2017-2018

Graduate Catalog

Benedictine University
Lisle

Benedictine University

Graduate Catalog Table of Contents

ACCREDITATION 5
MISSION 5
VISION 5
COMMITMENT 5
MOTTO 7
NON-DISCRIMINATION POLICY 7
ACADEMIC REQUIREMENTS AND POLICIES 7
Advising 7
Quarter Credit Hours 7
Semester Credit Hours 8
Graduation Requirements 8
Graduation Honors 8
Transfer Credit and Course Substitutions 8
Transfer Credit 9
Course Substitution 9
The Grading System 9
Incompletes 9
Deferred Grades 9
Audit 9
Official Transcripts 10
Grade Appeal Policy 10
Grade Appeal Process 10
Grounds for Appeal 10
Satisfactory Academic Standing Policy 10
Course Load Per Term 11
Academic Dismissal 11
Withdrawal from Class 11
Repeated Courses 11
Academic Honesty Policy 11
Academic Accommodation for Religious Observance Policy 12

The information contained on this page is from the 2017-2018 Graduate Catalog and is valid until August 1, 2018.

Graduate Student Board of Appeals 12
Membership in GSBA 12
Normal Procedure for Resolving Academic Disputes 12
Appeal Process 13
Communication Skills 13
Mathematical Skills 13
Prerequisites 14
Program Continuity/Time Limit 14
Student Records and Disclosures 14
University Promotional Photos/Videos 16
Student Right-To-Know Act 16
Campus Security Policy and Campus Crime Statistics Act 16
GENERAL ADMISSIONS INFORMATION 17
General Admissions Policy 17
Student-at-Large Study 17
Certificate Programs 18
Admissions Requirements for U.S. Citizens and U.S. Residents 18
International Admissions 19
International Application Materials 19
International Admissions Procedures 20
Conditional Admission for Graduate International Students 21
I-20 Transfer Policy 21
Intensive English Program 22
Short-Term Study and Exchange Program 22
English Proficiency Policy 22
Overseas Credentials 23
Graduate Entrance Exams 23
International Programs and Services Policies and Procedures 24
How to Apply to the School of Graduate, Adult and Professional Education Programs 24
How to Apply to Benedictine University Online 25
FINANCIAL POLICIES 26
Tuition and Fees 26
Lisle Campus 2017-2018 26

The information contained on this page is from the 2017-2018 Graduate Catalog and is valid until August 1, 2018.

Springfield Branch Campus 2017-2018 29
Payment Options 30
Tuition Refund Policy 32
Financial Appeal 33
Financial Aid 34
Satisfactory Academic Progress Policy for Financial Aid Recipients 35
Return of Title IV Funds Policy 38
ACADEMIC CALENDARS 42
STUDENT SERVICES 48
Library 48
Lisle Campus 49
Springfield Branch Campus 52
STUDENT COMPLAINT PROCESS 53
ACADEMIC PROGRAMS - GRADUATE 55
Master of Arts (M.A.) in Nutrition and Dietetics 55
Master of Arts (M.A.) in Nutrition and Wellness 60
Master of Business Administration (M.B.A.) 66
Master of Business Administration/J.D. with John Marshall Law School 88
Master of Education (M.Ed.) and Master of Arts in Education (M.A.Ed.) 90
Master of Public Health (M.P.H.) 101
Master of Science (M.S.) in Accountancy 108
Master of Science (M.S.) in Business Analytics 116
Master of Science (M.S.) in Clinical Exercise Physiology 127
Master of Science (M.S.) in Clinical Psychology 131
Master of Science (M.S.) in Leadership 137
Master of Science (M.S.) in Finance 139
Master of Science (M.S.) in Management and Organizational Behavior 145
Master of Science (M.S.) in Management Information Systems 159
Master of Science in Nursing (M.S.N.) 177
Master of Science (M.S.) in Nutrition and Dietetics 183
Master of Science (M.S.) in Nutrition and Wellness 188
Master of Science (M.S.) in Science Content and Process 192

