spring Term.

BIOL 5371 Molecular Biology. (Formerly INPH 571) 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. 3 semester credit hours. Typically offered: Fall Term.

BIOL 5372 Genomics and Bioinformatics. (Formerly INPH 572) 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. 2 semester credit hours. Typically offered: Spring Term.

BIOL 5387 Neurophysiology. (Formerly INPH 576) Introduction to the function of nervous systems at the molecular, cellular, and network level. Topics will include the electrical properties of excitable cells, cell-to-cell communication in the nervous system, and network level processing and modulation of neural circuits. Special attention will be paid to current and developing techniques in the field. 3 semester credit hours. Typically offered: Fall Term.

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BIOL 5502 Stem Cell Biology. (Formerly 502) Stem cell basic biology, including stem cells, their microenvironment, regulatory control of proliferation/differentiation, clinical applications, FDA regulation, and ethical considerations. 4 semester credit hours. Typically offered: Fall and Spring Terms.

BIOL 5503 Stem Cell Laboratory. (Formerly 503) Hands-on training with different stem cell platform technologies including minimal HPC processing, "rare event" Flow Cytometry analysis, cell selection and isolation devices, automated cell counting. 2 semester credit hours. Typically offered: Fall and Spring Terms.

BIOL 5504 Stem Cell Studies. (Formerly 504) Journal readings and discussions for stem cell studies, cell therapy approaches, novel platform technologies, and clinical laboratory applications. 3 semester credit hours. Typically offered: Fall and Spring Terms.

BIOL 5505 Global Challenges for the Health Services Professional: Using a Critical Reflection Platform. (Formerly INPH 505) Global Challenges for the Health Services Professional: Using a Critical Reflection Platform. 3 semester credit hours. Typically offered: Fall Term.

BIOL 5520 Great Ideas in Physiology. (Formerly INPH 520) A study in the original articles from some of the great physiologists to understand basic concepts and current writings on advances in the field of physiology. Students are exposed to original research publications from various physiological systems. 2 semester credit hours. Typically offered: Fall Term.

BIOL 5521 Fitness Testing. (Formerly NTR 521) Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. 2 quarter credit hours. Typically offered: Fall Term.

BIOL 5522 Electrocardiography. (Formerly EXPH/HLSC 322) Practice in the measurement and interpretation of the 12-lead ECG normal, changes with disease, changes with exercise and stress testing. Recognition of the most common abnormalities. 2 semester credit hours. Typically offered: Summer Term.

BIOL 5550 Advanced Integrative Human Physiology II. (Formerly INPH 550) A thorough study of the normal functioning of immune, urinary, digestive, endocrine and reproductive systems. Emphasis is placed on integrative nature of physiology, highlighting the molecular and cellular basis behind normal functions. 3 semester credit hours. Typically offered: Spring Term.

BIOL 5565 Advanced Biochemistry and Metabolism. (Formerly INPH 565) The major metabolic pathways and cellular bioenergetics are discussed. An emphasis is placed upon the chemistry of these processes. 3 semester credit hours. Typically offered: Spring Term.

BIOL 5566 Essential Medical Biochemistry. (Formerly INPH 566) Course will focus on principles of molecular recognition and on the study of human metabolism in health and disease. 3 semester credit hours. Typically offered: Spring Term.

BIOL 5581 Professional Experiences in Clinical Exercise Physiology. (Formerly EXPH/HLSC 381) 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 5581 and EXPH 5581. 1 semester credit hour. Typically offered: Fall Term, 1st 8 Weeks.

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BIOL 5582 Advanced Exercise Physiology I. (Formerly EXPH/HLSC 582) A study of exercise physiology focusing on bioenergetics, exercise metabolism, hormonal responses to exercise, and immune system response. Prerequisite: BIOL 5358/EXPH 5358. Cross listed with EXPH 5582 & HLSC 5582. 1 semester credit hour. Typically offered: Fall Term, 2nd 8 Weeks.

BIOL 5590 Human Metabolism. (Formerly EXPH 591/HLSC 392/NTR 591) 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 EXPH 5582/HLSC 5582, or instructor consent. Cross-listed with HLSC 5590. 3 semester credit hours. Typically offered: Spring Term.

BIOL 5591 Special Topics. (Formerly INPH 591) 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. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 9.*

BIOL 6600 Professional Insights into Health Care Clinical Experience. (Formerly INPH 600) The Practicum provides 75 hours of observation for a specific health care career, along with structured readings and written reflections. The observation is in a variety of clinical sites and/or private practice offices. Students have unique opportunity to be exposed to current advances in therapeutics, including stem cell research. 3 quarter credit hours.

BIOL 6623 Graded Exercise Testing. (Formerly EXPH 623) Consideration of the implication of exercise for persons in rehabilitative programs. Discussion of performing diagnostic stress testing and understanding the contraindications involved in these actions. Practical Experience conducting exercise tests with ECG monitoring. Pre-Req EXPH 522. 3 semester credit hours. Typically offered: Fall Term.

BIOL 6625 Comprehensive Clinical Exercise Physiology Exit Exam and Skills Examination. (Formerly EXPH 625) Comprehensive written and skills based program exam. This exam will be designed so that students can demonstrate prior to graduation, all of the KSA's (knowledge, skills, and abilities) to pass the ACSM Registered Clinical Exercise Physiologist exam. All program class course work must be completed. Pass/fail. 1 semester credit hour. Typically offered: Summer Term.

BIOL 6642 Applied Nutritional Physiology w/Metabolism. Study of the role of nutrition in chronic disease including CVD, diabetes, hypertension, obesity, and systemic inflammation. Coverage of endocrine regulation of fuel turnover with particular reference to exercise, diabetes and obesity. 2 semester credit hours. Typically offered: Summer Term.

BIOL 6662 Advanced Exercise Physiology II. (Formerly EXPH 662) Advanced topics in 1) musculoskeletal system, 2) cardiopulmonary function, 3) nervous system and neuromuscular function, 4) macronutrient metabolism, 5) endocrine and immune systems, 6) integrated exercise responses, and 7) environmental exercise physiology. Foundational course. 3 semester credit hours. Typically offered: Fall Term.

BIOL 6663 Exercise Pharmacology. (Formerly EXPH 663) Examination of transmitters, mimetics and blockers. Emphasis on current use of therapeutic drugs and their effects on the various systems and risk factors involved in the exercise state. 3 semester credit hours. Typically offered: Fall Term.

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BIOL 6664 Clinical Excer Testing II. (Formerly EXPH 664) Exercise prescription for clinical diseases or conditions (e.g., cardiovascular, pulmonary, obesity/metabolic, orthopedic/musculoskeletal, neoplastic, frailty, neuromuscular). 2 semester credit hours. Typically offered: Spring Term.

BIOL 6681 Behavior Modification and Preventive Complimentary Health Care. (Formerly EXPH 681) Application of current approaches to modifying health impaired habits, lifestyles and beliefs including stress theories of disease, health behavior change and techniques of stress management. Physiological principles of neuromuscular relaxation and other alternative methods of health care also will be investigated. 2 semester credit hours. Typically offered: Summer Term.

BIOL 6685 Laboratory Ethics and Laboratory Procedures. (Formerly EXPH 685) A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting. In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc. Co-registration in BIOL 6623 is required. Typically offered: Summer Term.

BIOL 6686 Program Development and Administration. (Formerly EXPH 686) Policies and procedures for the development of all phases of exercise programs with special emphasis on budgets and management. 2 semester credit hours. Typically offered: Summer Term.

BIOL 6690 Internship. (Formerly HLSC 390) 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.*

BIOL 6691 Selected Topics. (Formerly EXPH 691) Special courses on various topics with which the student has not become acquainted in formal course work. May be an extension of or a supplement to material previously encountered, lectures from a completely new area, or independent study. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

BIOL 6692 Internship II. (Formerly EXPH 692) Practical experience in exercise physiology in various settings such as hospitals, and rehabilitation centers, under the supervision of an experienced on site professional. 3 semester credit hours. Typically offered: Summer Term. *Department Consent Required.*

Business Administration

MBA 5400 Math Review. (Formerly 400) Intended for students needing a review of mathematical concepts and tools at a college algebra level. Strongly recommended for students who have not used such techniques or have not had a math based course in several years. This course may be required as a condition of admission if the student has not taken College Algebra in the last 7 years. Not counted as an MBA elective. 1 quarter credit hour.

MBA 5510 Economics. (Formerly 510) Fundamental concepts of macroeconomics, including supply and demand, measurements of and determination of economic performance, such as GDP, inflation, and unemployment are studied. Other topics include the causes of instability in the economy and corrective measures such as fiscal and monetary policy, money and banking, and the Federal Reserve System. 4 quarter credit hours.

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MBA 5541 Analytical Tools for Management Decisions. (Formerly 541) The goal for this course is to prepare students to be more effective users of quantitative information, as well as to avoid the many potential pitfalls from the misuse of statistical methods. The emphasis is on understanding what a previously obtained data set implies and, if appropriate, to develop meaningful forecasts with a reasonable sense of confidence. Specific topics include data analysis and statistical description, sampling and statistical inference, time series and regression analysis. 4 quarter credit hours.

MBA 5551 Strategic Managerial Communications. (Formerly 551) Focuses on effective design and delivery of speeches and virtual presentations for business. Uses multi-media to assess and develop student's presentation skills in business and related public presentations, through student's actual presentation with multi-media aids. Elective. Learning Team M.B.A. Program only. 2 quarter credit hours.

MBA 5592 Conversion Optimization. (Formerly 592) Students in Conversion Optimization will become practitioners in conversion planning and structure, building momentum, engaging in dialogue, as well as analysis and measurement. Students will learn how to focus on the customer and identify opportunities to create a positive online user experience that will motivate them to take action. 4 quarter credit hours.

MBA 5593 Web Analytics. (Formerly 593) This course will instruct and guide students in the Internet marketing discipline of web analytics. The curriculum covers KPI's, segmentation, reports, internal search analytics, surveys, experimentation and testing, and multichannel analytics. Defining useful metrics are critical to successful analytics and students will leave this course with a solid foundation of advanced analytic strategies. 4 quarter credit hours.

MBA 5594 Search Engine Optimization. (Formerly 594) This course will educate and train students wishing to develop expertise in the Internet marketing discipline of search engine optimization. The curriculum revolves around the core areas of search engine optimization, including fundamentals and best practices, design and architecture, keyword research, copyrighting, and SEO project management. 4 quarter credit hours.

MBA 5595 Social Media. (Formerly 595) This course will educate and train students in the rapidly expanding field of social media. The Curriculum covers social media overviews, strategies for advertising campaigns, and using the necessary tools and tactics to attract attention websites. Additional topics include social news networks, viral marketing, online press releases, online reputation management, and popular social media sites. 4 quarter credit hours.

MBA 6520 Leadership & Business Ethics in the Global Environment. (Formerly 520) Reviews paradigms of leadership in a global environment. Introduces and applies principles for ethical decision-making in business situations. Assesses student's leadership capacities and responsibilities in challenging situations. 4 quarter credit hours.

MBA 6539 International Business. (Formerly 539) Selected readings in international business will be covered. Topics include culture, geography, politics, foreign direct investment, supply chain management, monetary systems, foreign exchange markets and political risk management. Current topics in international business will be covered. 4 quarter credit hours.

MBA 6543 Domestic and International Alternative Dispute Resolution. (Formerly 543) This course will cover all forms of Alternative Dispute Resolution with an emphasis on mediation and arbitration. The course will cover how to identify which cases are best for Alternative Dispute Resolution, evaluate the qualifications of arbitrators and mediators, conduct effective discovery in Alternative Dispute Resolution, develop effective negotiation

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strategy, develop effective arbitration techniques, and respond to obstacles that opposing parties often create. 4 quarter credit hours.

MBA 6545 Business Law. (Formerly 545) This course presents a comprehensive study of the major areas of business law. Specific topics include: contracts, sales, negotiable instruments, secured transactions and internet law. The students will acquire an overview of the law, and have a basic understanding of how law impacts certain business transactions. Prerequisite: MBA 6520. 4 quarter credit hours.

MBA 6546 Intellectual Property. (Formerly 546) This course presents a comprehensive study of intellectual property law. Areas to be discussed will include: patents, trademarks, trade secrets, and copyrights as applied through Federal & Illinois law. 4 quarter credit hours.

MBA 6550 Business Negotiations. (Formerly 550) The purpose of this course is to study and practice effective negotiation strategies and techniques. The objective of this course is to improve students' understanding of negotiations and their effectiveness as negotiators. Readings and class discussions will provide students with a theoretical framework to prepare, conduct, and review negotiations and several strategies to enhance their abilities as negotiators. Through participation in a series of negotiation simulations and critical reflection, students will increase awareness of their negotiation behavior and their ability to negotiate more skillfully. 4 quarter credit hours.

MBA 6559 Entrepreneurship. (Formerly 559) Deals with new venture management, examining entrepreneurial personalities, managing creativity and establishing a successful enterprise. The major project is a new business plan. Prerequisite MGMT/MSA 6500. Cross-listed as MBA/MGMT 6559A. 4 quarter credit hours.

MBA 6600 Independent Study. (Formerly 600) 1-4 quarter credit hours. *Department Consent Required.*

MBA 6611 Managerial Economics. (Formerly 611) Applies microeconomic tools to business decision making. Topics include optimization, consumer behavior, elasticity of demand, the use of regression analysis to estimate demand (revenues) and costs, marginal analysis and market structure. Cross-listed as MBA/MSA 6611. 4 quarter credit hours.

MBA 6613 Business and Economic Forecasting. (Formerly 613) Acquaints students with business statistical forecasting methodologies, placing special emphasis on the underlying assumptions. Emphasizes time series methods used for planning and includes techniques such as decomposition, smoothing, regression and ARIMA modeling. Prerequisite: MBA 6611. 4 quarter credit hours.

MBA 6619 International Economics and Finance. (Formerly 619) Modern theories of international trade and current issues in selected areas of international finance are the subject of this course. Topics include the theory of comparative advantage, balance of payments, international monetary systems, foreign exchange markets, international parity conditions, hedging tools and techniques and foreign investment. Prerequisite: MBA 6651. 4 quarter credit hours. Typically offered: Winter Term.

MBA 6622 Creativity and Innovation in Business. (Formerly 622) Discusses both individual and group methods to enhance innovation in the organization. Theories of creativity are reviewed, but the emphasis is on using technologies to develop new products and processes. 4 quarter credit hours.

MBA 6626 Strategic Business Communications. (Formerly 626) Focuses on effective design and delivery of speeches and virtual presentations for business. Uses multi-media to assess and develop student's presentation

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skills in business and related public presentations through student's actual presentation with multi-media aids. The course will expand to: (1) Understand the principles of effective managerial communications, (2) Appreciate the role that communication plays in crisis management, business strategy implementation and managing the workplace and (3) help students understand the basics of negotiation, including analysis of other party and mutually acceptable outcomes. 4 quarter credit hours.

MBA 6630 Operations Management. (Formerly 630) This course focuses on the strategic role of operations, developing an appreciation for operations activities, and how to improve them. Issues include continuous quality improvement, the critical importance of the customer and consideration of selected quantitative techniques. Prerequisite: MGMT 6530, MBA 5541. 4 quarter credit hours.

MBA 6632 Supply Chain Management. (Formerly 632) This course provides an overview of the strategic nature of supply chain management, including basic supply chain definitions, concepts and principles and real world applications of supply chain techniques to transportation, inventory, supplier integration, electronic data interface, environmental resource planning, material resource planning, warehousing and electronic commerce. The course will focus on the value-added impact of supply chain management to marketing, quality and manufacturing and will provide students with an appreciation for the time, money and human resources required for a supply chain management transformation. Prerequisite: MBA 6630. 4 quarter credit hours.

MBA 6633 Legal Issues in the Workplace (Formerly 633) This course provides an overview of laws and regulations that must be considered in human resource decision making. Topics include the Fair Labor Standards Act, Equal Employment Opportunity and Affirmative Action, sexual harassment, family leave, the Americans with Disabilities Act, Illinois Freedom of Information Act, Equal Pay Act and various aspects of employer/employee relations. 4 quarter credit hours.

MBA 6634 Strategy, Structure, and Decision Making. (Formerly 634) The focus is on the role of management in the development of organization strategy and the development of appropriate organization structures. Case analysis is used to aid in understanding and applying behavioral concepts to the resolution of managerial and organizational problems. Prerequisite: MGMT 6530. Cross-listed as MBA/MGMT 6634. 4 quarter credit hours.

MBA 6641 Information Technology Management. (Formerly 641) This course equips managers to assess strategic opportunities utilizing and investing in information technology. Topics include the nature and use of computers and other information technologies as business tools, new technologies, effective communication with members of the information systems community and IT organization leadership. Prerequisite: MSA 6500, MBA 6520. 4 quarter credit hours.

MBA 6650 Financial Risk Management. (Formerly 650) This course provides an overview of risk management in the finance industry. The course is designed for students interested in understanding how large-scale, complex risk management is actually performed in financial institutions. Topics include regulatory standards, computation, back-testing, stress-testing, simulation, and reporting of market, credit, and operational risk. Prerequisite: MBA 6651. Cross-listed as MBA/MSF 6650. 4 quarter credit hours.

MBA 6651 Financial Management. (Formerly 651) Develops an understanding of financial theory and its application through case analysis. Topics include capital management, operating and financial leverage, costs of capital, investment, and financing decisions. Techniques for the evaluation of investment alternatives using net present value and internal rate of return concepts are covered including the identification of cash flows relevant for capital budgeting. Emphasis is placed on the application of these concepts to the valuation of a going



concern. Extensive use of pro-forma modeling of financial statements is made throughout the course. Prerequisites: MSA 6601, MBA 6611. 4 quarter credit hours.

MBA 6653 Investment Theory and Portfolio Management. (Formerly 653) This course applies modern capital market theory to investment analysis and portfolio management. Topics include risk and return measurement, evaluation of portfolio performance, efficient market theory, pricing of call options, corporate bonds, and equity. Cross-listed as MBA/MSF 6653. 4 quarter credit hours.

MBA 6655 Financing New Ventures. (Formerly 655) In this course students will discuss and analyze funding sources for new ventures, the venture capital markets, effective financial strategies and management for the new and growing enterprise. Elective. Prerequisite: MBA 6651. 4 quarter credit hours.

MBA 6661 Marketing Management. (Formerly 661) Introduces students to both the theory and practice of marketing. Students explore consumer behavior, market research, new product development, pricing, distribution and promotional considerations. Prerequisites: MGMT 6530 and MBA 5541. Cross-listed as MBA 6661/MGMT 5561. 4 quarter credit hours.

MBA 6662 Brand Management. (Formerly 662) Learning how to guide and motivate a sales force is the central topic of this course. Students will explore the roles of sales representatives in the marketing mix and review and practice successful sales presentations. Managerial considerations related to the training, compensation, and evaluation of sales personnel will be stressed. Prerequisite: MBA 6661. 4 quarter credit hours.

MBA 6663 Marketing Communications. (Formerly 663) Integrated marketing communication is the central theme in this class. Students learn to evaluate and integrate print, radio and television advertising, direct response marketing, Web site design, and databases into coherent communications programs. Prerequisite: MBA 6661. 4 quarter credit hours.

MBA 6666 Advanced Topics in Consumer Behavior. (Formerly 666) Understanding why consumers do the things they do is essential for all marketing. In this course, students will explore the many influences that affect individual purchase and consumption behavior. The approach taken will be wide-ranging and will draw on current theory in psychology, sociology and anthropology. Applied consumer behavior theory to the student's work and product experiences as well as to their own consumer behavior. Prerequisite: MBA 6661. 4 quarter credit hours.

MBA 6671 Strategic Management. (Formerly 671) This course requires students to use and integrate the disciplines and techniques learned in previous required courses. Strategy formulation and implementation concepts are discussed using theory and cases. This course should be taken within two courses of completion of the required courses. Prerequisites: MBA 6651, MBA 6661. Cross-listed as MBA/MGMT 6671. 4 quarter credit hours.

MBA 6676 Marketing Strategies in the Digital Age. (Formerly 676) This class focuses on the marketing efforts that companies, both large and small, are utilizing to create effective Internet strategies. Students will also investigate what new technologies are dominating the marketplace today, and what we can expect as the Internet and other technologies evolve. The student will become fluent in the language of e-marketing, and will gain the ability to position his or her self as a major asset in the execution of their organization's Digital marketing plan. 4 quarter credit hours.



MBA 6683 Project Management. (Formerly 683) The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects within budget and on schedule. Advanced topics may include critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This course is appropriate for technology and non-technology managers alike. 4 quarter credit hours.

MBA 6686 International Marketing. (Formerly 686) Applies marketing principles and concepts across national borders by examining several key variables of the international environment, such as competition, politics, laws, and consumer behavior. Prerequisite: MBA 6661 or MGMT 5561. 4 quarter credit hours.