Master of Science (M.S.) in Taxation 194
Executive Master of Science (M.S.) in Values-Driven Leadership 200
ACADEMIC PROGRAMS - DUAL DEGREES 203
M.S. in Accountancy/M.S. in Business Analytics 203
Master of Business Administration/M.S. in Business Analytics 204
M.S. in Business Analytics/M.S. in Management Information Systems 205
M.S. in Accountancy/M.S. in Management Information Systems 206
Master of Business Administration/M.S. in Management and Organizational Behavior 207
Master of Business Administration/M.S. in Management Information Systems 209
Master of Education (M.Ed.)/M.S. in Management and Organizational Behavior 210
M.S. in Management Information Systems/M.S. in Management and Organizational Behavior 211
Master of Public Health (M.P.H.)/Master of Business Administration 212
Master of Public Health (M.P.H.)/M.S. in Management and Organizational Behavior 214
Master of Public Health (M.P.H.)/M.S. in Management Information Systems 215
Master of Public Health (M.P.H.)/M.S. in Nutrition and Wellness 216
Master of Science in Nursing (M.S.N.)/Master of Business Administration 218
M.S. in Accountancy/Master of Business Administration 219
M.S. in Finance/M.S. in Management Information Systems 221
M.S. in Finance/M.S. in Business Analytics 222
ACADEMIC PROGRAMS - DOCTORAL 224
Doctor of Education (Ed.D.) in Higher Education and Organizational Change 224
Doctor of Philosophy (Ph.D.) in Organization Development 228
Doctor of Philosophy (Ph.D.)/Doctor of Business Administration (D.B.A.) in Values-Driven Leadership 234
COURSE DESCRIPTIONS - GRADUATE 239
COURSE DESCRIPTIONS - DOCTORAL 314
FACULTY DIRECTORIES 323
Daniel L. Goodwin College of Business 323
College of Education and Health Services 326
College of Liberal Arts 329
College of Science 335
Springfield Branch Campus 341
ADMINISTRATION 342

The information contained on this page is from the 2017-2018 Graduate Catalog and is valid until August 1, 2018.

Benedictine University

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.

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

MISSION

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

VISION

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

COMMITMENT

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

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

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

- love of Christ and neighbor;
- prayer: a life marked by liturgy, *lectio* and mindfulness;

- stability: commitment to the daily life of this place, its heritage and tradition;
- *conversatio*: the way of formation and transformation;
- obedience: a commitment to listening and consequent action;
- discipline: a way toward learning and freedom;
- humility: knowledge of self in relation to God, others and creation;
- stewardship: responsible use of creation, culture and the arts;
- hospitality: openness to the other; and
- community: call to serve the common good.

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

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

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

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

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

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

- the primacy of God and the things of God;
- reverent listening for the varied ways in which God is revealed;
- the formation of community built on respect for individual persons who are each regarded as Christ himself;

- the development of a profound awareness of the meaning of one's existence; and
- the exercise of good stewardship.

MOTTO

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

NON-DISCRIMINATION POLICY

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

ACADEMIC REQUIREMENTS AND POLICIES

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.

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

A student must earn 64 quarter credit hours (32-36 semester credit hours in the M.A. in Linguistics program, 33 semester credit hours in all M.Ed. programs, 38 semester credit hours in the M.A.Ed. in Elementary Education track, 36-39 semester credit hours in the M.S.N. program, 37 semester credit hours in the M.A.Ed. in Secondary Education track and 57 semester credit hours in the M.A.Ed. in Special Education track, 40 semester credit hours in the M.S. in Clinical Exercise Physiology program and 33 semester credit hours in the M.S. in Science Content and Process program) for graduation and must maintain a "B" average (3.000) in all Benedictine coursework.

A student must complete a minimum of 32 quarter credit hours (24 semester credit hours in the semester-based programs) of coursework at Benedictine University at the 500 level or above. This requirement is known as the academic residency requirement. For students in dual degree programs, the residency requirement is 64 quarter credit hours.

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

Graduation Honors

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

Transfer Credit and Course Substitutions

Candidates' previous coursework in related areas will be evaluated on an individual basis to determine transfer credit and course substitutions. Requests for transfer credit or course substitution should be discussed with the department chair, program director, or academic advisor. Credit for nontraditional

experiences, including military education, will be considered on a case by case basis for each veteran's previous education and training. Transcripts will be requested from all prior institutions and training.

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. Students must submit transcripts for departmental approval prior to the end of the first term after acceptance.

Course Substitution

Candidates may request permission to substitute an elective for a required course.

The Grading System

Final grades for courses are as follows: "A," "B," "C," (lowest passing grade) and "F" (failure). GPAs are calculated on an A = 4.000 system and are based on all graduate coursework at Benedictine University. Academic grade reports for all students are available upon completion of each course through MyBenU. The final grade is recorded on the permanent record.

Incompletes

Under extraordinary circumstances, when a student is unable to complete all course assignments by the final date of the term, a grade of "I" (Incomplete) may be requested by the student and issued with the permission of the instructor. The grade of "I" will become an "F" unless the student has removed it within 180 days of the end of that term. It is the student's responsibility to complete all course requirements. In order to be eligible for an Incomplete, a student must be performing satisfactorily in the course, have completed a sustained portion of the course and be in good academic standing.

Deferred Grades

In certain courses, because of the structure or timing of the course, a deferred grade of "X" will be assigned. A grade of "IP," In-Progress, is recorded to indicate that the course is in progress when the term in which the course has been scheduled ends. The "IP" grade will be replaced when the final grade is posted.

Audit

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

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

When an Audit (AUD) grade designation is posted on the transcript, it cannot be changed to a letter grade. Audited courses are not available for later credit or proficiency by examination.

Official Transcripts

A student may order official transcripts through Parchment.com. Official transcripts will contain information regarding final official grades for courses.

Grade Appeal Policy

The purpose of the Grade Appeal Policy is to establish a consistent procedure by which students may seek review of final grades assigned in courses at Benedictine University. Grades other than final course grades may not be appealed. The policy recognizes the right and responsibility of faculty members to exercise their professional judgment in evaluating academic performance and the right of students to have their academic performance judged in a fair and impartial manner.

Grade Appeal Process

First, discuss the incident with the faculty member; bring forward any facts or circumstances that might be pertinent to the faculty member's evaluation and decision.

If not satisfied with the outcome, either the student or the faculty member may seek consultation with the department chair/program director, college dean, and finally the provost and vice president for Academic Affairs, in that order.

Grounds for Appeal

A student may appeal a final course grade only on the grounds that:

1. The grade was assigned based on a miscalculation or clerical error.
2. The grading standards for the course were not clearly articulated by the instructor in the syllabus, or the grade was assigned in a manner inconsistent with articulated standards.

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

Satisfactory Academic 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.

Course Load Per Term

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

Part-time academic status: 1-8.99 credit hours
Full-time academic status: 9-plus credit hours

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

Academic Dismissal

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

Withdrawal from Class

Students wishing to withdraw from a class must submit the proper paperwork to the Office of the Registrar or use MyBenU by logging into BenU Connect at ben.edu/BenUConnect. Students have until the day prior to the second day of class to drop the class. For online classes, students have the end of the Thursday of the first week of class to drop the class. Students who withdraw on or after the second class (and prior to the last day to withdraw), or on or after the Friday of the first week of class for online classes, will receive a "W" on both the grade report and transcript. Students may not withdraw from a course after the last day to withdraw (which is 80 percent through the course). Simply failing to attend class or notifying the instructor does not constitute an authorized withdrawal and will result in a grade of "F."

Repeated Courses

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

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

Academic Honesty Policy

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

Integrity and honesty are therefore expected of all University students. Actions such as cheating, plagiarism, collusion, fabrication, forgery, falsification, destruction, multiple submission, solicitation,

and misrepresentation are violations of these expectations and constitute unacceptable behavior in the University community.

To access the complete Academic Honesty Policy, which includes student responsibility, responsibility and authority of faculty, violations, reporting and communicating, responsibilities of the provost, appeals, composition of the academic appeals board, procedures of the academic appeals board, and records, please select the following link: ben.edu/ahp.

Academic Accommodation for Religious Observance Policy

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

Graduate Student Board of Appeals

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

Membership in GSBA

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

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

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

Normal Procedure for Resolving Academic Disputes

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

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

Appeal Process

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

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

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

Communication Skills

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

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

Mathematical Skills

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

Prerequisites

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

Program Continuity/Time Limit

Each graduate program consists of a series of interrelated courses, 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.

Student Records and Disclosures

Annual Notice to Students

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

1. The right to inspect and review your education records within a reasonable time after Benedictine University receives a request for access. If you wish to review your record, contact the Office of the Registrar or the University office that maintains the record to make arrangements. You are required to submit your requests in writing and identify the record(s) you wish to inspect.
2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want

changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

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

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

Benedictine University's policy is to withhold student record information without the express consent of the student. There are, however, some exceptions. For example, directory information may be released without the student's consent and includes the following: name, address, telephone number, major and minor fields of study; participation in officially recognized activities and sports, dates of attendance, degrees and awards received; most recent education institution attended; full-time/part-time enrollment status; and photo. The University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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

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

The University may also disclose student account and financial aid information without the student's consent to the student's parents if the parent requests the information in writing; completes the Parent Certification section of the Authorization For Release of Confidential Information to Parents; and provides evidence that the student is his or her dependent for federal income tax purposes. The University may also disclose information to a parent if there is a health or safety emergency involving

their son or daughter, or if their son or daughter is under the age of 21 and has violated a federal, state or local law or any University rule or policy concerning the use or possession of alcohol or a controlled substance.

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

University Promotional Photos/Videos

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

Student Right-To-Know Act

The University provides data on retention and graduation rates through the Office of University Planning and Research and at the General Consumer Information Web page. Information on financial assistance, including descriptions of application procedures and forms, may be obtained from the Office of Financial Aid on the Lisle Campus (Lownik Hall) or Springfield branch campus (Dawson Hall) and on pages 34-41 of this catalog. Information concerning athletic program participation may be obtained from the Athletics Department on the Lisle Campus (Rice Center). Other institutional information including: the cost of attendance, accreditation and academic program data, facilities and services available to disabled students, and withdrawal and refund policies are located elsewhere in this catalog.