MBA 6687 Multi-Cultural Management. (Formerly 687) The complex global business arena of the 21st century mandates that managers develop the skills necessary to design and implement global strategies and conduct effective cross-national interactions. This course will focus on the international manager's cultural skills and sensitivity as well as the ability to carry out the company's strategy within the context of the host country's business practices and environment. 4 quarter credit hours.

MBA 6690 Internship. (Formerly 690) Focuses on professional career development through on-site internship developed by student with faculty mentor, including oral presentation. 4-12 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

Clinical Psychology

MCP 6510 The Physiology and Pharmacology of Psychotherapeutic Drugs. (Formerly 510) This course introduces students to the physiological, pharmacological, and psychological concepts basic to an understanding of the clinical use of psychotherapeutic drugs. Prerequisite: Degree seeking student in the Clinical Psychology Program. 3 quarter credit hours.

MCP 6516 Group Process. (Formerly 516) Group dynamics and processes are studied experientially and conceptually. Emphasis is on understanding learning processes in groups. Prerequisite: MCP 6633 and degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

MCP 6550 Addiction and the Family. (Formerly 550) This course is an introduction to the family as a dynamic system focusing on the effects of addiction pertaining to family roles, rules and behavior patterns. The impact of mood altering substances and behaviors and therapeutic alternatives as they relate to the family will be discussed. This course is designed to prepare students to work with family members in the treatment of addiction. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6551 Alcohol and Other Substances of Abuse. (Formerly 551) This course focuses on the examination of substance abuse and dependence disorders along with relevant research, theory, assessment, and treatment approaches. Major classes of abused drugs will be discussed along with multicultural, traditional, and non-psychologically based approaches to prevention and treatment. Prerequisite: Degree seeking students in the Clinical Psychology program. 3 quarter credit hours.

MCP 6560 Principles of Behavior Modification. (Formerly 560) The principles of behavior therapy are studied in depth: examination of techniques derived from behavioral principles; application to specific problems. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

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MCP 6580 Psychology of Women. (Formerly 580) This course examines theory on the psychology of women and its applications developed through clinical work and research with women. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6585 Grief and Loss. (Formerly 585) This course examines the process a person experiences as the result of unanticipated or expected life losses. Cultural and cohort differences in grieving styles are explored. A skills component is included to facilitate learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6600 Independent Study. (Formerly 600) Prerequisite: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

MCP 6601 Professional, Ethical and Legal Issues in Counseling I. (Formerly 601) The course introduces students to professional, legal and ethical responsibilities relating to professional counseling especially as related to Illinois law. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6602 Professional, Ethical and Legal Issues in Counseling II. (Formerly 602) This course will continue the exploration and discussion of ethical and legal considerations in the practice of counseling. Prerequisite: MCP 6601. Degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

MCP 6603 Clinical Interviewing and DSM. (Formerly 603) This course introduces the student to the current diagnostic and statistical manual and its use. In addition, students practice doing the clinical interview with the purpose of gathering the specific information needed to diagnose and plan treatment. Prerequisite: Undergraduate Abnormal and Degree Seeking Student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6606 Methods of Research. (Formerly 606) This course is an overview of research design, collection and reporting of data, interpretation of findings and inferential procedures. Prerequisite: Undergraduate statistics or proficiency exam. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6607 Counseling Laboratory. (Formerly 607) This course provides empathy training exercises with an emphasis on the therapist's conscious use of the language of emotions and attitudes. Role-play with couples, difficult clients, special situations and therapeutic techniques are practiced. Prerequisite: MCP 6629. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. Typically offered: Winter Term.

MCP 6616 Stress Management. (Formerly 616) This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change and techniques of stress management. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6619 Substance Related Disorders: Application of Theory. (Formerly 619) This course is an integration and application course of prior content taught in MCP 6510, 6550 and 6551. This course will review clinical skills required to function as a Certified Addictions Counselor. Throughout this course the student will be required to provide the rationale for their choice of treatment, examining specific scientific rationales. Research investigations will provide the basis of treatment for hypothetical patients. ASAM criteria will guide assessment choices for placement and treatment. 3 quarter credit hours. Typically offered: Spring Term. *Department Consent Required.*

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MCP 6620 Cognitive Therapy. (Formerly 620) This course provides a survey of a variety of cognitive/behavioral approaches to psychotherapy. Modern techniques will be linked to earlier theories in both cognitive (Adler, Kelly, etc.) and behavioral (Skinner, Pavlov, etc.) psychology. Students will be given the opportunity to apply the various techniques and theories to clinical material and will be expected to present and analyze cases within a cognitive-behavioral framework. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. *Department Consent Required.*

MCP 6621 Brief Counseling and Psychotherapy. (Formerly 621) The student is introduced to theories underlying the brief counseling and psychotherapy model. Role-play situations are used to facilitate learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

MCP 6629 Theory and Practice of Counseling and Psychotherapy. (Formerly 629) Students receive training in client-centered therapy, including recordings of simulated counseling sessions with individual playback consultations. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. *Department Consent Required.*

MCP 6630 Theory and Techniques of Counseling and Psychotherapy. (Formerly 630) Theories and techniques of a sampling of major approaches to counseling and psychotherapy are explored. Prerequisite: Degree seeking student in the Clinical Psychology program, Undergraduate Theories of Personality. 3 quarter credit hours.

MCP 6633 Group Counseling and Psychotherapy. (Formerly 633) Fundamental concepts and skills of group psychotherapy are examined. Prerequisites: MCP 6629, Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6635 Research in Counseling and Psychotherapy. (Formerly 635) Studies in the field of counseling and psychotherapy, its practitioners, its processes and its efficacy are critically reviewed in terms of both findings and methods and as illustrations of different design approaches to the understanding of psychotherapy. Prerequisite: MCP 6606. Degree seeking student in the Clinical Psychology program 2 quarter credit hours.

MCP 6638 Problems in Counseling and Psychotherapy. (Formerly 638) This course is designed for individual and group study of selected problems and issues. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

MCP 6646 Human Development: Infancy and Childhood. (Formerly 646) This course presents basic concepts of the developmental perspective and reviews the physical, psychological and social development of the child from birth to puberty. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6647 Human Development: Adolescence. (Formerly 647) This course examines the range of development that occurs in adolescence. Discussions and readings focus on the major physical, social, cognitive and emotional changes that occur during this phase of life. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6648 Human Development: Adulthood. (Formerly 648) Students will examine the developmental issues surrounding early, middle and late adulthood. The course will focus on the physical, emotional and intellectual



changes that occur as one progresses through adult life. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6649 Human Sexuality. (Formerly 649) This course examines human sexual development and the nature, assessment and treatment of sexual problems. Sexual desire disorders will be addressed, and the value of sexual therapy intervention for couples will be explored. Sexual issues will be approached from intra-psychic and interpersonal perspectives. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. Typically offered: Fall Term.

MCP 6650 Introduction to Art Therapy. (Formerly 650) To introduce the use of art in counseling clients of all ages. To explore the use of art as a metaphor for human issues and concerns. Prerequisite: Degree seeking student in the Clinical Psychology program. 2 quarter credit hours. Typically offered: Spring and Summer Terms.

MCP 6651 Maladaptive Behavior and Psychopathology. (Formerly 651) The etiology, dynamics and treatment of pathological behavior will be studied with an emphasis on the relationship between personality disorders and co-occurring disorders. Prerequisite: Degree seeking student in the Clinical Psychology program, MCP 6603, and MCP 6690 or MCP 6691 concurrent. 3 quarter credit hours.

MCP 6653 Behavior Disorders of Childhood. (Formerly 653) Theoretical and methodological issues in behavior disorders of childhood are studied in this course using clinical and research data. Readings and discussions will give consideration to assessment and treatment approaches. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6655 Theory and Practice of Play Therapy with Children. (Formerly 655) This course explores the concept of play as a therapeutic modality and the major theories of psychotherapy and how those theories form the foundation for specific play therapy techniques and interventions. An analysis of appropriate application and strategic utilization of techniques that further the processing of client material will be explored. Prerequisites: Degree seeking student in the Clinical Psychology program and MCP 6646 and MCP 6630. 3 quarter credit hours.

MCP 6658 Career Counseling, Testing and Planning. (Formerly 658) Occupational and educational information and issues in career planning and development are studied with consideration of student's own career plan; laboratory practice. Prerequisite: Degree Seeking student in the Clinical Psychology program. 2 quarter credit hours.

MCP 6659 Job Search Strategies. (Formerly 659) This course will focus on defining job search strategies for a competitive job market. Career development theories will be explored in a practical application. Prerequisite: Degree seeking student in the Clinical Psychology program and MCP 6658. 3 quarter credit hours. 3 quarter credit hours.

MCP 6664 Psychological Assessment: Measurement and Test Evaluation. (Formerly 664) This class provides an overview of the theory of psychological evaluation, clinical interview processes and utilization of interpretative data in assessing client needs. Prerequisite: MCP 6603. Degree seeking student in the Clinical Psychology program. 2 quarter credit hours.

MCP 6665 Psychological Assessment: Personality Evaluation and Report Writing. (Formerly 665) This course provides an overview of major assessment instruments, interpretation of reports and report writing. An



introduction to projective techniques is included. Prerequisite: MCP 6603. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6672 Marriage and Family: Systems and Theory. (Formerly 672) Family systems theory is introduced. The works of major contributors of the field are studied. A skills component is included to enhance learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6673 Workshop in Marital Therapy. (Formerly 673) This course explores a range of approaches to brief couple and family therapy. Conceptual and self-observation skills are emphasized in the critique of student-designed, role-played interventions. Part of the course centers on client centered approaches to working with clients. Prerequisite: MCP 6629. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MCP 6683 Social and Cultural Foundations. (Formerly 683) This course explores issues and trends in a pluralistic society. Areas covered include issues associated with factors such as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, gender and socioeconomic status. Ethical implications and considerations are examined. Prerequisites: MCP 6601 and MCP 6629. 3 quarter credit hours. Degree seeking student in the Clinical Psychology program 3 quarter credit hours.

MCP 6684 Workshop in Counseling the Diverse Populations. (Formerly 684) This course explores approaches in working with culturally diverse populations. The therapist's own ethnic and cultural factors are also considered. Conceptual and self-observation skills are practiced in the critique of role-played counseling sessions. Prerequisites: Degree seeking student in the Clinical Psychology program, MCP 6629 and MCP 6683. 2 quarter credit hours.

MCP 6687 Readings in Counseling Psychology. (Formerly 687) Readings in Theories of Personality, Readings in Psychopathology or Readings in Psychotherapy Research Individual or group study is carried out in one of the above areas. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

MCP 6688 Master's Thesis. (Formerly 688) Students are supervised during the conceptualization, execution, data analysis and formal written presentation of a research project. Prerequisite: Degree Seeking student in the Clinical Psychology program. 2-4 quarter credit hours. *Department Consent Required.*

MCP 6690 Supervised Field Experience in Mental Health I. (Formerly 690) This is the first student internship experience. Students serve their internship at agencies, hospitals and other social service sites with a focus on providing counseling to clients. Students receive weekly supervision on site. Students enroll in this class to register for their first field placement. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MCP 6691 Supervised Field Experience in Mental Health II. (Formerly 691) This is the second student internship experience and continues the student's experience in counseling clients. Supervision by the agency staff is provided. Students enroll in this class to register for their second field placement. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

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MCP 6693 Supervised Field Experience in Human Services, Student Personnel, Supervision, Teaching and Research. (Formerly 693) This is a non-clinical field placement. Students gain experience in their area of interest which may include teaching assistance, research, crises line work, career counseling and other options. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-6 quarter credit hours. *Department Consent Required.*

MCP 6696 Clinical Psychology Seminar. (Formerly 696) Clinical Psychology seminar presents the student with a comprehensive review of theories, theorists, concepts and skills addressed in the MCP program. This class will refresh student learning in preparation for graduation, licensing and entering the profession. 1 quarter credit hour. Typically offered: Winter and Summer Terms. *Course Repeatable.* Maximum number of units allowed 2.

Education

EDUC 5430 Preclinical: Reading. (Formerly 430) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5530; cumulative GPA of 3.000, and TEP.

EDUC 5431 Preclinical: Secondary Mathematics. (Formerly 431) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5531; cumulative GPA of 3.000, and TEP.

EDUC 5432 Preclinical: Secondary English. (Formerly 432) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5532; cumulative GPA of 3.000, and TEP.

EDUC 5433 Preclinical: Secondary Social Science. (Formerly 433) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5533; cumulative GPA of 3.000, and TEP.

EDUC 5434 Preclinical: Secondary Science. (Formerly 434) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5534; cumulative GPA of 3.000, and TEP.

EDUC 5435 Preclinical Experience: K - 12 Spanish. (Formerly 435) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience K-12. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5535; cumulative GPA of 3.000, and TEP.

EDUC 5436 Preclinical: Secondary Business/Marketing/Computer Education. (Formerly 436) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application; co-registration in EDUC 5536; cumulative GPA of 3.000, and TEP.

EDUC 5505 Developmental Characteristics of Young Adolescents/Implications for Teaching and Learning. (Formerly 505) This course will begin examining the developmental characteristics of young adolescents. Cognitive, emotional, physical, social and character development will be viewed in the school setting. Current issues, curriculum, strategies, and programs in local, state, and national middle level schools will be explored. 3 semester credit hours.

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EDUC 5512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum. (Formerly 512) Examines the relationship between reading, writing, oral communication and thinking and explores strategies for integrating these areas across the curriculum. Examines a variety of theoretical perspectives and instructional strategies involving simulation, role-playing, case studies, inquiry, problem-solving, critical thinking and environmental learning. Lesson and unit plan development emphasized. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours. Typically offered: Spring Term.

EDUC 5514 Classroom Management. (Formerly 514) This course will provide several models of classroom management, based on instructional styles. Find the best management techniques for your style of teaching. 2 semester credit hours.

EDUC 5517 Introduction to Technology. (Formerly 517) Examines various computer programs and applications that can be used to enhance instruction and learning. Topics will include computer-based instruction, multi-media development, internet use for educational purposes, Live Text and electronic portfolio. 1 semester credit hour.

EDUC 5518 Survey of Instructional Technology. (Formerly 518) Covers the selection, production, utilization and evaluation of technologically based instructional media. Prerequisite: EDUC 5517 or department consent. 1 semester credit hour.

EDUC 5520 Holistic Reading Strategies. (Formerly 520) Examines the processes of communicating that include reading, writing, speaking and listening. Stresses the interactive nature of reading by examining the relationships between author and reader, decoding and context, and reading and writing. Explores the impact of these relationships on meaning construction. Specific methods and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 5521 Technology Topics. (Formerly 521) This course provides the teacher with a variety of ways in which computer technology can be applied in the classroom. Through exposure to commonly used programs, it will be possible to supplement and enhance an existing curriculum and help teachers be more productive. This course will also provide teachers ways that students can be provided a richer experience as they create and modify their own materials. Teachers will be introduced to products such as scanners, digital cameras and methods to use them effectively. Strategies to realistically use the World Wide Web will be discussed and then put into practice. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 5524 Literacy Development from P-12. (Formerly 524) From P-12 candidates will learn the developmental stages that occur from emergent and early literacy to the fluent reader stages. These steps from learning to read to reading to learn are developmentally sequenced and continue long into adulthood past the fluency stages. The reader is continuously developing skill on into the academic content learning that happens simultaneously through the reading process. 3 semester credit hours.

EDUC 5525 Teaching Mathematics: An Interactive Process (with preclinical 425). (Formerly 525) Explores current trends in the teaching of mathematics. Discusses content of elementary and middle-grade mathematics programs, teaching materials, and philosophies relative to grades K-2, 3-5, and 6-8. Emphasizes the importance of a developmental approach to teaching mathematics by progressing from conceptual, transitional, and eventually to symbolic problem solving. Includes a 40 clock hour field experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours. *Department Consent Required.*

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EDUC 5528 Science Topics. (Formerly 528) 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 12.*

EDUC 5529 Spanish Topics. (Formerly 529) 2 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 5530 Assessment and Corrective Reading. (Formerly 530) Provides opportunities to assess a reader's strengths and weaknesses by utilizing informal assessment techniques. Diagnosis of reading and writing skills in grades K-2, 3-5 and 6-8 is determined through the use of observational checklists, informal reading inventories, and record keeping systems. Includes a 40 hour field experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours. *Department Consent Required.*

EDUC 5531 Curriculum and Instructional Methods in Mathematics (6-12). (Formerly 531) Emphasis placed on methods, content and instructional materials utilized in teaching mathematics in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 5532 Curriculum and Instructional Methods in English and Language Arts (6-12). (Formerly 532) Emphasis placed on methods, content and instructional materials utilized in teaching English and Language arts in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 5533 Curriculum and Instructional Methods in Social Science (6-12). (Formerly 533) Emphasis placed on methods, content and instructional materials utilized in teaching Social Science in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 5534 Curriculum and Instructional Methods in Science (6-12). (Formerly 534) Emphasis placed on methods, content and instructional materials utilized in teaching science in the middle/junior and high school. Includes a 40-hour field experience. Transportation needed. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours. *Maximum number of units allowed 99.*

EDUC 5535 Curriculum and Instructional Methods in Spanish K-12. (Formerly 535) Emphasis placed on methods, content and instructional materials utilized in teaching Spanish in grades K-12. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 5536 Curriculum and Instructional Methods in Business, Marketing, and Computer Education (6-12). (Formerly 536) Emphasis placed on methods, content and instructional materials utilized in teaching business, marketing and computer education in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 5537 Literacy Topics. (Formerly 537) 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 5540 Survey of Exceptional Children. (Formerly 540) Discussion of learners with exceptionalities; characteristics of students labeled as having mental retardation, learning disabilities, behavioral disabilities, sensory deficits, speech disorders and health/physical challenges. Diagnosis, referral, educational strategies and legal implications are reviewed. 3 semester credit hours.

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EDUC 5543 Middle School Philosophy, Curriculum, and Instruction. (Formerly 543) Analysis of the philosophy and practices in middle level education. Primary emphasis is placed on the unique needs of middle level students and programs and instructional methods and practices designed to meet those needs including content area reading instruction. Examination of the teacher roles in the middle school and curricular reform movements, including strategies for teaching across the curriculum. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 5548 Issues and Trends in School Improvement. (Formerly 548) Designed as a series of mini workshops to study the issues and trends of school improvement such as: leadership and change, research and instructional improvement, curriculum/assessment, choice school funding, technology and school-community partnerships. Examines current theory and research (educational and organizational) and applies it through a variety of course activities. The end product requires each student to develop a detailed strategic plan for their specific school, department, team or special project. 2 semester credit hours.

EDUC 5550 Working with Families of Persons with Disabilities. (Formerly 550) Using a family systems approach, this course is designed to enable professionals to interact in a productive and empowering manner with families. While strategies and methods of interaction with families of learners with disabilities are stressed, the methods taught in this course are applicable to all family systems. 3 semester credit hours.

EDUC 5551 Young Adult and Multicultural Literature in the Middle and Secondary School Curriculum. (Formerly 551) 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 5553 Multicultural Literature for Children and Adolescents. (Formerly 553) 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 5554 Strategy and Implementation. (Formerly 554) Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to profit and nonprofit organizations. 1 semester credit hour.

EDUC 5555 Classroom Management. (Formerly 555) Positive programs for use in classrooms are discussed, with an emphasis on strategies designed to cope with challenging behaviors throughout the curriculum. A case analysis approach is used in conjunction with establishing a knowledge base of a variety of models of discipline. Includes a 20 clock hour field experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 5556 Understanding Literacy Assessment. (Formerly 556) Provides opportunities to explore standardized assessment procedures and their relationship to performance-based assessments: comprehension

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measures, portfolios, close process observations, anecdotal notes, rubrics, student-involved assessment, checklists, interviews, etc. Students have multiple experiences in the development of performance-based measures and their implementation in the classroom. 3 semester credit hours.

EDUC 5558 Integration of the Language Arts. (Formerly 558) Builds on the major components of the reading process; phonemic awareness, phonics, fluency, vocabulary development and comprehension and the five components of the writing process: conventions, word knowledge, sentence fluency, idea generation and organization for composing a wide variety of texts. Enhances knowledge of research-based, instructional strategies that reinforce the inextricable connection between reading, writing, listening and speaking. Promotes reading and writing success for a wide range of learners, including those of varying abilities and from diverse backgrounds. Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 5559 School Improvement Trends. (Formerly 559) Study of issues and trends impacting the quality and performance of schools; use of data collection and analysis as a basis for informing the strategic planning process and identifying areas for improvement; explores the impact of differing socioeconomic groups and multi-ethnic/racial populations on current practice. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 5560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation. (Formerly 560) Reading and discussion regarding learning characteristics of persons labeled with Physical Disabilities and Mental Retardation. Students will develop awareness of the diverse medical, physical, motor, communication, social-emotional and cognitive needs of the population, as well as identify appropriate programming approaches. 3 semester credit hours.