Campus Security Policy and Campus Crime Statistics Act

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

Lisle Campus
Annual Security and Annual Fire Safety Reports:
ben.edu/student-life/police/upload/Lisle-Annual-Security-and-Fire-Safety-Report-2017.pdf

Springfield Branch Campus
Annual Security and Annual Fire Safety Reports:
ben.edu/student-life/police/upload/Springfield-Annual-Security-and-Fire-Safety-Report-2017.pdf

Naperville Operational Center
Annual Security Report:
ben.edu/student-life/police/upload/Naperville-Operational-Center-Annual-Security-Report-2017.pdf

Bellwood Learning Center
Annual Security Report:
ben.edu/student-life/police/upload/Bellwood-Annual-Security-Report-2017.pdf

Printed copies of these reports may be obtained at the Benedictine University Police Department (ground floor of the parking structure located in the southwest part of the Lisle main Campus) or by calling the non-emergency telephone number, Lisle (630) 829-6122; Springfield (217) 280-0020.

GENERAL ADMISSIONS INFORMATION

General Admissions Policy

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

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

Student-at-Large Study

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

Graduate students-at-large do not qualify for financial aid. Credits earned as a GSAL may or may not apply toward degree requirements. Students may count a maximum of 16 quarter credit hours or 9 semester credit hours earned as graduate students-at-large toward a degree program, however GSAL credits do not guarantee program admission. A GSAL may later request admission to degree status through the formal 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 those in effect at the time of admission to degree status, which may be different from those in effect during the GSAL period. GSAL status is not available to students denied regular admission to Benedictine, those who have recently been dropped by the University for poor scholarship, or those who have been dismissed from the last institution of attendance within the previous 12 months.

Certificate Programs

Students seeking a certificate are not considered degree-seeking and therefore are not eligible for financial assistance. Certificate program students are required to submit an application for admission. Students must demonstrate proof of a baccalaureate degree from a regionally accredited college or university. Students will work with the department chair/program director for advising on course selection. Hours earned in a certificate program can be applied toward a graduate degree at the time of acceptance. A minimum GPA of 3.000 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 interested in Study at Large, Certificate or Degree-Seeking Programs should send all questions, applications and documents to the Enrollment Center:

Email: admissions@ben.edu
Phone: (630) 829-6300
Fax: (630) 829-6301

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

- Graduate Application for Admission.
- $40 nonrefundable application fee [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 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.
- 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).
- Copy of valid Illinois Professional Educator License (M.Ed. only).
- Personal Interview (may be required of some programs).
- Math requirement (determined by program).
- At any time, the Office of Admissions reserves the right to test the English writing and speaking skills of any incoming graduate student if circumstances warrant it. If asked, students must complete an in-house English assessment and/or be asked to submit an official TOEFL score. Those students who do not demonstrate English proficiency will be conditionally admitted pending successful completion of ADG (Academic Discourse Graduate) coursework. ADG coursework must be completed within the first two quarters of the student's graduate career. The purpose of ADG coursework is to help the student improve their academic endeavors and language proficiency skills.

International Admissions

All prospective graduate students planning to study on a visa, asylum or refugee status are considered international applicants. 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.

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. 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.

7. Official results of standardized test scores – GMAT, GRE, MAT, TOEFL or IELTS (may be required of some applicants) or Graduate Entrance Exam Waiver. Request form if applicable.
8. Letters of reference no more than one year old from persons who know the applicant from a professional or academic perspective.
9. Evidence of English proficiency (please see English Proficiency Policy).
10. Written statement of educational and career goals.
11. Resume, if applicable.
12. Personal interview (may be required of some applicants).
13. For students requesting an F or J visa: Official bank document, statement or letter of sponsorship showing sufficient funds to cover one year of tuition, room and board, and personal expenses. Contact International Programs and Services to determine the amount required.
14. International Student Health Form – Students must fully complete the health form that includes evidence of all immunizations and a current TB test.
15. For students requesting and F or J visa: Proof of health insurance.
16. Housing form if requesting on-campus housing.
17. Photocopy of valid Passport ID page

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

Documents required to be official should be mailed directly to Benedictine University from the applicable institution, evaluation company, testing service or financial agency. Documents not mailed directly to Benedictine University should be in their original, unopened envelopes. Benedictine University understands that students who attended academic institutions in countries experiencing or recovering from conflict may have difficulty obtaining official documents as defined above. Additionally, some institutions may require students or their families to request documents in person. Under these and other extenuating circumstances, students may work with 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 pre-requisite coursework or classes assigned by the graduate department with a "B" or better before they may be fully admitted to the program.
- Successful completion of Benedictine's Intensive English Program. 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 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.

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.

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). 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.

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.
- Submit official transcripts directly from all colleges and universities previously enrolled.
- Proof of U.S. baccalaureate degree or equivalent.
- Official Educational Credential Evaluators (ece.org) evaluation or official Educational Perspectives Evaluation (edperspective.org/benedictine) of any foreign country transcripts, if applicable. Report requirements vary by program, please contact the 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.
- Copy of valid Illinois Professional Educator License (M.Ed. and ESL/Bilingual Endorsements only).
- Personal Interview (may be required of some programs).
- Acknowledgment Form (M.Ed. and E.S.L./Bilingual Endorsements only).

How to Apply to Benedictine University Online

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

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

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

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

Online Admissions Checklists
Visit 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.

Tuition and Fees

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

A "Statement of 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 Student Accounts at (630) 829-6503 with any questions regarding your statement.

Lisle Campus 2017-2018

Tuition and Fees

Graduate

On-campus

Master of Business Administration Tuition (per credit hour): $600
Master of Public Health: $650
Tuition (per credit hour)
Quarter Tuition (per credit hour): $680
Semester Tuition (per credit hour): $1,080
Audit (no credit) Tuition (per credit hour): $680-$1,080

Certificate Programs Tuition (per credit hour): $680
Dual Degree Programs: Tuition for classes in either degree program will be charged at the higher rate of the two programs

Hybrid

Master of Business Administration (M.B.A.) Tuition (per credit hour): $600
Master of Education (M.Ed.) in Reading and Literacy Tuition (per credit hour): $303
English as a Second Language (ESL)/Bilingual Endorsement Tuition (per credit hour): $330

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

Online

Master of Business Administration (M.B.A.) Tuition (per credit hour): $600
Master of Science (M.S.) in Management and Organizational Behavior Tuition (per credit hour): $685
Master of Science in Nursing Tuition (per credit hour): $650
Master of Science (M.S.) in Nutrition and Wellness Tuition (per credit hour): $685
Master of Public Health (M.P.H.) Tuition (per credit hour): $650
Dual Degree Programs: Tuition for classes in either degree program will be charged at the higher rate of the two programs

Administrative Service Charges

Accelerated On Campus registration/enrollment deposit (per credit hour): $125
Accelerated On Campus Student Service fee for graduate semester students (per credit hour): $100
Accelerated On Campus Student Service fee for graduate quarter students (per credit hour): $45
Administrative Fee: $250
Advanced placement credit posting fee (per examination credited): $30
Application Fee: $40
Certification Fee: $30
CLEP posting fee (per examination credited): $30
Diploma Red Cover: $10
Duplicate Diploma Fee: $25
Electronic Transcript Fee: $5
Express Transcript Mailing (per address): $30
Graduation Fee: $145
Hybrid Off Campus registration/enrollment deposit: $125
Hybrid Off Campus Student Service fee (per term): $100
Insufficient Funds (NSF) Fee: $25
Late Payment Fee: $100
Online Programs registration/enrollment deposit: $200
Online Programs Student Service fee (per credit hour): $30
Paper Transcript Fee: $10

Placement Test Posting Fee: $10
Special Examination: $5

Doctoral

On-campus

Doctor of Philosophy (Ph.D.) in Organization Development Tuition (per credit hour): $1,149
Doctor of Philosophy/Doctor of Business Administration (Ph.D./D.B.A.) in Values-Driven Leadership Tuition (per credit hour): $1,315
Doctor of Education (Ed.D.) in Higher Education and Organizational Change Tuition (per credit hour): $1,050

Online

Doctor of Education (Ed.D.) in Higher Education and Organizational Change Tuition (per credit hour): $1,040

Administrative Service Charges

Accelerated On Campus Student Service fee for doctoral students (per term): $80
Accelerated On Campus registration/enrollment deposit: $125
Administrative Fee: $250
Advanced placement credit posting fee (per examination credited): $30
Application Fee $50
Certification Fee: $25
CLEP posting fee (per examination credited): $30
Diploma Red Cover: $10
Duplicate Diploma Fee: $25
Electronic Transcript Fee: $5
Express Transcript Mailing (per address): $30
Graduation Fee: $205
Insufficient Funds (NSF) Fee: $25
Late Payment Fee: $100
Online Programs registration/enrollment deposit: $200
Online Programs Student Service fee (per credit hour):$30
Paper Transcript Fee: $10
Placement Test Posting Fee: $10
Special Examination: $5

Benedictine University

Springfield Branch Campus 2017-2018

Tuition and Fees

Graduate
Master of Business Administration (M.B.A.) Tuition (per credit hour): $290*
Master of Science (M.S.) in Management and Organizational Behavior Tuition (per credit hour): $530
Master of Education (M.Ed.) in Reading and Literacy Tuition (per credit hour): $303**
English as a Second Language (ESL)/Bilingual Endorsement Tuition (per credit hour): $330

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

Administrative Service Charges
Administrative Fee: $250
Advanced Placement credit posting fee (per examination credited): $30
Application Fee: $40
Certification Fee: $25
CLEP posting fee (per examination credited): $30
Diploma Red Cover: $10
Duplicate Diploma Fee: $25
Electronic Transcript fee: $5
Enrollment Deposit: $125
Express Transcript Mailing (per address): $30
Graduation Fee: $145
Insufficient Funds (NSF) Fee: $25
Late Payment Fee: $100
Paper Transcript fee: $10
Placement Test Posting Fee: $10
Special Examination: $5
Student Service fee (per term): $100
Work/Life Experience fee available only for bachelor's completion programs: $100
(per credit hour granted)
Students are responsible for securing required textbooks and other educational resources prior to the start of each course.

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

*Does not include fees, materials or foundational courses.