EDUC 5562 Educational Policy and Politics. (Formerly 562) Examines the political economy and bureaucratic politics of educational organizations, with special attention to the policy making, implementation and evaluation process. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 5564 Content Area Literacy and Learning. (Formerly 564) Designed for students to develop the knowledge and competencies for teaching in the content areas. It will provide a foundation for content area reading instruction with emphasis on the integration of academic vocabulary and the language arts; reading, writing, speaking, listening and viewing and visualizing. Making reading/writing connections is a key component for a skilled Reading Specialist. Students in this course will learn how to effectively apply relevant strategies to support both classroom teachers and students. 3 semester credit hours.

EDUC 5565 Learning Behavior Characteristics of Individuals with Learning Disabilities. (Formerly 565) Provides students with an introduction to the field of learning disabilities. Emphasis is placed upon characteristics of specific types of learning disabilities and specific issues across the life-span (early childhood through adulthood). 3 semester credit hours.

EDUC 5567 Literacy and the ELL Learner. (Formerly 567) This course will provide students with experience using literacy models for bilingual students and simultaneous and sequential models for literacy instruction that supports bilingual acquisition using the most current bi-literacy research to support bilingual best practices in instruction, assessment and literacy intervention. Includes 20 hours in a bilingual setting. 3 semester credit hours.

EDUC 5570 Learning Behavior Characteristics of Individuals with Emotional Behavior Disorders. (Formerly 570) A study of the characteristics of learners labeled as having emotional/behavioral disorders. Theories of causation, assessment and best practices for educational programming are discussed. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

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EDUC 5572 Special Topics. (Formerly 572) This will serve as the course number and prefix for all characteristic classes offered through the TIDE program. 1-4 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 5578 Literacy Assessment (K-12). (Formerly 578) Examines the nature of the reading process and reading problems, the context for using formal and informal assessments, approaches for identifying children with reading and writing challenges, and the process for using assessment to guide instructional decision making and improve reading proficiency. Practicum: 5 hours. 3 semester credit hours.

EDUC 5589 Media Literacy, Technologies and Contemporary Cultures Across the Curriculum. (Formerly 589) This survey course is designed to explore the power and challenges of integrating media, technologies and contemporary cultures into classroom curricula. Participants will explore academic theories surrounding these issues as well as practical classroom applications. Educators will receive classroom-ready resources throughout the course designed to improve teacher knowledge and practice around media, contemporary cultures and new technologies. The course culminates with teachers creating and sharing K-12 lessons that incorporate media, technologies and popular cultures with existing best practices and national standards. Students will read and write for the duration of the course and participate in a Web 2.0 network where they will share and critique participant's final projects. 3 semester credit hours.

EDUC 5591 Family, School and Community. (Formerly 591) This course examines the position of the child in family and community life. Studies the role of the family in American society and the effects of various types of institutions (political, commercial, legal) on a child's life. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 5595 Survey of Exceptional Children and Adolescents. (Formerly 595) This course explores laws and regulations (IDEA-P.L. 101-476), current philosophies, practices and critical issues in special education. Characteristics of the major types of exceptionality in children and adolescents are studied. The process of assessment, educational planning, and best practices are introduced. The context of multicultural and linguistic influences are considered throughout. Alternative approaches to direct. 3 semester credit hours.

EDUC 5598 Teaching Strategies for Students in the Autism Spectrum. (Formerly 598) This course will cover the characteristics of students within the autism spectrum, strategies for teaching academic and social skills and the development of behavior intervention plans. Opportunities will be provided to practice teaching strategies, develop lesson plans and create materials. The goal of this course is to provide practical strategies that can be used within the special education or general education classroom from the early childhood level through high school. 3 semester credit hours.

EDUC 5599 Special Methods Topics. (Formerly 599) *Course Repeatable. Maximum number of units allowed 99.*

EDUC 6552 Leadership. (Formerly 552) Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 1 semester credit hour.

EDUC 6557 Organizational Culture. (Formerly 557) Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 1 semester credit hour.

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EDUC 6573 Performance Appraisal. (Formerly 573) Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance review interviews and develop an appraisal system. 1 semester credit hour.

EDUC 6579 Training and Development Overview. (Formerly 579) Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 1 semester credit hour.

EDUC 6581 Team Building. (Formerly 581) Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 1 semester credit hour.

EDUC 6582 Conflict Management. (Formerly 582) Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes and effective management strategies. 1 semester credit hour.

EDUC 6583 Organizational Assessment. (Formerly 583) Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 1 semester credit hour.

EDUC 6584 Strategies for Change. (Formerly 584) Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 1 semester credit hour.

EDUC 6592 Managing Diversity. (formerly 592) Focuses on the cultural shift required in organizations to move from equal employment opportunities, Affirmative Action and understanding diversity to truly manage diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 1 semester credit hour.

EDUC 6600 Independent Study. (Formerly 600) 1-4 semester credit hours. *Course Repeatable. Maximum number of units allowed 30.*

EDUC 6602 Assessment for Diagnosis. (Formerly 602) This course focuses on the steps in the reading diagnosis process that include the identification of struggling readers and writers, administering a series of formal and informal literacy assessments, analyzing assessment data and finally creating a diagnostic case study to determine the instructional recommendations. 3 semester credit hours.

EDUC 6603 From Diagnosis to Instruction. (Formerly 603) In this course, candidates will use the assessment data and literacy challenges identified in the diagnostic case study as a basis for instructional design and planning for intervention in the classroom and as a tiered intervention system. 3 semester credit hours.

EDUC 6604 Theoretical Foundations of Teaching ESL and Bilingual Education. (Formerly 604) 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

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teachers create a rationale for their teaching by exposing them to a broad range of theory and research in psycholinguistics, applied linguistics, learning theory, sociolinguistics and the various teaching methodologies which are rooted in these fields. Students will examine the major theories, concepts and guiding hypotheses in the field of Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) in terms of English language and bilingual learners' performance. Students will explore the many factors that affect school performance of these learners. Students will investigate and develop useful and relevant models of SLA, engage and debate the merits of various theories, and learn the vocabulary of the field. Includes 20 clinical hours in a bilingual setting. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 6605 Ethics, Education and Social Change. (Formerly 605) Examines major issues impacting today's educational system including cultural and socioeconomic factors, the role of values in education, and the uses of technology; explores philosophies of education relative to each grade level, including middle grades, and the historical development of education; analyzes the current state of education and considers realistic future directions. 3 semester credit hours.

EDUC 6606 Linguistics For Educators. (Formerly 606) Linguistics for educators is a classroom focused introduction to the study of language and linguistics. The purpose of this class is to provide classroom teachers with a practical grasp of social and academic linguistic building blocks inherent in the English language and how they apply to teaching ESL. (Includes 10 clinical hours in an ESL classroom). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 6607 Methods and Materials for Teaching ESL. (Formerly 607) 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 a bilingual setting). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 6608 Ethical Issues and Social Change. (Formerly 608) Examines major issues impacting today's educational systems including cultural and socioeconomic factors, the role of values in education and the uses of technology; analyzes the current state of education and considers realistic future directions for ethical school leaders. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 6609 Assessment of English as a Second Language and Bilingual Students. (Formerly 609) Assessment is a systematic process that plays a key role in every aspect of programming for ESL and bilingual learners. Assessment of ESL and bilingual students provides educators with information and hands-on experience in dealing with the subject of formal and informal assessment/evaluation within cross-cultural settings, particularly in the education of ESL and bilingual learners. (Includes 20 clinical hours in a bilingual setting). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 6610 Learning and Development. (Formerly 610) Explores the major theories of learning, human growth and development, motivation, and assessment; learning theories and styles are examined and specific principles are applied to the classroom setting; emphasis is placed on developing and enhancing an individual teaching style that maximizes a learner's potential. The developmental characteristics and the nature and needs of the early adolescent are also studied. 3 semester credit hours.

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EDUC 6611 Literacy Coaching and Collaboration. (Formerly 611) Candidates will implement techniques for team and co-teaching, coaching, collaboration and leadership that will foster effective literacy practices. A literacy coach will learn methods for providing knowledge, consultation, collaboration, evaluation, motivation, and materials for classroom and content teachers. Candidates will also learn to employ the coaching model in the four-part process of coaching: (1) observe/clarify/question, (2) anticipate needs, (3) focus/strategies, and (4) additional focus/strategies. 3 semester credit hours.

EDUC 6612 Methods of Organizational Research. (Formerly 612) Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes qualitative and quantitative research design, data collection, analysis and report writing. 3 semester credit hours.

EDUC 6613 Methods and Materials for Teaching Limited-English Proficient Students in Bilingual Programs. (Formerly 613) This course provides an overview of the historical development of academic, affective, cultural and language learning materials and methodology for teaching limited-English proficient students in bilingual programs. It explores a range of current methods and materials which can facilitate second language learning for beginning, intermediate and advanced levels, and in different P-12 contexts. (Includes 20 clinical hours in a classroom that has ESL and or bilingual students.) 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 6614 Sociocultural Studies in ESL and Bilingualism. (Formerly 614) Considers the impact of social, cultural, and political factors on second language and bilingual learning and teaching in linguistically diverse communities. Examines ways in which the political and social context support language differences and affect literacy practices in P-12 settings. Examines how factors such as ethnicity, gender, and social class affect language and literacy learning. (Includes 10 clinical hours in a bilingual classroom). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 6615 Curriculum Development. (Formerly 615) Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's multicultural and diverse school system. 3 semester credit hours.

EDUC 6616 Curriculum Design and Instruction. (Formerly 616) This course will require candidates to design, plan and implement literacy intervention and instruction in the classroom as a part of the Common Core State Standards as well as supplemental and intensive instruction to give layered instruction to students. The course content will help candidates to use coaching techniques to support and extend the literacy curriculum. 3 semester credit hours.

EDUC 6617 Curriculum, Assessment and Instruction. (Formerly 617) Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's diverse school system. Explores the relationship between curriculum, assessment and instruction; aligns curricula to standards; evaluates effectiveness of curricula. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 6618 Educational Psychology: The Learner. (Formerly 618) The purpose of this course is to show individuals how educational psychology can improve their all-important role as an educational decision maker. In this course candidates will explore various theoretical perspectives and research findings on how students develop throughout the elementary, middle, and secondary years, how they differ from one another in ways that



affect their classroom performance, how they learn most effectively, what motivates them, and how their learning and achievement can best be measured and evaluated. 3 semester credit hours.

EDUC 6619 The Learning Environment. (Formerly 619) This course presents best practice of effective classroom management, how to establish a productive classroom climate, how to apply a variety of evidenced-based management strategies to help students become responsible for their behaviors and choices. Candidates will learn how to increase student motivation, build positive student-teacher relationships, and develop effective partnerships between parents and school. Techniques to minimize and prevent classroom and behavior management problems utilizing functional behavior assessment and behavior intervention programming will be examined. 3 semester credit hours.

EDUC 6620 Instructional Strategies Across the Curriculum. (Formerly 620) Emphasizes instructional methodology; integrated thematic unit planning in such areas as science, and social studies; and inductive approaches to learning. Students develop strategies for: making effective instructional decisions; diagnosing needs; incorporating technology into the curriculum; and selecting appropriate instructional objectives. Specific methods (e.g. reading in the content areas) and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hours.

EDUC 6621 Linking Assessment and Instruction. (Formerly 621) Provides an in-depth presentation of the complex issues of assessment, including evaluation procedures, from pre-referral intervention, determination of eligibility, and program decision-making to progress monitoring of scientifically-based instructional interventions based upon Response to Intervention (RTI). Content coverage will address an overview of assessment models including authentic, traditional, informal, dynamic, performance, curriculum-based and alternative techniques. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

EDUC 6622 Theoretical Foundations of Literacy and Language. (Formerly 622) This course provides key theoretical underpinnings to research and instruction in literacy. Investigates current theories of reading/literacy and their historical roots as well as current trends in practice. Ties these trends in research to best practices and applications in literacy. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

EDUC 6623 Characteristics of High Incidence Disabilities. (Formerly 623) Provides students with the comprehensive knowledge base necessary to effectively identify and define high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Students will recognize the importance of the relationship of cognitive, physical, emotional, social, and communication development on learning (ages 3-21). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

EDUC 6624 Methods of High Incidence Disabilities. (Formerly 624) A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

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EDUC 6625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional Disorders. (Formerly 625) Designed to focus on the affective nature of teaching students with learning disabilities and severe/emotional disturbances. Provides teaching strategies, discussions on collaboration and consultation, and general programming for learners with learning disabilities (LD) and severe/emotional disturbances (SED) in the regular classroom. Requirement for students in MAED program: 25 clock hour practicum experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hours.

EDUC 6627 Characteristics of Low Incidence Disabilities. (Formerly 627) Provides an in-depth presentation of the issues in definition and identification procedures and the impact that low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments) have on cognitive, physical, social, and communication development of an individual, and provides opportunities that support the education of intellectual, social, and personal development of all students (ages 3-21). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

EDUC 6628 Methods of Low Incidence Disabilities. (Formerly 628) A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated curriculum, curricular enhancements, and environmental accommodations. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

EDUC 6629 Collaboration and Professional Practice in Special Education. (Formerly 629) Focuses on home-school partnerships, family issues and professional collaboration. Applies the knowledge of cultural and linguistic diversity in contexts as they relate to the family and society. Addresses the members of educational teams designed to support and optimize learners' educational needs, social-emotional development, network of community services and support, and resources available to individuals, families and groups affected by diverse disabilities. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required.*

EDUC 6630 Research Methods. (Formerly 630) Research fundamentals and methods are explored. Opportunities for the critical analysis of current research studies and the planning and development of a research thesis/project are provided. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 6631 Action Research and Inquiry. (Formerly 631) Provides a foundation for educators to become active inquirers in the classroom. Explores techniques and strategies that guide instructional decision making and improves practice. Provides an in-depth study of the process for developing an Action Research Proposal, which includes the following framework: area of focus, research questions, review of related literature, plans for data collection, sources and analysis and action plan. Practicum: 5 hours. 3 semester credit hours.

EDUC 6632 Supervision and Staff Development. (Formerly 632) Examines principles and practices of supervision in schools related to instructional and support personnel and explores various supervisory models. Includes the designing, implementing, and evaluating of effective staff development programs for personnel in educational settings. Internship Practicum Hours: 5 hours. 3 semester credit hours.



EDUC 6633 Learning Inquiry. (Formerly 633) This two-week course prepares candidates for their initial teaching experience with problem-based learning. During Week 3 of the program, candidates will examine learning theories in order to create a philosophical framework for teaching. This will include, but not be limited to constructivism and other inquiry-based paradigms and theories. Students will translate their philosophical framework by planning for the teaching and critiquing of a "mini-lesson" which aligns with the edTPA specifications. Week 4 is an elaboration and extension of Week 3's activities and objectives in preparation for the Summer Science/Math Camp-Sleuths. 3 semester credit hours.

EDUC 6634 Curriculum and Assessment Design. (Formerly 634) The focus of this course is on deeper learning of curriculum design and assessment strategies and procedures. Students not only need to understand the rationale for various curricula that they will be expected to teach but also be able to create curricula if given the opportunity. The purposes of assessments need to be clearly described and different modes of information gathering and evaluation strategies for formative and summative purposes will be explored. Issues of validity, reliability, and fairness will be discussed. 3 semester credit hours.

EDUC 6635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation. (Formerly 635) Techniques for arranging the instructional environment to provide for maximum learner participation; design of individualized adaptations and methods of ensuring learner acquisition, fluency, maintenance and generalization for those learners identified with physical disabilities and mental retardation. 40 hour preclinical experience required. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hours.

EDUC 6636 High School Summer School Practicum and Analysis of Best Practice. (Formerly 636) New spring 2015 course. 3 semester credit hours.

EDUC 6637 Methods of Reading and Reading in the Content Area. (Formerly 637) New Spring 15 course. 3 semester credit hours.

EDUC 6638 Alternative Licensure Internship I. (Formerly 638) The Alternative Licensure Internship I course is designed to support the novice teacher during the first year of a two-year internship. Each intern is guided by a qualified onsite mentor, the site's principal, and an appropriately qualified university supervisor. Course Prerequisite: Candidates must successfully complete Checkpoint 3 in order to enter EDUC 6638.

- Completion of all 18 credits taken during the Summer Session with minimum GPA 3.0 with no C grades permitted
 - Completion of the Dispositional Assessment
 - Attainment of a full-time position in a secondary school
 - Apply for and receive an educator license with stipulations endorsed for provisional alternative educator.
- 3 semester credit hours.

EDUC 6639 Alternative Licensure Internship II. (Formerly 639) The Alternative Licensure Internship II course is designed to support the novice teacher during the second year of a two-year internship. Each intern is guided by a qualified onsite mentor, the site's principal, and an appropriately qualified university supervisor. Upon successful completion of this internship, interns may qualify for initial licensure as a secondary teacher in math or science.

Course Prerequisite: Candidates must successfully complete Checkpoint 4.

- Evidence of passage of the APT
- Evidence of passage of the edTPA

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- Recommendation for continued placement in a school by both school principal and university supervisor (program coordinator). Due to extenuating circumstances, this recommendation does not assure continued employment at the school.
- Minimum grade of B. 3 semester credit hours.

EDUC 6640 Assessment Measures. (Formerly 640) The focus of this course is to provide an in-depth study of assessment relevant to screening, diagnosis of both typical and atypical learners, program development, program evaluation, and accountability in grades K-12. Emphasis is placed upon the critical selection, administration and interpretation of both formal and informal assessment. Included are topics of statistics relevant to measurement, legal and cultural issues, academic and adaptive behavior assessment and appropriate applications of assessment results. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 6641 Assessment and Diagnosis for Special Education (LBSI). (Formerly 641) This course provides students with the background and skills essential to utilize diagnostic data to construct appropriate educational recommendations and to prepare comprehensive educational evaluations for students with special learning needs. 3 semester credit hours.

EDUC 6645 Collaborative/Consultative Teaching. (Formerly 645) Provides students with competencies enabling them to work effectively in the design and implementation of collaborative and consultative approaches to facilitate the delivery of instruction to students with disabilities in regular educational programs. 3 semester credit hours.

EDUC 6650 Leadership and Motivation. (Formerly 650) Covers the basic theory and application of administration and management. Emphasizes organizational behavior, including problems of motivation and leadership. 3 semester credit hours.

EDUC 6660 Preparing Teachers for Inclusion. (Formerly 660) Designed to familiarize students with the needs of exceptional children. Students develop specific strategies for teaching children with disabilities in the regular classroom. New ideas for teaching cross-cultural and bilingual students are also explored. 3 semester credit hours.

EDUC 6665 Alternative Certification for Preservice Teachers. (Formerly 665) Provides the alternative certification candidate with an in depth, yet accelerated approach to the pedagogical training necessary to secure a provisional alternative teaching certificate in science or mathematics. The experience consists of 320 clock hours of instruction, observation and classroom practice. The problem-based learning model is used as the major mode of instruction during the eight week session. An intensive assessment system is built into the program culminating in a professional portfolio presentation. 18 semester credit hours.

EDUC 6670 Student Teaching - Elementary and Middle School. (Formerly 670) A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles expected of beginning teachers. 6 semester credit hours. *Department Consent Required.*

EDUC 6671 Student Teaching - Elementary Special Education, Learning Behavior Specialist I. (Formerly 671) A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours.



EDUC 6672 Student Teaching - Secondary Special Education, Learning Behavior Specialist I. (Formerly 672) A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours.

EDUC 6673 Student Teaching - Middle/Junior and High School. (Formerly 673) A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 6 semester credit hours.

EDUC 6675 Alternative Program/Internship. (Formerly 675) A paid field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 6.*

EDUC 6680 Seminar/Research in Education. (Formerly 680) Study of current issues, trends and patterns of organizations affecting the field of education. Includes a research project or thesis as per instructor. 3 semester credit hours.

EDUC 6690 Practicum I Corrective Techniques and Interventions for Struggling Readers. (Formerly 690) In this course candidates will examine and design corrective techniques, strategies and programs for intervention with students experiencing difficulties in literacy. Candidates learn to apply the process of tiered curriculum, assessment and instruction in literacy to develop materials and techniques based on the developmental need, and cultural and linguistic background of the P-12 students by building a repertoire of programs, techniques and strategies in literacy. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 6691 Practicum II. (Formerly 691) Practicum II is a capstone course designed so reading specialist candidates can synthesize, integrate and implement the knowledge and skills they gained throughout their reading specialist master's program. During this culminating project, candidates will demonstrate proficiency in the professional reading specialist standards. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 6699 Master's Thesis/Project. (Formerly 699) Development of a formal study of a given problem/situation which requires investigative procedures that embody the process of scientific inquiry. 2 semester credit hours.

Finance - Graduate

MSF 6604 Theory and Practice of Financial Reporting. (Formerly 604) This course focuses on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement and statement of cash flows. The objective of the course is to provide an understanding of the significance and limitations of financial statements. The impact of decisions made by corporate executives with regard to the financial statements and their presentation will be discussed. Useful for those pursuing careers in professional accounting and managers requiring a sophisticated knowledge of financial statements as a result of bottom line responsibility. Cross-listed as MSF/MSA 6604. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MSF 6643 Financial Mathematics. (Formerly 643) Financial Mathematics provides an overview of the basic mathematical functions and techniques which are widely used in the financial markets. The course goes over simple models including the formulations for basic financial products such as options and forward contracts. The

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course gives a general description of the valuation of time and the application to financial products, specifically to cash flows. The course then goes over linear algebra and matrix manipulation through the application of portfolio management of single and multi-asset portfolios. The course ends with discrete and continuous time models. 4 quarter credit hours. Typically offered: Fall Term.

MSF 6646 Fixed Income Securities. (Formerly 646) A comprehensive analysis of debt markets, enhanced exploration into derivative strategies. Thorough examination of pricing and risk management methodologies. To make the material broadly accessible, concepts are, whenever possible, explained through hands-on applications and examples, rather than through advanced mathematics. The course also develops a basic command of the Bloomberg Professional data terminal. 4 quarter credit hours. Typically offered: Fall Term.

MSF 6647 Behavioral Finance. (Formerly 647) Behavioral finance attempts to explain market bubbles or extreme deviations in asset prices from the fundamental value of the underlying asset itself. These excess returns and losses can be attributed to the aggregate markets behavior of overconfidence, momentum and excess risk-aversion. This course seeks to define the prevailing market theory of rational investments through the Markowitz theory and the efficient market hypothesis theory. After these theories are developed the course will provide compelling evidence across various asset classes such as equities, foreign exchange and fixed income of deviations from traditional financial theory. These are evidence in the stock market premium puzzle and the forward rate premium puzzle. 4 quarter credit hours. Typically offered: Spring Term.

MSF 6648 History of Regulation. (Formerly 648) 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. 4 quarter credit hours. Typically offered: Fall Term.

MSF 6649 Compliance Legislation. (Formerly 649) 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

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itself, followed by the implementation on the trading industry. 4 quarter credit hours. Typically offered: Winter Term.

MSF 6650 Risk Management. (Formerly 650) This course provides an overview of risk management in the finance industry. It utilizes the Value-at-Risk (VAR) methodology, which is an established method for calculating and reporting financial risk. Topics include regulatory standards, computation, back-testing, stress-testing, simulation and reporting of market, credit and operational risk. The course is designed for students interested in understanding how large-scale, complex risk management is actually performed in a financial institution. Cross-listed as MBA/MSF 6650. 4 quarter credit hours. Typically offered: Spring Term.

MSF 6651 Compliance Systems. (Formerly 651) 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. 4 quarter credit hours. Typically offered: Fall Term.

MSF 6653 Investment Theory and Portfolio Management. (Formerly 653) This course applies modern capital market theory to investment analysis and portfolio management. Topics include risk and return measurement, evaluation of portfolio performance, efficient market theory, pricing of call options, corporate bonds, and equity. Cross-listed as MBA/MSF 6653. 4 quarter credit hours. Typically offered: Fall Term.

MSF 6654 Problems in Corporate Financial Analysis. (Formerly 654) This course employs challenging cases, current events, and readings to create a framework for students to utilize their qualitative and quantitative skills in corporate finance. Students will be expected to apply techniques learned in MBA 651 and research new techniques. Cross-listed as MBA/MSF 6654. 4 quarter credit hours. Typically offered: Spring Term.

MSF 6655 Securities Regulations. (Formerly 655) The course focuses on the basics of federal regulation of securities transactions -- public offerings, private placements, market disclosures and insider trading. 4 quarter credit hours. Typically offered: Fall Term.

MSF 6656 Investment Analysis. (Formerly 656) This course covers the history and rationale of futures and options trading, methods of derivative trading, types of charts, size of contracts and value of each tick. This course covers the concepts covered in the CFTC commodities futures and options trading exam (Series 3). Cross-listed as MBA/MSF 6656. 4 quarter credit hours. Typically offered: Summer Term.

MSF 6658 Derivatives and Risk Management. (Formerly 658) This course covers the ethical issues and compliance with a focus on new rules related to the regulation of derivatives trading. Cross-listed as MBA/MSF 6658. 4 quarter credit hours. Typically offered: Spring Term.

MSF 6660 Investment Seminar Capstone. (Formerly 660) This is a capstone course in finance that uses a series of cases to explore and apply theoretical and practical tools of financial decision-making. Students will develop expertise in applying financial theory, including capital budgeting, capital structure, dividend policy, portfolio management and risk management to the types of problems that arise in the management of a modern

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corporation. Students will also develop expertise in applying financial mathematics to the types of problems that arise in the management of a modern corporation, including the valuation of financial and real assets. 4 quarter credit hours. Typically offered: Spring Term.

Fine Arts

FNAR 5543 Fundamentals of Design: Computer Application. (Formerly 105) 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. 3 semester credit hours. Artistic/Creative MOI. Typically offered: Fall Term.

FNAR 5544 History of Latin American Art. (Formerly 209) 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. 3 semester credit hours. Artistic/Creative MOI. Typically offered: Even Years.

Leadership

MSL 5501 Developing a Philosophy of Leadership. (Formerly 501) Developing a Philosophy of Leadership offers an in-depth examination into the theory and application of leadership from a philosophical perspective. By exploring real world leadership, the integration of ideas and practices will be utilized to develop the conceptual framework that is necessary for acquiring the skills, competencies and insights that are needed to become an effective leader. 4 quarter credit hours.

MSL 5510 Critical Thinking for Leaders. (Formerly 510) This course explores the development and application of critical thinking and the tasks and challenges leaders will face in their professional experiences. Students will explore the concepts of critical thinking, decision-making and problem solving from the women's perspective. Students will also identify their decision-making preference and how it can be adapted as roles and responsibilities change. 4 quarter credit hours.

MSL 5522 Community Service and Social Responsibility. (Formerly 522) This course is designed to demonstrate the fundamental importance of moral and civic education. It challenges students to see themselves as members of a community and as individuals with a responsibility to contribute to the common good of society and their communities. The course also examines various ways in which ordinary people can accomplish extraordinary things through service learning, volunteering, and community outreach. 4 quarter credit hours.

MSL 5536 Ethical Leadership and Globalization. (Formerly 536) Ethical Leadership and Globalization will introduce students to leadership from both theoretical and practical perspectives. By developing an application for the betterment of the common good, students will enhance their conceptual framework for leadership. Students will examine prominent theories and practices of leadership in a communitarian, social and global context and will evaluate competencies traditionally associated with civic engagement. 4 quarter credit hours.

MSL 5540 Mentoring and Networking for Leaders. (Formerly 540) Mentoring and networking are two popular techniques cited in literature to broaden your thinking about your career and your life. Mentoring and Networking for Leaders is designed to provide a base for the skills necessary to coach, mentor, counsel, network,

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and measure performance to assist others in becoming more committed to performance objectives and increased productivity. 4 quarter credit hours.

MSL 5542 Self-Efficacy - The Genesis for Leadership. (Formerly 542) The course is designed to help develop self-awareness, express personal authenticity and integrate practical leadership skills into the application of providing effective organizational management. These skills include communications, coaching, motivational, and inspirational public speaking and group facilitation, and self-awareness. 4 quarter credit hours.

MSL 5550 The Endowment of Religions for Female Leadership. (Formerly 550) This course uses an innovative approach for studying religions and scriptures. The Endowment of Religions will provide an examination of major world religions and their sacred writings while focusing on the leadership role of women as outlined in the sacred writings and practices of the various world religions. 4 quarter credit hours.

MSL 5581 The Gender Awareness Phenomenon: Exploring Interpersonal and Organizational Dynamics. (Formerly 581) The Gender Awareness Phenomenon will provide students with a framework for understanding, assessing and managing gender differences in their interactions at work and in their personal lives. The course will also address how these interactions affect the organizational culture in general and the day-to-day organizational operations in particular. The methodology involves a plurality of perspectives on the gender variances evident inside and outside the workplace. 4 quarter credit hours.

MSL 5586 Power, Politics and Conflict Resolution. (Formerly 586) The class will incorporate formal and informal methods of conflict resolution, including negotiation and mediation strategies and techniques. Methods include sharing of anecdotes, hypothetical situations that learning teams will work to resolve through negotiation, mediation, and journaling of real life conflicts and applications of methods of resolution, both in and out of the office. 4 quarter credit hours.

MSL 5589 Change Agent-A New Leader for Change. (Formerly 589) The purpose of the course is to identify and incorporate the eight-stage process as a method for successful change agents. This course is designed to provide an introduction and thorough understanding of the eight stages and the steps necessary for successful large-scale transformation led by change agents. The course will provide an examination of real life business scenarios where the need for change has been imminent; identifying strategic business implications for lack of change; breaking through challenges at each of the eight stages; consequences of errors in sequence; lack of leadership or sufficient communication; and successful removal of organizational structural barriers leading to lasting change. 4 quarter credit hours. Typically offered: Annually.

MSL 6620 Strategic Planning for Effective Leaders. (Formerly 620) Strategic Planning will introduce students to the theory and review of practical measures for successfully designing and implementing a business strategy, which is inclusive of all aspects of the organization. Students will develop a strategy that allows measurement of financial responsibility and accountability as well as customer satisfaction, divisional and/or departmental interaction, with the intent of identifying best practices and overall organizational effectiveness. 4 quarter credit hours.

MSL 6635 Diversity, Inclusion and Cultural Management for Women Leaders. (Formerly 635) This course is designed to collaborate with female management and develop an understanding of the complex issue of diversity, and how to address these issues in an effective and highly competitive environment. Students will develop skills that will enhance their organization capabilities with the creation of a truly inclusive culture. They will also learn how to demonstrate inclusive behaviors involving a conscious awareness of inclusion of diverse representation in meetings, training classes, promotions, recognition, and rewards. 4 quarter credit hours.

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MSL 6650 Financial Management and Business Intelligence. (Formerly 650) Financial Management and Business Intelligence will provide a foundation that promotes financial literacy and non-financial performance indicators. This foundation will help management/future leaders understand and make informed decisions that maximize corporate performance, which will enhance a student's understanding of the skills that are required to diagnose an organization's financial health. 4 quarter credit hours.

MSL 6663 Servant Leadership. (Formerly 663) Servant Leadership is a management model that is embraced by Fortune 500 companies. This concept in leadership is designed to provide a basic understanding of the theoretical and practical principles of being a servant and elevating others. Students will critically review and analyze current strategic ideas about servant leadership theory and practice which will focus on servant in leadership perspectives, values, skills and knowledge necessary for successful leaders in the 21st century. 4 quarter credit hours.

MSL 6672 Entrepreneurial Management and Leadership. (Formerly 672) This course is designed to provide the critical information for developing an entrepreneurial mindset that will lead to a better understanding and appreciation for entrepreneurship as an effective tool for organizational development. Students will learn the importance of the type of leadership necessary to drive the success of an entrepreneurial organization. 4 quarter credit hours.

MSL 6681 Leadership Capstone. (Formerly 681) The capstone course in the Leadership program is designed to bring together what students have learned throughout the program. The Leadership Capstone will help students put their own leadership philosophies into action. 4 quarter credit hours. Typically offered: Annually.

Linguistics

LING 5501 Introduction to Linguistics. (Formerly 301/501) 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. 4 semester credit hours. *Department Consent Required.*

LING 5502 Second Language Acquisition. (Formerly 302/502) 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. 4 semester credit hours. *Department Consent Required.*

LING 5503 Methods and Materials for Teaching ESL. (Formerly 503) 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. 4 semester credit hours. *Department Consent Required.*

LING 5504 Assessment of ESL and Bilingual Students. (Formerly 504) 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.

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Addresses the relationship between TESOL and state-mandated standards and methods for assessing English Language Learners (ELLs). 4 semester credit hours. *Department Consent Required.*

LING 5505 Sociocultural Studies in ESL. (Formerly 305/505) 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. 4 semester credit hours. *Department Consent Required.*

LING 5506 World Englishes. (Formerly 506) 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. 4 semester credit hours. *Department Consent Required.*

LING 5507 Modern English. (Formerly 307/507) Provides a systematic and rigorous survey of the structure and functions of contemporary English language. The course examines how English grammar (including vocabulary) is used in different registers of contemporary speech and writing including conversation, fiction, news reporting and academic writing. The course covers systematic principles and rules whereby words and sentences are organized into coherent, meaningful language, and common usage "errors" that arise when those principles or rules are violated. 4 semester credit hours. *Department Consent Required.*

LING 5508 Style. (Formerly 508) 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. 4 semester credit hours. *Department Consent Required.*

LING 5509 Literatures and Issues in Translation. (Formerly 509) Examines primary texts in both translated and native versions, and provides theoretical readings in translation, global studies, and social contexts. 4 semester credit hours. *Department Consent Required.*

LING 5520 Research Methods: TESOL. (Formerly 520) Introduces and provides practice in a range of qualitative and quantitative research methodologies applicable to TESOL. Approaches will include case study, ethnography, action research, discourse analysis, corpus-based research, as well as experimental and quasi-experimental and mixed method research design. Students will be introduced to some basic methods of statistical analysis. 4 semester credit hours. *Department Consent Required.*

LING 5521 TESOL and the Adult Learner. (Formerly 521) Considers the impact of biological, psychological and socio-cultural factors on second language learning in adults. Addresses research on adult TESOL contexts in the US and abroad. Provides an overview of current teaching materials and methods for working with adult ESL learners. 4 semester credit hours. *Department Consent Required.*

LING 5522 Issues in Second Language Writing. (Formerly 522) Provides an introduction to a dynamic and growing field of second language writing research. Addresses issues such as the teaching of writing to ESL students and using students' writing to assess their mastery of course material. Explores cultural differences in

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how “good writing” is defined, which often cause problems for language-minority, immigrant and international students in English-speaking educational settings. 4 semester credit hours. *Department Consent Required.*

LING 5523 English for Specific Purposes. (Formerly 523) Explores the different purposes to which the teaching of English may be put. Topics include the teaching of English for vocational, professional, or academic purposes, needs analysis and the development of curricula and materials for specific purposes. The course also considers how to address the needs of different stakeholders in designing and delivering courses. 4 semester credit hours. *Department Consent Required.*

LING 5530 Research Methods Context Studies. (Formerly 530) Introduces and provides practice in a range of qualitative and quantitative research methodologies applicable to Linguistics/Context Studies. Students will be introduced to some basic methods of statistical analysis. 4 semester credit hours. *Department Consent Required.*

LING 5535 Critical/Global Literary Theory. (Formerly 535) Examines the impact of globalization on literary and critical theory. 4 semester credit hours. *Department Consent Required.*

LING 5537 Advanced Literary Studies in a Language Other than English. (Formerly 537) Advanced readings and critical analysis of texts in their linguistic and cultural context. (Cross-listed with a course in an appropriate language program, i.e. Spanish, Arabic, Chinese). 4 semester credit hours. *Department Consent Required.*

LING 5549 Language TA Lab. (Formerly 549) This lab provides students the opportunity to apply principles learned in the MA Linguistics to supervised classroom teaching. 1 quarter credit hour. *Department Consent Required.*

LING 5596 MA Fieldwork. (Formerly 596) This course is designed for students who wish to carry out fieldwork associated with the preparation of the MA thesis. Students will negotiate research milestones and regular meetings with their supervisor. *Department Consent Required.* 1-4 semester credit hours. *Course Repeatable.* Maximum number of units allowed 4.

LING 5597 Thesis Seminar 1: Introduction to Thesis Writing. The first of a scaffolded series of seminars, introduces students to the purpose and structure of the thesis, and the nature of academic research and scholarly writing. 1 semester credit hr. Students must pass all four seminars to pass the Thesis. Recommended for international students. Departmental consent required. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

LING 5598 Thesis Seminar 2: Thesis Proposal. The second of a scaffolded series of seminars, guides students through the process of developing a thesis proposal. 1 semester credit hr. Students must pass all four seminars to pass the Thesis. Recommended for international students. Departmental consent required. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

LING 5599 Thesis Seminar 3: Thesis Research. The third of a scaffolded series of seminars, guides students through the process of conducting research for the thesis. 1 semester credit hr. Students must pass all four seminars to pass the Thesis. Recommended for international students. Departmental consent required. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

LING 6000 Thesis Seminar 4: Thesis Completion. The fourth of a scaffolded series of seminars, guides students through the process of writing up research and editing the thesis. 1 semester credit hr. Students must



pass all four seminars to pass the Thesis. Recommended for international students. Departmental consent required. 1 semester credit hour. Typically offered: Spring Term. *Department Consent Required.*

LING 6001 MA Thesis Continuation. (Formerly 598) Students who need additional hours to complete the Master's Thesis may extend the time using this option (0 credits, registration fee). *Department Consent Required.*

LING 6599 MA Thesis. (Formerly 599) One-on-one work with a faculty supervisor, with the production of the Master's Thesis as outcome. Where necessary: LING 6001 MA Thesis continuation may be taken. 4 semester credit hours. *Department Consent Required.*

Management and Organizational Behavior - Graduate

MGMT 5500 Accounting for Managers. (Formerly 500) Surveys a broad range of financial techniques applied to business and organizational problems. Emphasizes understanding rather than mathematical rigor. Stresses interpretation and analysis of problems. Credit will not be given if MSA 6500 is also taken. 4 quarter credit hours.

MGMT 5561 Marketing Concepts and Planning. (Formerly 561) Discusses and analyzes the major components of a well-integrated marketing plan. Emphasizes products and services in both the for-profit and not-for-profit sectors. Students will be expected to write a marketing plan for a specific product or service. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

MGMT 6521 Career & Human Resource Planning. (Formerly 521) Covers current theory and research in career and manpower planning, including techniques of career planning and individual organization, problems such as women in the career cycle, affirmative action and career planning, career choice and change, age-30 crisis, mid-career crisis, dual career couples, and retirement. 2 quarter credit hours.

MGMT 6522 Ethics and Social Responsibility in Management. (Formerly 522) Examines important ethical theories and considers the need for social responsibility in business and other organizations. Studies the ethical dilemmas faced by managers in such areas as marketing, product safety, the environment, job discrimination, and dealing with people in an organization. Credit will not be given if MBA 6520 is also taken. 2 quarter credit hours.

MGMT 6530 Organizational Behavior. (Formerly 530) A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, and conflict management. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MGMT 6532 Organization Development. (Formerly 532) Considers the theory and practice of organizational change and organization development (O.D.). Discusses analysis, planning, implementation and evaluation of change programs. Covers the learning process, O.D. interventions, consultant skills, employee participation, monitoring success, reinforcement and ethical issues. Prerequisite: MGMT 6530. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MGMT 6540 Business Intelligence, Analytics and Management. (Formerly 540) This course explores how data and information systems can be utilized to drive effective operations, improved decision-making and create

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strategic advantages in organizations. Students will review the information lifecycle components of data collection, analysis, and interpretation as well as the development of measurement systems that align with strategic goals. It includes an introduction to common analysis techniques as well as technology tools that can be utilized for both analysis and presentation. Focus will be placed on collecting and transforming quality data in order to draw appropriate conclusions. 4 quarter credit hours. Typically offered: Winter Term.

MGMT 6546 Statistics for Organizational Analysis. (Formerly 546/546a) This class introduces students to basic statistics and their application within organizational research. The students will learn the core concepts with descriptive and inferential statistics – measures of central tendency, measures of dispersion, correlations, t-tests, ANOVA and select multivariate techniques (regression). These techniques will be explored with a computer statistical package, SPSS. Also covered are basic techniques of data tabulation. 4 quarter credit hours. Typically offered: Summer Term.

MGMT 6552 Leadership. (Formerly 552) Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 2 quarter credit hours.

MGMT 6553 Organization Design. (Formerly 553) Focuses on the design of organizations to perform optimally for various environments and purposes. Reviews ways to move organizations toward a desired structure. 2 quarter credit hours.

MGMT 6555 Power Strategies. (Formerly 555) Surveys contemporary perspectives and measures of power, influence, and control as they relate to motivation, interpersonal relations and organizational climate. 2 quarter credit hours.

MGMT 6557 Organizational Culture. (Formerly 557) Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 2 quarter credit hours.

MGMT 6558 Service Management. (Formerly 558) Focuses on the management and delivery of effective service. Covers service strategy, development of service systems, human resource strategy, and implementation of the service management concept. Prerequisite: MCP Degree seeking student. 2 quarter credit hours.

MGMT 6559 Entrepreneurship. (Formerly 559) Deals with new venture management, examining entrepreneurial personalities, managing creativity and establishing a successful enterprise. The major project is a new business plan. Prerequisite MGMT/MSA 6500. Cross-listed as MBA/MGMT 6559A. 4 quarter credit hours.