**Does not include fees or materials.

Benedictine University

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 Student Accounts 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 through TuitionPay (see below).

1. **Payment in full**
   Benedictine University accepts cash, personal checks, money orders, Visa, MasterCard, American Express and Discover. PAYMENT DEADLINE: within seven calendar days after the first class meeting. Students may view and pay their accounts online at ben.edu/MyBenU from any on-campus computer or access MyBenU via BenUConnect from off-campus. Instructions on how to make an online payment are found at ben.edu/MyBenU.

2. **Monthly Payment Plans**
   Benedictine University has partnered with Higher One to provide interest-free monthly payment options through the TuitionPay Plan. Students may create budgets (tuition and fees minus financial aid) to manage their tuition costs annually or per term. Students may enroll online at tuitionpaymentplan.com/ben or call (800) 635-0120 to speak with a TuitionPay consultant. Be sure to have your estimated budget ready when you call or visit the website. If your budget changes at any time (increase/decrease in financial aid, increase/decrease of tuition charges or fees), please contact TuitionPay to adjust your payment plan accordingly. Please note that if the budget amount does not equal your balance due with Benedictine University, a financial hold and late payment fee may apply.
   a. Annual budgets (fall and spring combined tuition) traditional semester students only – For a fee of $50, students can make monthly payments toward their full-year's tuition balance (June - May). Please note you made need to adjust your budget after spring registration, and tuition for the spring semester must be paid in full with the May 1 payment.

   b. Single term budgets (semester, all campuses) – For a fee of $30, students can make five, four of three monthly payments toward their tuition balance for a single term. The payment plan for fall begins August 1 and begins January 1 for spring. Balances must be paid in full prior to the next quarter/semester registration or start date.

   c. Online session, Adult MOD and Learning Team budgets – For a fee of $20, students can make two monthly payments toward their tuition balance for a single course or online session. Balances must be paid in full prior to the next course/session registration or start date.

3. **Employer tuition reimbursement**
   For a $20 fee per session, students can arrange with Higher One's TuitionPay, a single tuition payment plan due at the end of the term/session (plus a grace period. Documentation of your approval in your employer's tuition assistance plan must be submitted to Students Accounts at Benedictine University prior to enrolling in this plan. An updated copy of your eligibility must be submitted annually. Students may fax this documentation to Student Accounts at (630) 829-6501 or email it to SAR@ben.edu. After submitting documentation showing eligibility, students may enroll in the plan that best corresponds with their class and program. If the student's enrollment changes after the initial set up of this plan, the student will be responsible for adjusting the payment plan either online or with a TuitionPay consultant at (800) 635-0120. For any new payment plan or increase to a payment plan, the student is required to sign online disclosures agreeing to the terms of the payment plan. Payment should be made directly to TuitionPay on or before the due date. Please note that tuition is due in full according to the deferred due date specified by TuitionPay regardless of when individual employers reimburse their employees.

   Semester – Students can arrange with Higher One's TuitionPay, a single tuition payment plan due at the end of the term (plus approximately a one-month grace period) with proper documentation from their employer. The budget (tuition and fees minus financial aid) should be for the entire quarter/semester. **For example**, if you are enrolled in three courses for the fall semester, you must include tuition charges for all three courses (minus financial aid) to avoid a late fee and financial hold. Once your budget has been established, you would enroll in the employer reimbursement plan through TuitionPay at tuitionpaymentplan.com/ben during the first week of class. Payment should be made to the payment plan on or before the due date.

   Online session, Adult MOD and Learning Team – Students can arrange with Higher One's TuitionPay, a single tuition payment plan due at the end of the session (plus approximately a one-month grace period) with proper documentation from their employer. **For example**, if your Fall Session 1 course begins August 29 and ends October 23, your payment due date would be December 1. You would enroll in an employer reimbursement plan through TuitionPay at tuitionpaymentplan.com/ben during the first week of class. Payment should be made to the payment plan on or before the due date. Select your appropriate program from the Term of Study drop down box and choose the plan that corresponds with your term/session.

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

4. **Third Party Payment Authorization/Direct Company Billing**
   Student Accounts will bill a third party (an organization, business or agency) for any and all charges on a student's account, if a valid authorization from the third party sponsor is received on or before the beginning of the course/term. Benedictine will send an invoice to the third party after the add/drop period. Payment is due upon receipt of the invoice and is not contingent upon the student successfully completing the course. All authorized and non-authorized charges not paid for by the third party will be the responsibility of the student.

**Upon the student's request, Benedictine can prepare an itemized receipt for the student's completed (and paid) courses that he/she may provide to his/her employer for reimbursement.