MGMT 6570 Human Resource Management Overview. (Formerly 570) Introduces students to strategic human resource management. Covers the relationship of business and human resource planning, and the changing character of the workforce. Provides systemic overview of recruiting, training, compensation, affirmative action, and employee relations. For those students presently in Human Resource Management positions, contact your program advisor; MGMT 6633 (4 credits) may be a better option. 2 quarter credit hours. 2 quarter credit hours.

MGMT 6571 Labor Relations. (Formerly 571) Covers the basic concepts relevant to laws governing labor relations. Focuses on contracts, including recognition of the union, negotiation and administration, patterns of contracts currently in existence and their negotiation process, and issues that arise during contract administration. 2 quarter credit hours.

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MGMT 6572 Compensation and Benefits. (Formerly 572) Examines the importance of benefits and compensation to the U.S. employer. Focuses on the elements of total compensation, including welfare and qualified retirement benefits, salary administration, performance management, executive compensation and incentive pay plans. 2 semester credit hours.

MGMT 6573 Performance Management Systems. (Formerly 573) Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance appraisal, conduct performance review interviews, and develop an appraisal system. 2 quarter credit hours.

MGMT 6578 Recruitment and Selection. (Formerly 578) Examines the steps in the recruitment and selection process from the perspectives of the human resource manager, line manager and job applicant. Focuses on skill building and understanding of issues, including cost/benefit analysis and integration of the process with strategic human resource planning and career management. 2 quarter credit hours.

MGMT 6579 Training and Development Overview. (Formerly 579) Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 2 quarter credit hours.

MGMT 6580 Group Dynamics. (Formerly 580) Deals with dynamics of group and interpersonal relationships. Uses unstructured group experience to help students become more aware of how their actions affect and are affected by others, more capable of giving and receiving personal feedback, and more cognizant of the dynamic process by which groups are created, maintained and transformed. Studies major concepts in group and interpersonal relations, including communication patterns influence in power dynamics, conflict management, interpersonal perception, trust formation, leadership and task group dynamics. 4 quarter credit hours.

MGMT 6581 Team Building. (Formerly 581) Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 2 quarter credit hours.

MGMT 6582 Conflict Management. (Formerly 582) Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. 2 quarter credit hours.

MGMT 6583 Organizational Assessment. (Formerly 583) Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 2 quarter credit hours.

MGMT 6584 Strategies for Change. (Formerly 584) Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 2 quarter credit hours.

MGMT 6585 High Performance Work Systems/Large Group Interventions. (Formerly 585) Covers the development of appropriate levels of employee participation, increasing the psychological rewards of the employee and the quality and productivity of the organization. Emphasizes the design of high-performance work systems utilizing large group interventions. 2 quarter credit hours.

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MGMT 6586 International Organization Development. (Formerly 586) Examines and analyzes OD values and their relationship with national and cultural values in countries around the world. Consists of an overview and case studies involving application and adaptation of management and OD practices to local situations differing by organizational and national culture. 2 quarter credit hours.

MGMT 6591 Contemporary Trends in Change Management. (Formerly 591) A one-day workshop with nationally known professionals and practitioners in the field of organization development. 1 quarter credit hour. *Course Repeatable. Maximum number of units allowed 12.*

MGMT 6592 Managing Diversity. (Formerly 592) Focuses on the cultural shift required in organizations to move from Equal Employment Opportunities, Affirmative Action and understanding diversity to truly managing diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 2 quarter credit hours.

MGMT 6593 Process Consultation. (Formerly 593) Covers the concepts, methods and philosophy of process consultation and its role in organization development. Emphasizes the application of this key activity in consulting to organizations, groups and individuals. Presented in a context useful to consultants and managers alike. 2 quarter credit hours.

MGMT 6600 Independent Study. (Formerly 600) Provides students with a variable option for exploring a topic in depth under faculty supervision. Generally, faculty request a two to three page proposal which outlines the project objectives, expected learning outcomes and assessment criteria. 2-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

MGMT 6612 Methods of Organizational Research. (Formerly 612) Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes ethics, qualitative and quantitative research design, data collection, analysis and report writing. 4 quarter credit hours.

MGMT 6633 Legal Issues in the Workplace. (Formerly 633) This course provides an overview of laws and regulations that must be considered in human resource decision making. Topics include the Fair Labor Standards Act, Equal Employment Opportunity and Affirmative Action, sexual harassment, family leave, the Americans with Disabilities Act, Illinois Freedom of Information Act, Equal Pay Act and various aspects of employer/employee relations. 4 quarter credit hours.

MGMT 6634 Strategy, Structure, and Decision Making. (Formerly 634) The focus is on the role of management in the development of organization strategy and the development of appropriate organization structures. Case analysis is used to aid in understanding and applying behavioral concepts to the resolution of managerial and organizational problems. Prerequisite: MGMT 6530. Cross-listed as MBA/MGMT 6634. 4 quarter credit hours.

MGMT 6671 Strategic Management. (Formerly 671) This course requires management students to use the disciplines and techniques learned during their degree programs. Strategy formulation and implementation concepts are discussed using cases and readings. This course is to be taken as the last core class or with permission from the program director. 4 quarter credit hours.

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MGMT 6690 Management Internship. (Formerly 690) Consists of experience in a field setting in collaboration with a trained professional. 4-8 quarter credit hours. *Course Repeatable. Maximum number of units allowed 16.*

MGMT 6691 Advanced Topics in Organization Development. (Formerly 691) Designed to provide Organization Development students and practitioners with access to leading edge interventions, research and professionals. This workshop will introduce theory and practice of innovative work in Organization Development. 1-2 quarter credit hours. *Course Repeatable. Maximum number of units allowed 12.*

Management Information Systems

MIS 5545 Computer Organization and Architecture. (Formerly 545) The objectives of this course are to introduce the basic concepts of computer systems and computer architecture. Discussion includes data representation, processor technology, data storage technology, system integration and performance, data and network communication technology, computer networks, application development, operating systems, Internet and distributed application services, cloud computing, virtualization, as well as system administration. Several assignments and course participation are required, as are several exams. 4 quarter credit hours.

MIS 5546 Systems Analysis and Design. (Formerly 546) Tools and techniques associated with the analysis and design of application systems are studied and evaluated. Traditional and state-of-the-art system development life-cycle methodologies are examined. Specific topics include construction and evaluation of user interviews, data flow diagrams, data dictionaries, decision tables and trees, and use of prototyping techniques and computer-aided software engineering tools. The course project requires a team analysis and design of a new application system. 4 quarter credit hours.

MIS 6600 Independent Study. (Formerly 600) This course allows an opportunity for a student to concentrate on a specific topic related to an existing course or to explore a timely topic not covered in an existing course. A proposal is required, outlining the nature of the problem and scope of the investigation. A research paper or project is required, as appropriate to the problem under investigation. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MIS 6609 Computer Fraud. (Formerly 609) 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 as MSA/MIS 6609. 4 quarter credit hours.

MIS 6616 Information System Auditing. (Formerly 616) Since the introduction of the Sarbanes-Oxley Act of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Prerequisite: MSA 5513. Cross-listed as MSA/MIS 6616. 4 quarter credit hours. Typically offered: Annually.

MIS 6655 Computer and Network Systems Security. (Formerly 655) Topics discussed include network infrastructure security issues, including perimeter security defense, firewalls, virtual private networks, intrusion detection systems, wireless security, network security auditing tools, honeypots, incident response, forensics, as well as ethical considerations. Also discussed is the development of an enterprise security policy. Prerequisite: MIS 5546. 4 quarter credit hours.

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MIS 6656 Information Systems Security. (Formerly 656) Information is a vital corporate resource. The integrity, accuracy, timeliness, confidentiality and physical security of this resource is essential to maintain its value to the organization. Topics discussed include security considerations as they apply to information systems analysis and design, vulnerability assessment, security audits and access controls. Also discussed are disaster recovery, business continuity, as well as legal and social issues. Prerequisite: MIS 5546. 4 quarter credit hours.

MIS 6657 E-Commerce. (Formerly 334/657) 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. Prerequisite: MIS 5546 or MBA 6641. 4 quarter credit hours.

MIS 6658 Management of IT Facilities. (Formerly 658) The support side of information systems is studied, focusing on physical needs and ongoing production support. Facilities issues, including requirements for physical space, voice and data, servers, networks, emergency equipment and special environmental needs, and green issues of energy efficiency, recyclability and sustainability are examined. Disaster recovery and business continuity issues are also considered. 2 quarter credit hours. Typically offered: Summer Term.

MIS 6659 Business Analytics. (Formerly 659) Business analytics refers to the skills, technologies, applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. It makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling and fact-based management to drive decision-making. Analytics may be used as input for human decisions or may drive fully automated decisions. Deliverables include article reviews, case analyses, course project and presentations. Prerequisite: MBA 5541. Cross-listed as MSBA/MIS 6659. 4 quarter credit hours.

MIS 6674 Database Management Systems. (Formerly 674) Database technology has evolved from simply being a better way to organize and access data to being an information systems keystone, required to effectively support the enterprise. This course introduces database technology, emphasizing effective database design. Specific topics include components, roles, and functions in a database environment; importance of data security; integrity and recovery; strengths and weaknesses of data models, focusing on the relational model. A course project requires the design of a personal computer-based database application. A research paper is also expected. Prerequisite: MIS 5546. Required. 4 quarter credit hours.

MIS 6677 Decision Support and Knowledge-based Systems. (Formerly 677) This course introduces the use of knowledge-based systems, including decision support systems, group decision support systems, expert systems and executive information systems within the functional structure of the firm. Decision support and expert systems will be discussed in depth. Topics include analysis of decision criteria and modeling techniques, the system development process, business applications and evaluation of existing software. Deliverables include a course project and presentation. 4 quarter credit hours.

MIS 6681 Network Planning. (Formerly 681) In this course, students are asked to describe and evaluate networks as part of an organization's strategic and tactical plans. Business needs are evaluated and students offer feasible network solutions meeting these needs. Students analyze network opportunities, considering

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competitive forces, strategic advantages, strengths and opportunities. Students evaluate network requirements and alternative solutions, selecting the most appropriate, given the current and projected business environment. Network management and security issues are reviewed and appropriate policies and procedures recommended. Students also investigate the future of enterprise-wide networks. Prerequisite: MIS 5545, MIS 5546. 2 quarter credit hours.

MIS 6682 Network Design. (Formerly 682) In this course, students evaluate network topologies, protocols, network components, current technology standards and interoperability issues. Students design a physical network solution that includes current physical environment, growth requirements, network solution requirements and business constraints. Students design a logical network solution, which includes how the application will work across the physical network and how the data travels within and across networks. Distributed network models are also examined, looking at presentation, processing and data placement within the network structure. Tools for network management are reviewed, documentation standards are defined and network solutions provide production criteria for managing an implemented network solution. Prerequisite: MIS 6681. 2 quarter credit hours.

MIS 6683 Project Management. (Formerly 683) The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects within budget and on schedule. Advanced topics may include critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This course is appropriate for technology and non-technology managers alike. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

MIS 6689 Strategic Information Technology Management. (Formerly 689) This course requires students to use all disciplines and techniques learned. Strategy formulation and implementation concepts focusing on information technology are discussed using cases and readings. This course should be taken within two courses of completion or with permission of the program director. 4 quarter credit hours.

MIS 6690 Management Information Systems Internship. (Formerly 690) An internship offers practical work experience within which the student has the opportunity to apply and test theoretical learning while developing executive skills. The internship experience may be an apprenticeship in which a less experienced student learns about the organization, the business unit and a variety of information systems projects in which the supervisor is involved, or a project in which the student has major responsibility for a specific assignment and exposure to other areas of responsibility or interest. The Management Information Systems internship may be repeated in different settings. 1-6 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MIS 6691 Management of Information Technology Lecture Series. (Formerly 691) Timely information technology topics are presented in the form of 1, 2, or 4-quarter credit hour courses. Keeping pace with information technology requires constant learning. These courses provide an opportunity to examine and assess information technology issues. There are no designated prerequisites, but graduate students are encouraged to have completed the 5000-level course sequence. Topics are announced in advance. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*



Master of Science in Taxation-Graduate Business

MST 6512 Federal Income Tax. (Formerly 512) A study of federal regulations covering taxation of individuals and businesses. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. 4 quarter credit hours.

MST 6605 Tax Influences on Decision Making. (Formerly 605) This course presents the impact of federal income taxation on various business decisions. Emphasis is placed on areas such as choice of business organization, capital gains, timing of income, depreciation, investments, and employee benefits. Required Prerequisite: MSA 6601. 4 quarter credit hours.

MST 6623 Taxation of Corporations and Shareholders. (Formerly 623) This course focuses on U.S. federal income taxation of Subchapter c corporations and their shareholders. Emphasis is placed on understanding the nuances of corporate tax laws and tax planning scenarios. Prerequisites: MSA 6605 & MST 6624. 4 quarter credit hours.

MST 6624 Federal Tax Research. (Formerly 624) This course focuses on the complexity of the United States Tax System and the impact of global competition on income and transfer tax preparation and reporting. Students will be exposed to the Internal Revenue Code, Circular 230, Treasury Regulations, and IRS organizational structure and enforcement functions. Prerequisites: MSA 5504, MSA 5506, MST 6512, and MSA 5515 and MST 6605. 4 quarter credit hours.

MST 6625 Federal Taxation of Partnerships. (Formerly 625) This course focuses on taxation of partnerships and the nuances of the benefits and risks attached to this form of business enterprise. Key concepts involve aggregate and entity theories, partnership distributions and liquidations, disposition of partnership interests and other related topics. The course will expose students to The Internal Revenue Code, Treasury Regulations, Case Law and ITS Rulings. Prerequisites: MST 6605, MST 6623 and MST 6624. 4 quarter credit hours.

MST 6692 Tax Accounting - Periods and Methods. (Formerly 692) This course deals with federal income tax rules concerning the choice of utilization of tax accounting periods and methods. The course material will focus on the determination of inventory values, introduction to time value of money and OID, and certain other special tax accounting concepts available to taxpayers including: Accounting Periods, Changes in Accounting Methods, Inventories-- General and UNICAP, Inventories--LIFO, and Installment Sales. Prerequisites: MST 6605 and MST 6624. 4 quarter credit hours.

MST 6693 Federal Income Tax Procedures. (Formerly 693) MST 6693 Federal Income Tax Procedures. This course deals with federal income tax rules, communicating with the Internal Revenue Service, ethical responsibilities of a tax practitioner, statute of limitations, and the appeals process for tax returns. The course material will focus on the core aspects of the United States Tax code and its enforcement by the I.R.S. It will provide a unique perspective of the methods, procedures, and techniques employed by the I.R.S in reaching fair tax treatment for all tax payers. Prerequisite: MST 6605 & MST 6624. 4 quarter credit hours.

MST 6694 Overview of State Income Taxation. (Formerly 694) MST 6694 Overview of State Income Taxation. This course identifies and examines the various types of income and capital stock taxes imposed on corporations and "pass through" entities by state and local governments. The main topics will focus on "nexus" and the key impacts of P.L. 86-272, sales and use tax, conformity to the Internal revenue Code, business and non-business



income, varying methods of reporting, allocation and apportionment, and basic tax credit and incentive concepts. Prerequisites: MST 6623, MST 6624, MST 6625 & MST 6692. 4 quarter credit hours.

MST 6695 Taxation of Closely held Corporations. (Formerly 695) This course identifies and examines the core federal income tax issues that arise in connection with the ownership and operation of a closely held corporation. The course material will focus on primarily subchapter "S" corporations. Topics include: nuances of distributions for owners and the effects of liquidating a company and its subsequent tax ramifications. Prerequisites: MST 6623, MST 6624, MST 6625 and MST 6692. 4 quarter credit hours.

Master of Science, Business Analytics

MSBA 6600 Independent Study. (Formerly 600) This course allows an opportunity for a student to concentrate on a specific topic related to an existing course or to explore a timely topic not covered in an existing course. A proposal is required, outlining the nature of the problem and scope of the investigation. A research paper or project is required, as appropriate to the problem under investigation. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MSBA 6641 Optimization Techniques for Management Decisions. (Formerly 641) This course introduces the topics of optimization techniques for management decisions. Optimization is the process of discovering the best business solution from many feasible solutions using mathematical and statistical methods. The increasing complexity of today's business decision-making has resulted in the development of many optimization techniques. These techniques have provided a wealth of solutions to facilitate business planning and execution. Optimization combines data transformation, mathematical model building, and optimization software with analytical tools to present the recommended solutions to planners and decision makers. Deliverables include literature reviews, case analyses, and course projects. Prerequisite: MBA 5541 and MBA 6630. 4 quarter credit hours.

MSBA 6659 Business Analytics. (Formerly 659) Business analytics refers to the skills, technologies, applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. It makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling and fact-based management to drive decision making. Analytics may be used as input for human decisions or may drive fully automated decisions. Deliverables include article reviews, case analyses, course project and presentations. Prerequisite: MBA 5541. 4 quarter credit hours.

MSBA 6663 Machine Learning. (Formerly 663) This course introduces the topics of data mining and business intelligence. Data mining is the process of discovering new patterns from large data sets involving methods at the intersection of artificial intelligence, machine learning, statistics and database systems. The overall goal of the data mining process is to extract knowledge from a data set in a human-understandable structure. Business Intelligence systems combine data gathering, and data storage with analytical tools to present complex corporate and competitive information to planners and decision makers. The objective is to improve the timeliness and quality of the input to the decision process. Deliverables include article reviews, case analyses, course project, and presentations. Prerequisite: MIS 6674. 4 quarter credit hours.

MSBA 6685 Data Visualization. (Formerly 685) This course introduces data visualization, that is, communicating information clearly and effectively through graphical means. Visualization tools go beyond the typical tables,

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histograms, pie charts and bar graphs by displaying data in more sophisticated ways such as dials and gauges, geographic maps, time-series charts, tree maps, heat maps and detailed bar, pie and fever charts. The goal is to expose patterns that might not have been noticed otherwise. Visualized data is often displayed in business Intelligence dashboards which provide users with high-level views of corporate information and key performance indicators. Deliverables include article reviews, several software-based exercises, projects and presentations. Prerequisite: MIS/MSBA 6663. 4 quarter credit hours.

MSBA 6686 Analytics for Big Data. (Formerly 686) This course introduces the concept of big data, that is, data sets so large that traditional relational database management systems, statistics, and visualization tools are insufficient. Organizations today are inundated with data, gathered from both inside and outside the organization. Analytics for data-at-rest and data-in-motion will be explored. The problem of solving problems which involve complex and structured data will be explored using the Hadoop platform. Deliverables include article reviews, several software-based exercises, several projects and presentations. 4 quarter credit hours.

MSBA 6687 Data Warehousing. (Formerly 687) This course introduces data warehousing, which combines data from varied sources into one comprehensive and easily manipulated database. Access methods include queries, reporting and analysis. The goal is to analyze trends over time, thereby contributing to business forecasting, strategic planning and making smarter decisions faster. Deliverables may include article reviews, several software-based exercises, projects and presentations. Prerequisite: MIS 6674. 4 quarter credit hours.

MSBA 6689 Business Analytics Capstone. (Formerly 689) This course requires students to use and integrate the disciplines and techniques learned in business analytics program coursework to address a real-world problem, strategy formulation and implementation concepts are discussed using cases and readings. Deliverables include article reviews, several software-based exercises, a course-length project and presentations. This course should be taken within two courses of completion or with permission of the program director. 4 quarter credit hours.

MSBA 6690 Business Analytics Internship. (Formerly 690) An internship offers practical work experience within which the student has the opportunity to apply and test theoretical learning while developing executive skills. The internship experience may be an apprenticeship in which a less experienced student learns about the organization, the business unit, and a variety of analytics projects in which the supervisor is involved, or a project in which the student has major responsibility for a specific assignment and exposure to other areas of responsibility or interest. The Business Analytics internship may be repeated in different settings. 1-6 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MSBA 6691 Business Analytics Lecture Series. (Formerly 691) Timely business analytics topics are presented in the form of 1, 2, or 4-quarter credit hour courses. Keeping pace with advances in analytics requires constant learning. These courses provide an opportunity to examine and assess issues in analytics. There are no designated prerequisites, but graduate students are encouraged to have completed the 5000-level course sequence. Topics are announced in advance. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MS Values Driven Leadership

MSVDL 5505 Leadership Foundations. (Formerly 505) This course serves as the foundation for developing the practice of leadership. Students will learn and apply major theories and practical models of leadership to real-world situations. Emphasis is placed on how theory can be used to improve practice. Students will explore their

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personal leadership style using assessment instruments and reflective exercises. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5510 Leadership Effectiveness. (Formerly 510) This course explores social, moral, and ethical concepts related to business leadership effectiveness. Students relate these concepts to their own purpose, values, and commitments as leaders, their approach to leading and enriching the lives of others, and the role they play in shaping the vision, mission, priorities, and strategies of their organizations. 3 quarter credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5515 Leadership Impact. (Formerly 515) This course focuses on students' current and near-future leadership contributions from a career perspective. It will provide ample reflection time for the students to think about and articulate what leadership means to them in the context of serving others and will provide a model, framework and action plan for identifying the compelling impact that they wish to make in the five roles of values-driven leaders to leave a positive legacy. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5525 Leading & Developing Others. (Formerly 525) In this course, students learn how to interact with colleagues to ensure improved performance throughout the lifecycle of employment. Students will sharpen their skills in building rapport, trust, and respect; listening and understanding; and managing crucial conversations. This course is designed to help students: 1) enhance their coaching and mentoring skills; 2) identify strategies that develop the skills of their direct reports; 3) improve their ability to successfully engage in critical coaching conversations. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5530 Leading High-Performance Teams. (Formerly 530) In this course, students learn about the characteristics, structures, culture, and dynamics of high-performing teams, and are introduced to series of team assessment tools. Students use these tools to assess a team within their organization and make appropriate recommendations for improvement. Students will also learn the essentials of meeting management and use how to use meetings effectively. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5535 Leading Positive Change. (Formerly 535) This course examines the paradigms, concepts, and practices that support successful change and innovation. Students will learn practical steps for leading change and addressing innovation challenges facing their organizations, and the develop the skills to necessary infuse a culture of innovation within their organizations to drive sustainable growth. This highly experiential course also focuses on the concepts, principles, and practice of Appreciative Inquiry (AI), a positive approach to organizational change. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5545 Leading Financial Performance. (Formerly 545) Making sound financial assessments and the process of decision making are fundamental to all management processes. This course takes students through a financial decision-making process with values at its core. Students will assess their own decision-making skills, and learn how to use creative processes to identify decision problems, create alternatives, and articulate objectives. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5550 Leading Organizational Effectiveness. (Formerly 550) Organizational Effectiveness (OE) is the study of how the behavior of individuals and groups impact the organization in positive ways. It focuses on better understanding human behavior and organizational culture in order to improve productivity and quality. This course offers insights into rapid change, globalization, and diversity while providing guidance for managers in creating an ethically healthy work climate. Students will learn both theory and the practical application of OE

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in organizations to help better explain, predict, and influence behavior. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5555 Strategic Leadership. (Formerly 555) In this course, students will engage macro-system perspectives in applying strategy and stewardship as vision is introduced into the reality of complex organizational and community systems. Organizations across a range of fields are becoming increasingly more diverse and international and leaders need to be able to strategically address this complex work environment both domestically and globally. Students will gain a deeper understanding of social relationships of interdependence and accountability, as well as skills to integrate diverse ideas and perspectives from a variety of sources. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MSVDL 5560 Leadership Practicum. (Formerly 560) This final course provides students with an opportunity to synthesize what they have learned about values-driven leadership during their graduate degree program and to demonstrate mastery of primary leadership competencies, concepts, principles and practices. Students will complete an in-depth project to demonstrate their competence in identification, analysis and solution of leadership problems in organizations and society today utilizing their own unique leadership-point-of-view as their guide. Students will also develop a Legacy Tree – based on the VDL Leader Competency Model – that will capture the essence of their life purpose. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

MS Values Driven Leadership for Executives

EMSVDL 6600 Your Leadership Journey. (Formerly 600) This blended-format course: (1) builds strong working relationships among cohort members, (2) provides an initial introduction to leadership concepts and practice, and (3) allows cohort members to strengthen their leadership vision and capacity by identifying and leveraging their unique strengths. Students will be introduced to the field of leadership, complete a series of assessments and personal development activities to help clarify their leadership vision and strengthen their leadership capacity, and engage in activities to build a cohesive cohort. This course results in an individual development plan and a coaching plan tailored to each student that will be revisited, updated, and built upon throughout the EMSVDL experience. 4 quarter credit hours.

EMSVDL 6605 Your Leadership Impact. (Formerly 605) This blended-format course focuses on students' current and near-future leadership contributions from a career perspective. It will provide ample reflection time for the students to think about and articulate what leadership means to them in the context of serving others and will provide a model, framework and action plan for identifying the compelling impact that they wish to make in the five roles of values-driven leaders in the near future. 4 quarter credit hours.

EMSVDL 6610 Leadership Theory and Practice. (Formerly 610) This online course serves as the foundation for developing the practice of leadership. Students will learn and apply major theories and practical models of leadership to real-world situations. Emphasis is placed on how theory can be used to improve practice. Students will explore their personal leadership style using assessment instruments and reflective exercises. Practical application projects will allow students to develop their personal leadership theory. 4 quarter credit hours.

EMSVDL 6615 Moral and Ethical Foundations of Leadership. (Formerly 615) This online course explores social, moral, and ethical concepts related to business leadership. Students relate these concepts to their own purpose, values, and commitments as leaders, their approach to leading and enriching the lives of others, and

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the role they play in shaping the vision, mission, priorities, and strategies of their organizations. 4 quarter credit hours.

EMSVDL 6620 Leading Teams. (Formerly 620) Most organizations use team-based approaches to leverage the strengths and maximize the productivity of workers to achieve team and organizational goals. In this online course, students learn about the characteristics, structures, culture, and dynamics of teams, and are introduced to series of team assessment tools. Students use these tools to assess a team within their organization and make appropriate recommendations for improvement. Students will also learn the essentials of meeting management and use how to use meetings effectively. 4 quarter credit hours.

EMSVDL 6625 Leading Change and Innovation. (Formerly 625) By definition, effective leadership involves leading organizational change and nurturing innovation. This online course examines the paradigms, concepts, and practices that support successful change and innovation. Students will learn practical steps for leading change and addressing innovation challenges facing their organizations, and the develop skills to infuse a culture of innovation within their organizations to drive sustainable growth. 4 quarter credit hours.

EMSVDL 6630 Leading and Developing Others. (Formerly 630) In this blended-format course, students learn how to interact with employees to ensure improved performance throughout the lifecycle of employment. Students will sharpen their skills in building rapport, trust, and respect; listening and understanding; and managing crucial conversations. This course is designed to help students: 1) enhance their coaching and mentor skills; 2) identify strategies that develop the skills of their direct reports; 3) improve their ability to successfully engage in critical coaching conversations. 4 quarter credit hours.

EMSVDL 6635 Leading Appreciative Inquiry. (Formerly 635) This highly experiential, blended-format course focuses on the concepts, principles, and practice of Appreciative Inquiry (AI), a positive approach to organizational change. Students will be able to plan and lead an AI Summit, and appreciate the value of building upon the good things that exist in organizations. 4 quarter credit hours.

EMSVDL 6640 Organizational Leadership Practicum. (Formerly 640) For this online independent study course, students design, plan, and conduct a comprehensive research project investigating a problem or an opportunity in an organizational setting under the guidance of the instructor. Although individualized, students share their work with each other. 4 quarter credit hours.

EMSVDL 6650 Organizational Behavior. (Formerly 650) Organizational Behavior (OB) is the study of how the behavior of individuals and groups impact the organization. It focuses on better understanding of human behavior in order to improve productivity and quality. It also assists in developing methods to empower people as well as to design and implement change programs. OB offers insights into rapid change, globalization, and diversity while providing guidance for managers in creating an ethically healthy work climate. This online course teaches both theory and the practical application of OB in organizations in an effort to help students better explain, predict, and influence behavior. 4 quarter credit hours.

EMSVDL 6655 Business Decision Making. (Formerly 655) Decisions and the process of decision making are fundamental to all management processes. This online course takes students through a decision-making process with values at its core. Students will assess their own decision-making skills, and learn how to use creative processes to identify decision problems, create alternatives, and articulate objectives. 4 quarter credit hours.

EMSVDL 6665 Global Leadership. (Formerly 665) This online course focuses on enhancing global leadership competencies, beginning with core concepts and personal assessments, and concluding with a global leadership

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development project proposal where students demonstrate their ability to move from concept to practice.
4 quarter credit hours.

EMSVDL 6675 Leadership Legacy Capstone. (Formerly 675) This blended-format capstone course provides students with an opportunity to synthesize what they have learned about values-driven leadership during their graduate degree program and to demonstrate mastery of primary leadership competencies, concepts, principles and practices. Students will complete an in-depth case analysis to demonstrate their competence in identification, analysis and solution of leadership problems in organizations and society today utilizing their own unique leadership-point-of-view as their guide. Students will also develop a Legacy Tree – based on the VDL Leader Competency Model – that will capture the essence of their life purpose. 4 quarter credit hours.

Nursing and Health

NRHL 5501 Health Promotion and Interprofessional Collaboration. (Formerly 501) This course provides an in-depth review of approaches to health promotion as well as effective collaboration among members of the healthcare community. Students explore the problems and issues in using behavioral and social science theories, concepts and data to inform health promotion and health education research and interventions. The course emphasizes developing appreciation for the diversity of expertise in interprofessional collaborative teams as well as establishing basic concepts of effective teamwork. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 5502 Ethical and Culturally Competent Healthcare Professional. (Formerly 502) 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 healthcare professional and leader in health systems or education. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 5503 Evidence-based Nursing Practice: Research and Process Improvement. (Formerly 503) This course provides students with skills required to systematically research and evaluate current nursing knowledge to promote evidence-based nursing practice. Coursework emphasizes critical analysis of the current literature and proposed research methods, including quantitative and/or qualitative approaches to research, sampling procedures, data collection methods and data analysis planning. Research topics such as ethical and cultural issues, methodological procedures associated with scientific investigation, and potential barriers to evidence-based practice are also course themes. Students are encouraged to critically analyze differing research paradigms as well as current issues surrounding evidence-based research. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 5504 Healthcare Informatics and Emergent Technologies. (Formerly 504) 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 healthcare systems and services. This is a foundational



course requiring a minimum letter grade of "B". 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 5505 Healthcare Policy and Advocacy. (Formerly 505) This course provides an overview of healthcare 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 healthcare delivery as well as nursing are analyzed. Coursework emphasizes the role of the nurse as a healthcare leader and advocate in the healthcare policy formation process. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 5506 Quality Improvement and Safety in Healthcare Systems. (Formerly 506) This course analyzes problems caused by the varying levels of healthcare quality and strategies for improving them using models of evaluation and process improvement. Students learn to apply principles of quality and regulatory management with an emphasis on defining, measuring, and evaluating outcomes within organizations and systems to become effective leaders and change agents. Students are expected to participate in the development of actual quality measures and explain how such measures could be used in a defined health or educational system. This is a foundational course requiring a minimum letter grade of "B". 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6507 Advanced Health Assessment. (Formerly 507) This course builds upon the student's previous health assessment experience to provide the foundation for advanced roles in nursing. The course emphasizes physical, psychosocial, spiritual and functional assessment among diverse populations. Advanced assessment topics include focused health histories, advanced physical assessment techniques, differentiation of assessment findings and health assessment documentation standards. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5503, NRHL 5504, NRHL 5505 and NRHL 5506. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6508 Advanced Pathophysiology. (Formerly 508) The course focuses on the application of advanced knowledge of the complex physiological functions and pathophysiological processes to the care of individuals with healthcare problems. Course content examines alterations in function as well as adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels. The course is designed to enable the graduate nursing student to recognize and analyze these physiological changes and to apply this knowledge in a wide variety of clinical settings. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5503, NRHL 5504, NRHL 5505 and NRHL 5506. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6509 Advanced Pharmacology. (Formerly 509) This course provides the graduate nursing student with the necessary knowledge to develop a greater understanding of pharmacology and application. The course content builds upon the student's current understanding of pharmacology. Students will explore the principles of pharmacology as they apply to various disease processes with consideration of medication selection factors, client adherence and ethical implications. Clinical application of pharmacological management, adverse reactions and patient education implications are presented through case studies and scenarios. Prerequisite: NRHL 6508. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6620 Building Effective Communication and Relationships. (Formerly 620) This course covers knowledge and skills related to effective communication and relationship-building across various healthcare settings. Students study communication strategies to address nursing and organizational issues and conflicts, as well as advanced communication skills related to diversity in the workplace, generational benefits, recruitment

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and retention, collaborative decision-making and shared governance. Building trust and credible organizational relationships with key stakeholders is also emphasized. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5503, NRHL 5504, NRHL 5505 and NRHL 5506. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6621 Instructional Strategies in Nursing Practice. (Formerly 621) This course focuses on teaching and learning strategies in nursing education. Students examine frameworks for analyzing pedagogical philosophies, adult learning theories, ethical issues, and professional values related to nursing education as well as the integration of new technology in instructional design and delivery. The course emphasizes best teaching practices for nurse educators. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5503, NRHL 5504, NRHL 5505, NRHL 5506. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6622 Professionalism and Executive Career Development. (Formerly 622) Students focus on the knowledge, skills and tools to effectively coach and further the professional development of others within the healthcare organization. Coursework emphasizes the concepts of professionalism, personal and professional accountability, transparency, advocacy and ethical standards. Students complete a comprehensive executive leadership career assessment, conduct a gap analysis and develop an executive career plan for the future. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5503, NRHL 5504, NRHL 5505 and NRHL 5506. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6624 Advanced Knowledge of Healthcare Systems. (Formerly 624) This course explores the skills and knowledge nurse executives need to effectively lead in a variety of healthcare systems. Students study the unique needs of healthcare settings such as hospitals, ambulatory facilities, community-based services, long-term care and private practice as well as financial, operational, regulatory and clinical aspects of management specific to a range of healthcare systems. Factors such as reimbursement, technology, staffing, leadership, organizational design and complexity and for-profit and not-for-profit aspects of the system will also be addressed in the context of nursing leadership strategies. Prerequisites: NRHL 5501, NRHL 5502, NRHL 5503, NRHL 5504, NRHL 5505 and NRHL 5506. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6625 Learning and Curriculum Development in Nursing Practice. (Formerly 625) This course focuses on curriculum development and the role of the nurse educator through the examination of a variety of conceptual frameworks relating to curriculum and instructional design. Students investigate the process of curriculum development, program evaluation, regulatory and accreditation standards and curriculum trends. The components of course development, including course objectives, learning activities, teaching strategies and course evaluation are examined. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 6507, NRHL 6509 and NRHL 6621. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6626 Nursing Leadership and Systems Thinking. (Formerly 626) This course focuses on theoretical foundations and conceptual principles of nursing leadership and the skills required for nurse executives to function effectively in complex healthcare environments. Students develop leadership self-awareness and investigate leadership traits necessary to effectively lead organizational change, build strong cultures, develop effective teams and resolve conflicts. The course examines change processes in contemporary healthcare organizations, as well as the evolving roles of management and transformational leadership. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 6620, NRHL 6622, NRHL 6624. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.



NRHL 6628 Financial Management and Resource Allocation in Healthcare Systems. (Formerly 628) Students will learn how to contribute to the ethical financial decisions of healthcare organizations. Topics include strategic financial planning, financial statement analysis, budgeting and financial decision-making strategies. Students also explore issues with funding sources and constraints, reimbursement, cost containment and marketing. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 6626. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6630 Evaluation Strategies and Methods in Nursing Practice. (Formerly 630) Students focus on the theories and strategies of measurement and evaluation as they apply to nursing education. Content includes strategies to assess and evaluate learning in the cognitive, psychomotor and affective domains. Topics such as test construction, evaluation of personal teaching effectiveness, program evaluation and accreditation processes are addressed, as well as ethical and legal issues related to student evaluation. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 6625. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6635 Evidence-based Nursing Practice Capstone Project. (Formerly 635) In this capstone course, students have the opportunity to apply the knowledge and skills learned through the program into practice. They further develop the role components of the nurse educator or nurse executive with the guidance of a preceptor within a selected practicum setting. With the assistance of the faculty and preceptor, each student develops a project that demonstrates their cumulative learning, teaching abilities and professional growth. The project should demonstrate the students ability to synthesize and apply the knowledge and skills acquired to real-world issues and problems. This final project validates a student's ability to think critically and creatively, to solve practical problems, and demonstrate mastery of the application of leadership or education skills. The capstone course requires 60 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 6630 (Nurse Educator Concentration) or NRHL 6628 (Nurse Executive Leader Concentration). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6641 Instructional Strategies. (Formerly 641) This course focuses on teaching and learning strategies in nursing education. Students examine frameworks for analyzing pedagogical philosophies, adult learning theories, ethical issues and professional values related to nursing education, as well as the integration of new technology in instructional design and delivery. The course emphasizes best teaching practices for nurse educators. NRHL 6507, NRHL 6509. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6645 Curriculum Development. (Formerly 645) This course focuses on the role of the nurse educator in the development of innovative curricula and instructional design in a variety of settings. The student examines conceptual frameworks and key curriculum components of course development. Trends in curriculum, technology, program evaluation, and regulatory and accreditation standards are explored. Prerequisites: NRHL 6641. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6646 Leadership and Systems Thinking. (Formerly 646) This course explores principles of nursing leadership and the skills required for nurse managers and executives to function effectively in complex healthcare environments. The student develops leadership self-awareness in order to effectively lead change, build strong cultures and effective teams, and resolve conflicts. Prerequisites: NRHL 6620, NRHL 6622, NRHL 6624. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6647 Evaluation Methods and Strategies. (Formerly 647) This course focuses on the role of the nurse educator in the assessment and evaluation of learning. The student applies key strategies to effectively measure achievement of learning outcomes in a variety of settings. Legal, ethical, regulatory issues and the importance of

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evaluating personal teaching effectiveness are explored. Prerequisites: NRHL 6645. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6648 Financial Management and Resource Allocation. (Formerly 648) This course advances student knowledge regarding financial accounting, budgeting, cost analysis, planning and control, and management of financial resources. The role of nurse manager and executive leader as it relates to responsible financial management in healthcare is explored. Prerequisites: NRHL 6646. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6653 Advanced Nursing Practice: Clinical Immersion. (Formerly 653) This course builds upon the synthesis of prior knowledge and skills that promote the advancement of professional clinical nursing practice. The student applies nursing research and evidence-based practice to develop advanced clinical competency in a defined area of nursing practice. The course requires 70 practicum clock hours of clinical learning experience in the practice setting and the development of a nursing project proposal. Prerequisites: NRHL 6647 (Nurse Educator Concentration) or NRHL 6648 (Nurse Executive Leader Concentration). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 6655 Advanced Nursing Practice: Capstone Project Implementation. (Formerly 655) This course provides opportunities for students to apply knowledge and skills learned throughout the program into nursing practice. Under the direction of the faculty and guidance from the preceptor, students complete a nursing project that demonstrates their cumulative learning, nursing practice abilities, and professional growth that reflects master's nursing practice. The project validates students' ability to synthesize and apply new knowledge and skills to real-world clinical issues and problems. The course requires 70 practicum clock hours of clinical learning experiences in the practice setting. Prerequisites: NRHL 6653. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

Nutrition

NUTR 5500 Independent Study. (Formerly 500) Arranged on a specific topic by teaching/learning contract with instructor. 1-3 semester credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 9.*

NUTR 5501 Introduction to Wellness. (Formerly 501) This course provides students with an overview of the multi-faceted dimensions of health and wellness, within the relevant context of the Benedictine hallmarks. 3 semester credit hours. Typically offered: Fall Term.

NUTR 5515 Medical Nutrition Therapy Advanced Concepts and Outcome Measurement. (Formerly 515) Application of clinical assessment techniques, data gathering methods, care planning, and documentation for patients with complex disease states. Use of waived point of care techniques will be taught and require student demonstration of competence. Critical analysis and application of current issues in the clinical nutrition case arena. Student skill in gathering and applying information from a variety of sources is enhanced. Requirements related to patient confidentiality and professional conduct are emphasized 3 semester credit hours.

NUTR 5539 Health and Wellness Research Planning. (Formerly 539) Principles and application of the research process with a focus on community-based research and evaluating outcomes of health educational programs. 3 semester credit hours. Typically offered: Fall Term.

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NUTR 5557 Nutrition Communications through Technologies. (Formerly 557) This course applies new and emerging technologies for collaboration, communication and dissemination of nutrition services and innovations. 3 semester credit hours. Typically offered: Summer Term.

NUTR 5561 Maternal and Child Nutrition. (Formerly 561) 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. 3 semester credit hours.

NUTR 5563 Nutrition in Aging. (Formerly 563) 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 nutrition programs and strategies for this population. Prerequisite: NTR 5530 or NTR 5570 or RDN or RN [or by consent if undergraduate or graduate nutrition and physiology courses taken]. 3 semester credit hours.

NUTR 5564 Nutrition Health Policy. (Formerly 564) Study the approach and aspects of policy making processes that address nutrition problems and issues. Analyze and develop policies within evidence, contexts (political, economic, cultural, nutritional), and need. 3 semester credit hours.

NUTR 5578 DI Skill & Practice Competence & Professional Issues. (Formerly 578) This course focuses on guiding students through the process of demonstrating competence in all ACEND required Competencies and Learning Outcomes, as well as the competencies for the Public Health and Community Nutrition concentration area for the program. An outcome of the course is a completed competency portfolio that is a graduation requirement for the DI concentration. In addition, test taking strategies and sample test questions related to the CDR Registration Exam are introduced to the students. 1-2 semester credit hours. *Course Repeatable.* Maximum number of units allowed 2.