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

Tuition Refund Policy

1. To be eligible for a tuition refund after the commencement of classes, 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.
   a) Students who do not officially drop a course in MyBenU or in writing will be financially responsible for the entire cost of the course.
   b) Notifying the instructor of intent to drop a course and/or non-attendance in a course does not constitute an official withdrawal for purposes of eligibility for refunds by the University to the student.
   c) Tuition credit for complete withdrawal will be made only after the proper withdrawal notification has been submitted.
   d) If the drop results in a credit balance on the student's account, refunds will be issued within 30 days of the official drop or withdrawal date.
5. To officially withdraw from a course after the commencement of classes, all students should use MyBenU to complete the withdrawal, or complete the ADD/DROP FORM and return the form to the campus office listed below. Students enrolled in adult accelerated learning team programs must complete the LEARNING TEAM CHANGE FORM and return it to the campus offices listed below:

a) **Lisle and 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

Financial Appeal

This process is designed to address extenuating circumstances that occurred during a given course/semester that prevented a student from receiving a partial or full refund for a course(s). Students may write a letter of appeal describing the reason(s) and justification for seeking an exception to the refund policy. The burden of proof shall be upon the student to prove his or her case by a preponderance of evidence in the written appeal. Be specific with extenuating circumstances, dates, the name of persons contacted and any steps you took to address the problem at the time it occurred. Attach appropriate documentation from your instructor, medical provider or other professionals as needed.

Student submits the appeal to the Financial Appeal Committee by:

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

Fax:
Financial Appeals Committee
(630) 829-6501

Email: FinancialAppealsCommittee@ben.edu

Financial Aid

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

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

Application Procedures

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

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

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 catalog);
2. Maintain a completion rate of coursework equal to at least 67 percent of the total number of credit hours attempted. This quantitative requirement ensures the student is steadily progressing toward their degree by completing at least two-thirds of all attempted credit hours. For example, a student who has attempted a cumulative total of 12 credit hours must complete at least 8 credit hours to meet the requirement (12 hours x .67 = 8 credit hours).; and
3. Complete their degree requirements within 150 percent of the required 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.

Benedictine University

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.

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. Therefore, Benedictine University extends to all students the ability to begin a new course within their academic plan.

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

Failure to Return
If a student does not return from an approved leave of absence on the expected return date, the student will be considered as withdrawn from the University and a Return of Title IV Funds calculation will be processed. For more information, please see the section titled Return of Title IV funds on our financial aid 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

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 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 oral notification to the designated contacts listed above.

Unofficial Withdrawal:
- A withdrawal is considered to be an "unofficial" withdrawal when the student stops attending classes, and does not withdraw from those classes or notify the University. In these circumstances, the withdrawal date is based on the student's last academic activity (i.e. took an exam, submitted a term paper, etc.). If the date is unknown, the withdrawal date will be the midpoint or 50 percent of the payment period.
- If the student could not notify the University of their intent to withdraw because of extenuating circumstances (illness, accident, grievous personal loss or other circumstances beyond student's control), the withdrawal date used will be based on documentation related to the event once the Office of Financial Aid is notified.

- If a student does not return from an approved leave of absence (LOA) or does not indicate a date of return less than 180 days on the LOA form, the withdrawal date will be the student's last day of attendance prior to the beginning of the LOA and a Return of Title IV funds will be calculated.

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

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

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.

Benedictine University

ACADEMIC CALENDARS

2017-2018
Master Academic Calendar

Main Campus, Doctoral and Graduate Quarter (QTR) and Online Delivery Formats

Graduate Quarter Programs

Accountancy

Business Administration

Business Analytics

Clinical Psychology

Finance

Leadership

Management Information Systems

Management and Organizational Behavior

Nutrition and Dietetics (M.A., M.S.)

Nutrition and Wellness (M.A., M.S.)

Public Health

Taxation

Values-Driven Leadership

Doctoral Quarter Programs

Organization Development

Values-Driven Leadership

FALL 2017

AUGUST

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

SEPTEMBER

4	Mon	Labor Day; **all University offices closed**

OCTOBER

2	Mon	**FALL QTR BEGINS**
15	Sun	Last day to withdraw from Online Session 1 classes
16	Mon	Application for March and June 2018 graduation degree/certificate recipients due
22	Sun	**Online Session 1 ENDS**
23	Mon	**Online Session 2 BEGINS**
26	Thur	End of add/drop course changes and late registration for Online Session 2

NOVEMBER

6	Mon	Winter and Spring 2018 registration begins
22-24	Wed-Fri	Thanksgiving Holiday; **no QTR classes**
23-24	Thur-Fri	Thanksgiving Holiday; **all University offices closed**

DECEMBER

10	Sun	**FALL QTR ENDS;** last day to withdraw from Online Session 2 classes
17	Sun	**Online Session 2 ENDS**
22-31	Fri-Sun	Christmas Holiday; **all University offices closed**
31	Sun	December degree conferral

The information contained on this page is from the 2017-2018 Graduate Catalog and is valid until August 1, 2018.

Benedictine University

2017-2018
Master Academic Calendar
Main Campus, Doctoral and Graduate Quarter (QTR) and Online Delivery Formats

Graduate Quarter Programs

Accountancy

Business Administration

Business Analytics

Clinical Psychology

Finance

Leadership

Management Information Systems

Management and Organizational Behavior

Nutrition and Dietetics (M.A., M.S.)