NUTR 5581 Obesity: Theory & Practice Applications. (Formerly 581) Exploration of the epidemiology, pathophysiology, and diverse contributors to the global pandemic ranging from physiological and genetic to environmental and policy factors. Discussion includes prevention/treatment modalities. 3 semester credit hours.

NUTR 5585 Complementary Nutrition Therapies. (Formerly 585) Evidence-based exploration and critique of the claims, mechanisms, safety, and efficacy of complementary and alternative therapies for chronic diseases, as well as discussion regarding the regulation and safety of supplements 3 semester credit hours. Typically offered: Fall Term.

NUTR 5589 Dietetic Internship. (Formerly 589) Supervised field placement in community education, health care, and management organizations. Taken more than once to total the 12 semester credits required for the M.S. in Nutrition and Dietetics degree and to meet 1,200 clock-hour requirement for Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics Dietetic Internship Program Verification Statement. May be repeated for credit. May be enrolled in multiple sections of the course simultaneously. Prerequisites: completion of DPD, and separate acceptance into Dietetic Internship program. 1-3 semester credit hours. *Course Repeatable.* Maximum number of units allowed 12.

NUTR 6600 Independent Study. (Formerly 600) Arranged on a specific topic by teaching/learning contract with instructor. 1-3 semester credit hours. Consent Required. 1-3 semester credit hours. *Course Repeatable.* Maximum number of units allowed 9.

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NUTR 6610 Issues in Metabolism. (Formerly 610) Examines emerging or current issues in metabolism. Critiques claims within framework of metabolic regulation principles. Reviews the evidence and potential policy implications. 3 semester credit hours.

NUTR 6640 Community Engagement. (Formerly 640) Examines the role of nutrition organizations in terms of social responsibilities. Discussion of systemic approach to community change, and techniques for initiating and sustaining community partnerships. Students assess and identify existing and emerging problems in communities. In collaboration with professionals and stakeholders in the community, students work in teams to plan, develop, and evaluate practical solutions to a problem in a community nutrition sector. 3 semester credit hours.

NUTR 6658 Venture Planning in Nutrition. (Formerly 658) This course examines the process of planning a successful launch for a new venture. Students in this class will examine actual business ventures they intend to launch or that they are already operating. 3 semester credit hours. Typically offered: Fall Term.

NUTR 6688 Research Internship. (Formerly 688) Practical research applications in planning, data collection, entry, and/or analyses. Transportation may be required. 1-3 semester credit hours. *Course Repeatable.* Maximum number of units allowed 6.

NUTR 6693 Descriptive Research. (Formerly 693) Students complete a review of current literature and actively participate in research processes, including examination of surveys, planning and implementing a survey to collect, tabulate, analyze, and interpret data. Students are required to purchase a specific SPSS program. A grade of "B" or better is required to advance to NTR 6695. 3 semester credit hours.

NUTR 6695 Applied Research. (Formerly 695) Students conduct research, with a focus on data entry, development and testing of research hypotheses through data analyses, interpretation of statistical data and outputs, and compare findings to the literature. In addition students develop appropriate graphics and develop a research manuscript. Students must take the NTR 6695 and 6696 sequentially (i.e., two terms in a row) with the same Research Supervisor (Course Instructor) and same cohort of students to meet M.S. in Nutrition and Wellness program research competency requirements for graduation. Fee: \$160. Prerequisites: NTR 6693 and MPH 5011. A grade of "B" or better is required to advance to NTR 6696. 3 semester credit hours.

NUTR 6699 Nutrition Capstone. (Formerly 699) Evaluate and translate evidence targeted to a condition, including scientific review, lay audience material, and professional webinar 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

NUTR 6996 Research Communication. Students refine the manuscript for publication and develop a professional continuing education seminar to report methods and outcomes. Students must take the NTR 6695 and 6696 sequentially (i.e., two terms in a row) with the same Research Supervisor (Course Instructor) and same cohort of students. 3 semester credit hours.

Nutrition - Graduate

NTR 5501 Introduction to Wellness. (Formerly 501) This course provides students with an overview of the multi-faceted dimensions of health and wellness, within the relevant context of the Benedictine hallmarks. Students progress through the development of a health promotion program, with special emphasis on program

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planning management concepts and skills, outcome assessment and evaluation, and budgeting principles. Must be admitted to the M.S. programs in nutrition. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

NTR 5515 Medical Nutrition Therapy Advanced Concepts and Outcome Measurement. (Formerly 515)

Application of clinical assessment techniques, data gathering methods, care planning, and documentation for patients with complex disease states. Use of waived point of care techniques will be taught and require student demonstration of competence. Critical analysis and application of current issues in the clinical nutrition case arena. Student skill in gathering and applying information from a variety of sources is enhanced.

Requirements related to patient confidentiality and professional conduct are emphasized. Prerequisite: NTR 5568. 4 quarter credit hours. Typically offered: Fall Term.

NTR 5523 Current Issues in Dietetics Seminar. (Formerly 523) This course uses a case study approach for exploration of medical nutrition therapy, community, and counseling issues. Students apply skills at gathering evidence based resources for application to assignments and a professional level seminar presentation.

Prerequisite: NTR 5568 or Instructor Consent. 1 quarter credit hour. Typically offered: Winter and Spring Terms. *Course Repeatable. Maximum number of units allowed 2.*

NTR 5524 Portfolio and Professional Issues. (Formerly 524) This course focuses on professional development, self-evaluation and goal-setting. Legislative and public policy issues are addressed as they impact dietetics. Students are introduced to the Commission on Dietetics Registration (CDR) Professional Development system. As an outcome of the course, students will develop a professional portfolio, including a plan for lifelong learning. Prerequisite: NTR 5568 or Instructor Consent. 2 quarter credit hours. Typically offered: Fall Term.

NTR 5530 Science of Sports Nutrition. (Formerly 530) The course examines the metabolic and physiologic basis for macronutrient and micronutrient recommendations during training, competition/performance, and recovery. Includes disease applications and case studies. Prerequisites: physiology, biochemistry, and nutrition courses. Cross-listed with NUTR 4345. 4 quarter credit hours. Typically offered: Spring and Summer Terms.

NTR 5539 Health and Wellness Research Planning. (Formerly 539) Principles and application of the research process with a focus on community-based research and evaluating outcomes of health educational programs. 4 quarter credit hours. Typically offered: Fall Term.

NTR 5557 Nutrition Communications through Technologies. (Formerly 557) This course applies new and emerging technologies for collaboration, communication and dissemination of nutrition services and innovations. Prerequisites: NTR 5501 or 5530 or RD (by consent). 4 quarter credit hours. Typically offered: Summer Term.

NTR 5561 Maternal and Child Nutrition. (Formerly 561) 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. Prerequisite: NTR 5530 or NTR 5570 or RDN or RN [or by consent if undergraduate or graduate nutrition and physiology courses taken]. 4 quarter credit hours.

NTR 5563 Nutrition in Aging. (Formerly 563) 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 nutrition programs and strategies for this population. Prerequisite: NTR 5530 or NTR 5570 or RDN or RN [or by consent if undergraduate or graduate nutrition and physiology courses taken]. 4 quarter credit hours.



NTR 5564 Nutrition Health Policy. (Formerly 564) Study the approach and aspects of policy making processes that address nutrition problems and issues. Analyze and develop policies within evidence, contexts (political, economic, cultural, nutritional), and need. Discuss processes, implementation, measurement, and evaluation of factors that impede or promote the policy. 4 quarter credit hours.

NTR 5568 DI Clinical Review and Orientation. (Formerly 568) In this course, students will complete literature review research and assignments to prepare them for their Clinical Dietetic Internship rotations, as well as NTR 5515 MNT Advanced Concepts and Outcome Measurement Concepts reviewed include medical terminology, laboratory measures, medications, medical tests, physiology and nutrition intervention approaches. Applications are made to patient care for a wide variety of disease states and medical nutrition therapy interventions. Prerequisite: Completion of DPD and separate acceptance into Dietetic Internship program. 2 quarter credit hours.

NTR 5569 DI Life Span Nutrition. (Formerly 569) This course provides students with practical experience in maternal/child and elderly nutrition practice. Grade of B or better in NTR 5568. 2 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

NTR 5571 DI Foodservice. (Formerly 571) The goal of the Foodservice course is that the dietetic intern will develop competencies which will enable him/her to perform the duties and responsibilities necessary to successfully manage a clinical and/or retail foodservice operation. Transportation is required. Prerequisite: NTR 5568 2 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

NTR 5572 DI Maternal and Child Nutrition. (Formerly 572) The goal of the Maternal and Child nutrition course is that the dietetic intern will develop his/her competencies and knowledge regarding nutrition education programs for pregnant and postpartum women, pregnant and postpartum teens, infants, children and parents of infant children. Students will conduct supervised practice activities at WIC facilities as part of this course. Transportation is required. Prerequisite: NTR 5568 1 quarter credit hour. Typically offered: Fall, Winter, Spring & Summer.

NTR 5573 DI ENP. (Formerly 573) The goal of the Elderly Nutrition Program (ENP) course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition care to participants of elderly nutrition programs, in accordance with established procedures. Further, the intern will gain experience providing group education programs, providing nutrition messaging through use of a variety of strategies, and gain experience with management skills utilized in such settings. Transportation is required. Prerequisite: NTR 5568 1 quarter credit hour. Typically offered: Fall, Winter, Spring & Summer.

NTR 5574 DI Community. (Formerly 574) The goal of the DI Community course is that the dietetic intern will gain experience in developing, planning, and implementing nutrition programs in a variety of community settings. Dietetic interns are assigned to work with a Benedictine University sports team as part of this course. Interns also complete assignments and participate in online discussion related to a wide variety of community and public health nutrition topics. Transportation is required. Prerequisite: NTR 5568 1 quarter credit hour. Typically offered: Fall, Winter, Spring & Summer.

NTR 5575 DI Clinical. (Formerly 575) The goal of the DI clinical course is that the dietetic intern will develop his/her core clinical nutrition skills in an acute care healthcare facility. The intern will gain experience in the assessment, evaluation, and education as it relates to the medical nutrition therapy needs of patients. The intern will develop skills in all aspects of the Nutrition Care Process. Transportation is required. Prerequisite: NTR 5568. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

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NTR 5576 DI Clinical (LTC/Sub Acute). (Formerly 576) The goal of the LTC/Sub Acute course is to provide interns with the opportunity to further develop skills he/she acquired in the DI Clinical course. In this course the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical medical nutrition therapy to residents of intermediate care and retirement living facilities, in accordance with facility, state and federal guidelines. Further, the dietetic intern will gain experience collaborating with other medical professionals and managing clinical activities. Transportation is required. Prerequisite: NTR 5568. 2 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

NTR 5577 Nutrition Clinic Management. (Formerly 577) The goal of the Nutrition Clinic Management course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely and ethical nutrition education and counseling of clients via management of The Healthy Table Nutrition Education Center at Benedictine University. The intern will gain experience in the field of community nutrition and group education through experiences at several offsite locations. Further, the dietetic intern will gain experience in project management, and training/supervising a peer while managing all activities at the Healthy Table. Transportation is required. Prerequisite: NTR 5568 2 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

NTR 5578 DI Skill and Practice Competence. (Formerly 578) This course focuses on guiding students through the process of demonstrating competence in all ACEND required Competencies and Learning Outcomes, as well as the competencies for the Public Health and Community Nutrition concentration area for the program. An outcome of the course is a completed competency portfolio that is a graduation requirement for the DI concentration. In addition, test taking strategies and sample test questions related to the CDR Registration Exam are introduced to the students. Prerequisite: Concurrent registration or completion of NTR 5575 or Instructor Consent. Typically offered: Fall Term.

NTR 5581 Obesity: Theory & Practice Applications. (Formerly 581) Exploration of the epidemiology, pathophysiology, and diverse contributors to the global pandemic ranging from physiological and genetic to environmental and policy factors. Discussion includes prevention/treatment modalities. Prerequisites: NTR 5530, OR credit or co-registration in NTR 5501 or 5515 or 5530, OR RDN (consent). Cross listed as NTR 5581/MPH 6621. 4 quarter credit hours. Typically offered: Spring Term.

NTR 5585 Complementary Nutrition Therapies. (Formerly 585) Evidence-based exploration and critique of the claims, mechanisms, safety and efficacy of complementary and alternative therapies for chronic diseases, as well as discussion regarding the regulation and safety of supplements. Prerequisite: NTR 5501 or 5515 or 5530 or 5581. 4 quarter credit hours. Typically offered: Fall Term.

NTR 6600 Independent Study. (Formerly 600) Arranged on a specific topic by teaching/learning contract with instructor. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 30.*

NTR 6633 Advanced Nutrition Topics in Micronutrients. (Formerly 633) Scientific examination and discussion of the efficacy of select micronutrients, as they relate to specific health concerns, including the nature, bioavailability, mechanisms of action, safety issues, assessment of status and recommendations in prevention and therapeutic use. Prerequisite: NTR 5530 or NTR 5581. 2 quarter credit hours. Typically offered: Fall and Spring Terms.

NTR 6640 Community Engagement. (Formerly 640) Examines the role of nutrition organizations in terms of social responsibilities. Discussion of systemic approach to community change, and techniques for initiating and sustaining community partnerships. Students assess and identify existing and emerging problems in

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communities. In collaboration with professionals and stakeholders in the community, students work in teams to plan, develop and evaluate practical solutions to a problem in a community nutrition sector. Prerequisite: NTR 5570 or NTR 5564 or MPH 6010; AND one of the following courses - NTR 5571 or 5573 or NTR/MPH 5581 or RD or RN or MPH 6011. 4 quarter credit hours.

NTR 6644 Advanced Macronutrient Metabolism. (Formerly 644) Scientific examination and applications of the nature, role, digestion, absorption and metabolism of carbohydrates, lipids, and protein in human health and disease. Prerequisite: NTR 5530 or 5581 (over 16 weeks). 4 quarter credit hours. Typically offered: Spring Term.

NTR 6647 Advanced Metabolism: Proteins. (Formerly 647) Scientific examination and applications of the nature, role, digestion, absorption and metabolism of proteins in human health and disease. Prerequisite: NTR 5530 or 5581. 2 quarter credit hours. Typically offered: Periodically.

NTR 6658 Venture Planning in Nutrition. (Formerly 658) This course examines the process of planning a successful launch for a new venture. Students in this class will examine actual business ventures they intend to launch or that they are already operating. Prerequisites: MBA 6559; and NTR 5581 or RD (by consent). Online. 4 quarter credit hours. Typically offered: Annually.

NTR 6688 Research Internship. Practical research applications in planning, data collection, entry and/or analyses. Transportation may be required. Prerequisite: NTR 5539, MPH 5011 2-4 quarter credit hours. Typically offered: Summer Term. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

NTR 6693 Descriptive Research. (Formerly 693) Students complete a review of current literature and actively participate in research processes, including examination of surveys, planning and implementing a survey to collect, tabulate, analyze and interpret data. Students are required to purchase a specific SPSS program. A grade of "B" or better is required to advance to NTR 6695. Prerequisite: A grade of "B" or better is required in the following courses: NTR 5539 and MPH 5011. 4 quarter credit hours. Typically offered: Spring Term.

NTR 6695 Applied Research. (Formerly 695) Students conduct research, with a focus on data entry, development and testing of research hypotheses through data analyses, interpretation of statistical data and outputs and compare findings to the literature. In addition students develop appropriate graphics and develop a research manuscript. Students must take the NTR 695 and 696 sequentially (i.e., two terms in a row) with the same Research Supervisor (Course Instructor) and same cohort of students to meet M.S. in Nutrition and Wellness program research competency requirements for graduation. Fee: \$160. A grade of "B" or better is required to advance to NTR 6696. Prerequisite: A grade of "B" or better is required in the following courses: NTR 5539, NTR 6693, and MPH 5011. For students in online program only. 4 quarter credit hours. Typically offered: Summer Term.

NTR 6696 Research Communications. (Formerly 696) Students refine the manuscript for publication and develop a professional continuing education seminar to report methods and outcomes. Students must take the NTR 6695 and 6696 sequentially (i.e., two terms in a row) with the same Research Supervisor (Course Instructor) and same cohort of students. Fee: \$160. Prerequisite: A grade of "B" or better is required in the following courses: NTR 5539, NTR 6693, NTR 6695 and MPH 5011. For students in the online program only. 2 quarter credit hours. Typically offered: Fall Term.

NTR 6697 Research I. (Formerly 697) Students complete a review of current literature and actively participate in research processes, including planning, project implementation, data collection, data entry and initial data

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analyses. Students must take NTR 6697 and 6698 in the same calendar year with the same Research Supervisor (Course Instructor) to meet M.S. in Nutrition and Wellness program research competency requirements for graduation. Transportation may be required. Students are required to purchase a specific SPSS program. Prerequisite: A grade of "B" or better is required in the following courses: NTR 5539 and MPH 5011. 4 quarter credit hours. Typically offered: Winter and Spring Terms. *Course Repeatable. Maximum number of units allowed 12.*

NTR 6698 Research II. (Formerly 698) Students will continue the research process through analyses and interpretation of statistical data and outputs, development of appropriate graphics, and oral and written dissemination of the research results and conclusions. Prerequisites: A grade of "B" or better is required in NTR 6697. A grade of "C" in NTR 6698 will result in the requirement for repeat registering for NTR 6698 as IS (independent study) for 4 credits to complete NTR 6698 with required grade. 4 quarter credit hours. Typically offered: Fall Term.

Public Health

MPH 5511 Biostatistics. (Formerly 511) Applies statistical reasoning and methods in addressing, analyzing, and solving problems in public health, healthcare, and biomedical, clinical and population-based research. Prerequisite: Algebra or equivalent. 4 quarter credit hours. Typically offered: Fall and Winter Terms.

MPH 6001 Behavioral and Social Aspects of Public Health. (Formerly 601) Addresses behavioral and social factors and theories related to individual and population health. Cross listed with NUTR 381. 4 quarter credit hours. Typically offered: Fall and Summer Terms.

MPH 6002 Public Health System. (Formerly 602) Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. 4 quarter credit hours. Typically offered: Fall, Winter and Spring Terms.

MPH 6003 Ethical and Political Issues. (Formerly 603) Applies basic principles of ethical analysis (e.g. Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. Cross listed with NUTR 383. 4 quarter credit hours. Typically offered: Offered online only.

MPH 6004 Epidemiology. (Formerly 604) Studies the patterns of disease and injury in human populations and applies findings to the control of health problems. 4 quarter credit hours. Typically offered: Fall, Winter and Spring Terms.

MPH 6005 Environmental Health. (Formerly 605) Studies environmental factors including biological, physical, and chemical factors that affect the health of the community. 4 quarter credit hours. Typically offered: Winter and Spring Terms.

MPH 6006 Methods of Research in Public Health. (Formerly 606) Explores research design, collection and reporting of data, interpretation of findings, inferential procedures and current public health research. 4 quarter credit hours. Typically offered: Fall Term.

MPH 6009 Cultural Context of Health. (Formerly 609) Addresses cultural factors related to individual and population health and health disparities over the life course. 4 quarter credit hours. Typically offered: Offered online only.

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MPH 6010 Health Policy. (Formerly 610) Addresses the development and advocacy processes for public health policies; provides tools for policy analysis; and application to important public health issues. 4 quarter credit hours. Typically offered: Fall and Summer Terms.

MPH 6011 Biological Aspects of Public Health. (Formerly 611) Explores the biological and molecular context of public health and its incorporation into public health practice and articulates how biological, chemical and physical agents affect human health. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MPH 6032 Public Health Education Methods. (Formerly 632) Presents evidence-based methods of health education and promotion addressing major risk factors for death, injury and disability. 4 quarter credit hours. Typically offered: Offered online only.

MPH 6034 Public Health Programs and Skills. (Formerly 634) Focuses on health education programs and the skills required for the Certified Health Educator Specialist (CHES) examinations. Prerequisites: MPH 6001. 4 quarter credit hours. Typically offered: Offered online only. *Department Consent Required.*

MPH 6050 Emergency Preparedness and Planning. (Formerly 650) Introduces the core principles and practices of emergency response and recovery from all types of hazards, threats and disasters. Cross-listed with NRHL 651. Typically offered: Online only. 4 quarter credit hours.

MPH 6054 Psychology and Sociology of Disasters. (Formerly 654) Examines the immediate and long-term effects that natural and man-made disasters have on survivors, their communities and first responders; and methods to assist survivors in their recovery. Typically offered: online only. 4 quarter credit hours.

MPH 6056 Emergency Response and Recovery. (Formerly 656) Focuses on the role of the public health system in responding to all types of hazards, threats, and disasters. This course builds upon the concepts learned in MPH 6050 and MPH 6054. Cross listed with NRHL 656. Typically offered: Online only. 4 quarter credit hours.

MPH 6062 Management of Health Services Organizations. (Formerly 662) Explores basic management principles and practical tools for health management professionals in a variety of public health and health care organizations. 4 quarter credit hours. Typically offered: Winter and Spring Terms.

MPH 6064 Marketing of Public Health. (Formerly 664) Explores concepts of marketing theory, planning, strategy, research and implementation of marketing plans including social media plans. Typically offered: online only. 4 quarter credit hours.

MPH 6080 The Business of Healthcare. (Formerly 680) Explores current topics in the business of delivering health services including insurance, privacy of information, accountable care organizations, and financing structures and implications of the U.S. Affordable Care Act of 2010. Typically offered: online only. 4 quarter credit hours.

MPH 6093 Global Health. (Formerly 693) Explores issues in global health including the burden and distribution of disease, mortality and social and cultural risk factors. Emphasizes the challenges of population health in developing countries. 4 quarter credit hours. Typically offered: Annually.

MPH 6094 Grantwriting for Public Health. (Formerly 694) Provides an overview of the grant writing process and funding sources for research, practice, and administration/planning grants; and requires development of a full grant proposal. 4 quarter credit hours. Typically offered: Annually.

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MPH 6096 Applied Epidemiology. (Formerly 696) Focuses on the processes involved in epidemiologic investigations with application to sample cases. Prerequisite: 6004. Typically offered Online only. 4 quarter credit hours.

MPH 6097 Advanced Research Methods. (Formerly 697) Focuses on the process and implementation of research in the field through a variety of possible mechanisms: secondary data analysis, original data collection, or meta-analysis, using statistical methods and software. Students will develop a professional-level conference abstract and poster presentation, and an optional manuscript prepared for journal submission. Prerequisites: MPH 5011, MPH 6004, and MPH 6006. Typically offered Online only. 4 quarter credit hours. *Department Consent Required.*

MPH 6098 Community Health Analysis. (Formerly 607) Demonstrates the collection of data on and setting priorities for improving the health of a defined population. It involves field work and utilization of research skills. This culminating experience requires the synthesis and integration of knowledge from previous coursework. Prerequisites: all core courses with a grade of A or B.. 4 quarter credit hours. *Department Consent Required.*

MPH 6099 MPH Internship/Capstone. (Formerly 690) The internship is a capstone experience that allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. 2-6 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 6.*

MPH 6600 Independent Study. (Formerly 600) Arranged on a specific topic by teaching/learning contract with instructor. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 16.*



COURSE DESCRIPTIONS – DOCTORAL

Doctorate in Values-Driven Leadership

DVDL 7700 Orientation for DVDL Admitted Students. (Formerly 700) Students admitted to the Ph.D./D.B.A. in Values-Driven Leadership program are required to attend this 0 credit course at the beginning of their program. This course provides an overview of the curriculum, an explanation of the doctoral process, and an introduction to Benedictine University services, policies and procedures. New cohort students will also attend the Lecture Series Seminar along with current cohort students, faculty and alumni.

DVDL 7725 Leading Self I: Your Career Leadership Legacy. (Formerly 725) This course has three primary objectives: (1) build strong working relationships among cohort members, (2) reinforce the initial introduction to leadership theory and research and (3) allow each cohort member to strengthen their leadership vision and capacity by identifying and leveraging their unique strengths as a leader. Students complete a series of assessments and personal development activities to help clarify their leadership point-of-view, strengthen their individual leadership capacity and engage in activities to create cohesion in the cohort group. 4 quarter credit hours.

DVDL 7735 Leadership Theory, Research & Practice. (Formerly 735) This course focuses on understanding the major streams of thought in leadership theory, research and practice. Emphasis is placed on comparing and contrasting historical trends such as trait, behavioral, contingency and charismatic theories of leadership and also exploring contemporary approaches such as transformational leadership, servant leadership, authentic leadership, positive leadership and shared leadership. Personal assessment instruments and practical application projects allow students to develop and apply their personal leadership theory. 4 quarter credit hours.

DVDL 7745 Leading Teams. (Formerly 745) Although most of us have been on various kinds of teams throughout our lives, we seldom take time to systematically observe and analyze how teams function and consider how they could be shaped and structured to function better. Yet observation and analysis are the first steps in understanding teams, shaping their dynamics, and ultimately improving their performance. In this course, students have the opportunity to analyze their own team processes and explore the dynamics of leading diverse, high-performing teams, while learning from and applying the best of the team process and development literature. 4 quarter credit hours.

DVDL 7750 Organizational Theory and Behavior. (Formerly 750) This course focuses on identifying theory and research that frames the current study of organizations from the macro and micro perspectives. The first weekend examines competing schools of organizational theory that facilitate our attempts to understand organizations and key issues/topics. The second weekend focuses on micro issues of organizational behavior, including topics such as human needs and motivation, emotions, conflict, work stress, trust, and cross-cultural issues; as well as more recent positive deviance topics that capitalize on human strengths and capacities (peak performance; thriving and human flourishing; resilience; positive identity, meaning, emotions, and relationships; creativity; compassion). 4 quarter credit hours.

DVDL 7755 Moral & Ethical Foundations of Leadership. (Formerly 755) This course explores social, moral, and ethical philosophy as it relates to leadership in the corporate arena. Specific attention is paid to comparing and contrasting theories on the purpose of business, human nature and relationships, ethical decision making, and the meaning of sustainability and relational accountability on an organizational, societal, and global level. Students relate these theoretical perspectives to their own purpose, values, and commitments as leaders, their

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approach to leading and enriching the lives of others, and the role they play in shaping the vision, mission, priorities, and strategies of their organizations. 4 quarter credit hours.

DVDL 7765 Leading & Developing Others. (Formerly 765) This course provides an in-depth exploration of the theory and practice of leadership development. It focuses on three primary areas: (1) human development theory, particularly from the perspective of the new and emerging field of positive psychology and strength-based leadership, (2) leadership capacity building, and (3) the dynamics of executive coaching. Students put theory into practice via application projects both in class and in their organizations and strengthen their capacity to build cultures of inclusive leadership. 4 quarter credit hours.

DVDL 7775 Leadership & Corporate Social Responsibility. (Formerly 775) This course provides an overview of the origins, evolution, and leading thinking around the theory and practice of socially responsible business and social entrepreneurship. Students explore current trends, leading literature, theory, and case studies while participating in experiential exercises and interactive projects in order to gain practical insights into how society's increasing expectations are driving innovation and impacting the firm's social license to operate. The goal of this course is for students to better understand how business relates to society and the ways in which corporate social responsibility can be integrated into all facets of organizational life to drive the creation of shared value. 4 quarter credit hours.

DVDL 7785 Leading Corporate Sustainability. (Formerly 785) This course focuses specifically on turning sustainable business practices into a competitive advantage. It is designed to cover a range of issues on the topic of sustainability that are central to leaders in today's economy, including how to maximize business and environmental objectives while managing complex stakeholder relationships and how to gain competitive advantage through environmentally sustainable practices such as strategic alignment, product and process innovation, and sustainable supply chain management. It also explores research and best practices of executive sustainability and personal flourishing, including the areas of meaning, high-quality relationships, and physical and emotional health. 4 quarter credit hours.

DVDL 7795 Lecture Series Seminar I. (Formerly 795) Through the leadership lecture series, we invite the world's top scholars to Benedictine to present to the broader business community and interact personally with our Ph.D./D.B.A. students. Additionally, as part of this course, our students attend premier conferences within the field of study to present and engage with scholars and practitioners from around the world. 2 quarter credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 4.*

DVDL 8835 Leading Change & Developing Organizations. (Formerly 835) This course examines the theories and research regarding organizational culture, design, and change. Attention is devoted to understanding the structural and cultural leverage points that allow leaders to create sustainable value and build highly-ethical, highly-reliable, high-performing organizations. Attention is also paid to the processes and dynamics of leading successful large-scale organizational change from a senior executive position. Case studies, simulations, and application projects are used to translate theory into practice. 4 quarter credit hours.

DVDL 8845 Strategic Leadership. (Formerly 845) This course focuses on the role of senior leadership in developing and executing corporate strategy. It examines historical and contemporary approaches and the underlying theories that support them. It addresses governance, market, organizational, and process issues that affect successful strategy formation and implementation. Particular emphasis is placed on the unique challenges and opportunities of developing corporate strategy for sustainable value creation. 4 quarter credit hours.

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DVDL 8855 Leading in the Global Economy. (Formerly 855) This course explores the application of economic, legal, and political theory to the task of leadership in today's global context. Included are discussions of historical and current economic and political trends and their relationship to corporate sustainability, corporate strategy and leadership decision-making. Specific emphasis is placed on the future of global business, approaches to successful economic development of organizations, risk assessment and management, issues relating to governmental regulations and leading in diverse cross-cultural settings. Case studies of successful and unsuccessful global leadership are analyzed. 4 quarter credit hours.

DVDL 8865 Research Methods I: Scholar-Practitioner Strategies. (Formerly 865) This is the first of three research methods courses including (1) scholar-practitioner strategies, (2) quantitative research methods and (3) qualitative research methods. This course is designed to help students develop an initial familiarity with statistics and quantitative, qualitative and mixed-methods approaches to research. Attention is also given to understanding the unique requirements of applied and scholar-practitioner approaches to research and writing. The remaining research courses are held in year two. 4 quarter credit hours.

DVDL 8875 Research Methods II: Quantitative Methods. (Formerly 875) A companion to Scholar-Practitioner Strategies and Qualitative Research Methods, this course is designed to help students develop proficiency in quantitative analysis for interpreting social and organizational data. It includes experimental, quasi-experimental, and several multivariate designs as well as analysis of quantitative studies and an examination of the ethics involved in research. Appropriate statistical techniques are discussed, critiqued and applied. 4 quarter credit hours.

DVDL 8885 Research Methods III: Qualitative Methods. (Formerly 885) A companion to Scholar-Practitioner Strategies and Quantitative Research Methods, this course is designed to develop proficiency in collecting, analyzing and reporting qualitative data, using a variety of qualitative tools. It includes phenomenology, ethnography, narrative, case studies, grounded theory and generative theory. Attention is given to their history, traditions, conceptual bases and applications. In addition, students conduct a mini-qualitative research project from start to finish equipping them with the tools they need to use qualitative methods in their dissertation research. 4 quarter credit hours. 4 quarter credit hours.

DVDL 8895 Lecture Series Seminar II. (Formerly 895) Through the leadership lecture series, we invite the world's top scholars to Benedictine to present to the broader business community and interact personally with our Ph.D./D.B.A. students. Additionally, as part of this course, our students attend premier conferences within the field of study to present and engage with scholars and practitioners from around the world. 2 quarter credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 4.*

DVDL 8896 Global Exchange/International Trip. (Formerly 896) Students are required to participate in a global exchange in which they travel internationally with faculty and fellow students to engage in dynamic learning activities with top scholars and executives from other countries and cultures. This global exchange can be done anytime during the program (year 1, 2, or 3), but credit is given in the Winter Quarter of the third year. 8 quarter credit hours.

DVDL 8898 Dissertation. (Formerly 898) Students in the Ph.D. track earn their degree by completing a scholarly dissertation based on original research, while students in the D.B.A. track earn their degree by completing an applied dissertation based on the implementation and analysis of an application project. While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon acceptance into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics

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consistent with the major research themes within the program. In addition, throughout the program students are expected to contribute to the field and gain feedback on their work by presenting at conferences and publishing in journals. 8 quarter credit hours. Typically offered: Fall, Spring and Summer Terms. *Course Repeatable. Maximum number of units allowed 24.*

DVDL 8899 Dissertation Continuation. (Formerly 900) A course designed to enroll students who did not complete their dissertation during year 3 of their program. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer. *Course Repeatable. Maximum number of units allowed 48.*

Higher Education and Organizational Change

HEOC 8875 Dissertation Seminar II. (Formerly 875) Successful completion of this course is required before advancing to degree candidacy. Students will prepare and present their dissertation Proposals to their Committees. They will defend their Proposals before their doctoral Committees. Following Committee approval, students will apply for and receive IRB approvals, and will then be advanced to degree candidacy status. 3 semester credit hours.

HEOC 8876 Dissertation Candidacy Ed.D. (Formerly 876) This course enrolls students with incompletes in the HEOC 8875 Dissertation Seminar - Proposal Defense. It permits students to complete that course while maintaining active status in the Ed.D. Upon completion of HEOC 8875 students may enroll in HEOC 8885 Internship and HEOC 8895 Dissertation. Typically offered: Fall, Spring and Summer Terms. *Course Repeatable. Maximum number of units allowed 0.*

HEOC 8885 Internship. (Formerly 885) Complete an approved site internship under the guidance of a site Mentor and University Supervisor and present results; attend and report on a specific Annual Meeting as detailed below; attend and participate in two professional seminars or programs as detailed below; and complete a competency offered by the Ed.D. in ethics or incident management.

1. A site-based internship. Each candidate will identify, propose and complete a site-based internship in which he/she will apply material and knowledge pertinent to the studies of the Ed.D. and future professional plans. The student will submit an internship plan for approval. The plan will identify the placement, mentor and learning objectives. The student will make arrangements independently, with guidance from the Ed.D. and with final University approval. Assessment of the internship will include self-assessment, mentor assessment and faculty assessment of the experience, materials developed and gains in learning. Details are available in the Ed.D. Internship Guidebook.

2. Competency training. Each student will complete a prescribed training course in any one of the following competencies: Incident Management, Ethics. Courses of study are available online in the University Desire to Learn system. A student may submit to the Director, Ed.D. evidence of equivalent training for consideration of a waiver.

3. Professional seminar or training program. The student must complete and document two such programs taken while in attendance in the Ed.D. program.

- Each session must be documented as meeting for at least 15 clock hours
- Each session must relate in content to the purposes and outcomes of the Ed.D.
- The student must receive prior approval of equivalency from the Director Ed.D.

For credit consideration, the student must send to the Director Ed.D. a session agenda, proof of attendance, a post session report and documents to support completion of the session (certificate etc.) .

Acceptable programs include: accrediting agency training program; institutional leadership development program; topical seminars of length, purpose, relevance to Ed.D. studies , and gravity as those offered in the

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past by Ed.D.; national or state educational or leadership commission or committee service; Chair Academy training; national association seminar or training

4. Attendance at one annual meeting during attendance in the Ed.D. of any of the following: American Council on Education Annual Meeting; regional accrediting agency annual conference; annual meeting of any one of American Association of Community Colleges; American Association of State Colleges and Universities; Council of Independent Colleges; Association of Catholic Colleges and Universities; National Association of Independent Colleges and Universities.

In addition Ed.D. will continue to review as equivalent for credit evidence of successful participation in nationally recognized Leadership and Executive Development Programs such as those offered by ACE, Harvard, League for Innovation and other national programs.

In all cases, the student must:

- Receive prior approval of equivalency from the Director Ed.D.
- For credit consideration, the student must send to the Director Ed.D. a session agenda, proof of attendance, a post session report, and documents to support completion of the session (certificate, conference registration, etc.).

2-6 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Course Repeatable. Maximum number of units allowed 6.*

HEOC 8895 Dissertation. (Formerly 895) Each student is expected to complete a rigorous and robust study of a current trend, issue, organizational or educational intervention, or educational inquiry that results in a professional body of knowledge that can be applied in the field of higher education. The student's research and writing will be reviewed on an ongoing basis by the committee, prepared at publication quality, and presented by the student at a public defense. 2-6 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Course Repeatable. Maximum number of units allowed 6.*

HEOC 8897 Dissertation Extension Ed.D. (Formerly 897) This course enrolls students with the X grade in HEOC 8885 Internship and/or HEOC 8895 Dissertation who have entered their maintenance fee period. Students enroll for one semester in the University grace period for that fee. Typically offered: Fall, Spring and Summer Terms. *Course Repeatable. Maximum number of units allowed 0.*

HEOC 8900 Dissertation Continuation. (Formerly 900) This course is required of doctoral students in the Ed.D. who are past their regular and scheduled time to complete their degree. The course allows the student to continue as a registered doctoral student progressing towards completion of the degree. Requirements are the same as for the dissertation course, HEOC 8895, explained in the Guidebook for the dissertation, as updated. Each student will be at a different point in the development of the dissertation and will need to progress accordingly. Students must demonstrate by certification to the Ed.D. Director from the Dissertation Director that progress is evident and that the student is on course to complete. 1.5 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 27.*

Organization Development

PHDOD 7731 Environmental Trends - Global. (Formerly 731) This course reviews major global environmental trends including economic, demographic, political, legislative as well as other global trends influencing

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organizational effectiveness. The course focuses on the identification of major global problems and the role of organization development. 4 quarter credit hours.

PHDOD 7732 Environmental Trends - Evolution. (Formerly 732) This course reviews the history and evolution of the field of O.D. with particular emphasis on major historical and contemporary approaches as well as a review of potential contributions to the knowledge base of the field. 4 quarter credit hours.

PHDOD 7734 Organization Strategy. (Formerly 734) This course integrates O.D. into the concept of organizational strategy. The focus on the role of O.D. in the development and implementation of organization strategy. The course reviews traditional management strategy concepts and approaches along with O.D. approaches including Integrated Strategic Management (ISM), Open Systems, Planning and Transorganizational Development. 4 quarter credit hours.

PHDOD 7735 Philosophy of Science. (Formerly 735) This course is devoted to understanding the construction, development, and refinement of knowledge in the social organizational sciences. It seeks to help students strengthen conceptual skills in advancing knowledge in the social sciences, to navigate through the process of structured inquiry, to understand the different goals of scientific inquiry (understanding, explanation, generativity, and prediction). 6 quarter credit hours.

PHDOD 7736 Organization Research and Theory. (Formerly 736) This Organization Theory (OT) seminar is a doctoral level introduction to some key perspectives (both traditional and contemporary) in organization theory and research. Organization Theory is closely intertwined with Organization Development in the sense that it provides the theoretical fodder for the practice of change. The aim of the course is to examine a number of perspectives in OT, consider the strengths and weaknesses of each, and to look at the comparative ability of these models to explain a variety of organizational phenomena and examine their implications for practice. 6 quarter credit hours.

PHDOD 7791 Lecture Series (Contemporary Trends in Change Management). (Formerly 791) This series brings to campus top national academicians and consultants to address state-of-the-art issues in Organizational Behavior, Organization Development and Human Resources Management. 2 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*

PHDOD 8812 Qualitative Methods. (Formerly 812) This course explores the philosophical roots of qualitative research such as phenomenology, hermeneutics, deconstructionism and postmodernism. Emphasizes grounded theory, participant observation and case study. 4 quarter credit hours.

PHDOD 8813 Quantitative Methods. (Formerly 813) This course emphasizes the understanding of the connection between research design, measurement, data reduction and analysis. Focuses on the evolution of a quantitative study from research questions, hypotheses and conceptual understanding to variable operationalization, data collection, data reduction and the resulting data files used in statistical analysis. 4 quarter credit hours.

PHDOD 8880 Group Process. (Formerly 880) This course uses group experience to help students become more aware of how their actions affect and are affected by others. Studies major concepts in group and interpersonal relations, including perceptions, leadership, trust, and power dynamics. 4 quarter credit hours.

PHDOD 8881 Organizational Change and Design. (Formerly 881) This course focuses on organization change, with a particular emphasis on social constructionism and the emerging area of positive approaches to change.

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Revisits the social constructionist paradigm and compares/contrasts it with the social cognitivist view. Reviews practical implications for organization change of both the constructionist and cognitive perspectives. 4 quarter credit hours.

PHDOD 8884 Organization Consultation. (Formerly 884) This course is an overview of organizational consultation tools and methods. Emphasizes assessment, diagnosis, style, techniques, strategies, approaches, knowledge base and power. 4 quarter credit hours.

PHDOD 8890 Dissertation Progress. (Formerly 890) Progress toward dissertation completion beyond 3 years of coursework. 4-48 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer. *Course Repeatable. Maximum number of units allowed 48.*

PHDOD 8891 Advanced Topics. (Formerly 891) Advanced Topics Seminar: These seminars are advanced courses which faculty offer independently or in collaboration with a visiting scholar depending on contemporary research/theory interests. Content topics and convening faculty may change from cohort to cohort. These advanced seminar topics may involve new theoretical frameworks, methodological innovations, and/or intervention activities. Previous seminars have included topics such as International Organization Development and Advanced Socio-Technical Systems Theory. 4-12 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*

PHDOD 8899 Dissertation. (Formerly 899) Completion of Research, Chapter Writing, and Dissertation Completion. 10 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*



Benedictine
University

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COB	http://www.ben.edu/college-of-business/faculty-staff/faculty.cfm
COS	http://www.ben.edu/college-of-science/people/faculty-and-staff-directory.cfm
COEHS	http://www.ben.edu/college-of-education-and-health-services/faculty-staff/index.cfm
COLA	http://www.ben.edu/college-of-liberal-arts/departments.cfm

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Benedictine
University

UNIVERSITY PRESIDENT

Charles W. Gregory

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