Nutrition and Wellness (M.A., M.S.)

Public Health

Taxation

Values-Driven Leadership

Doctoral Quarter Programs

Organization Development

Values-Driven Leadership

WINTER 2018

JANUARY

1	Mon	New Year's Holiday; **all University offices closed**
8	Mon	**WINTER QTR and Online Session 3 BEGIN**
11	Thur	End of add/drop course changes and late registration for Online Session 3
15	Mon	Celebration of Rev. Dr. Martin Luther King Jr. Day; **no QTR classes; all University offices open;** application for August 2018 graduation degree/certificate recipients due

FEBRUARY

25	Sun	Last day to withdraw from Online Session 3 classes

MARCH

1	Thurs	Summer 2018 and late Summer 2018 Interim registration begins
4	Sun	**Online Session 3 ENDS**
15	Thurs	Application for December 2018 graduation degree/certificate recipients due
18	Sun	**WINTER QTR ENDS**
19-25	Mon-Sun	Spring Break; **no QTR classes; all University offices open**
31	Sat	March degree conferral

SPRING 2018

MARCH

5	Mon	**Online Session 4 BEGINS**
8	Thur	End of add/drop course changes and late registration for Online Session 4
26	Mon	**SPRING QTR BEGINS**
30-31	Fri-Sun	Good Friday and Holy Saturday; **no QTR classes; all University offices closed**

APRIL

1	Sun	Easter Sunday; **no QTR classes; all University offices closed**
2	Mon	Easter Monday; **QTR classes in session; all University offices closed**

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Benedictine University

2017-2018
Master Academic Calendar
Main Campus, Doctoral and Graduate Quarter (QTR) and Online Delivery Formats

Graduate Quarter Programs

Accountancy

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Management and Organizational Behavior

Nutrition and Dietetics (M.A., M.S.)

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Values-Driven Leadership

NOTE:
Spring Commencement Mass and Spring Commencement Convocation are to be determined.

APRIL

3	Tues	Fall 2018 registration begins
22	Sun	Last day to withdraw from Online Session 4 classes
29	Sun	**Online Session 4 ENDS**
30	Mon	**Online Session 5 BEGINS**

MAY

3	Thur	End of add/drop course changes and late registration for Online Session 5
28	Mon	Memorial Day; **all University offices closed; no QTR classes**

JUNE

3	Sun	**SPRING QTR ENDS**
17	Sun	Last day to withdraw from Online Session 5 classes
24	Sun	**Online Session 5 ENDS**
30	Sat	June degree conferral

SUMMER 2018

JUNE

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

JULY

4	Wed	Independence Day; **no QTR classes; all University offices closed**

AUGUST

12	Sun	Last day to withdraw from Online Session 6 classes
19	Sun	**SUMMER QTR and Online Session 6 END**
31	Fri	August degree conferral

LATE SUMMER INTERIM 2018

AUGUST

27	Mon	**LATE SUMMER INTERIM BEGINS**

SEPTEMBER

30	Sun	**LATE SUMMER INTERIM ENDS**

The information contained on this page is from the 2017-2018 Graduate Catalog and is valid until August 1, 2018.

Benedictine University

2017-2018
Master Academic Calendar
Doctoral and Graduate Semester (GSEM) and Online Delivery Formats

Graduate Semester Programs

Clinical Exercise Physiology

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

Integrative Physiology

Linguistics

Nursing

Science Content and Process

Doctoral Semester Program

Higher Education and Organizational Change

FALL 2017

AUGUST

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

SEPTEMBER

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

OCTOBER

15	Sun	Last day to withdraw from Online Session 1 classes
16	Mon	Application for May 2018 graduation degree/certificate recipients due
22	Sun	**Online Session 1 ENDS**
23	Mon	**Online Session 2 BEGINS**
26	Thur	End of add/drop course changes and late registration for Online Session 2

NOVEMBER

6	Mon	Spring 2018 term registration begins
17	Fri	Last day to file application for Fall 2018 Student Teaching
22-24	Wed-Fri	Thanksgiving Holiday; **no GSEM classes**
23-24	Thur-Fri	Thanksgiving Holiday; **all University offices closed**
27	Mon	Last day to file application for Spring 2018 pre-clinicals

DECEMBER

10	Sun	Last day to withdraw from Online Session 2 classes
11-15	Mon-Fri	GSEM Fall Official Final Exam Period
17	Sun	**GSEM FALL and Online Session 2 ENDS**
22-31	Fri-Sun	Christmas Holidays; **all University offices closed**
31	Sun	December degree conferral

The information contained on this page is from the 2017-2018 Graduate Catalog and is valid until August 1, 2018.

Benedictine University

2017-2018
Master Academic Calendar
Doctoral and Graduate Semester (GSEM) and Online Delivery Formats

Graduate Semester Programs

Clinical Exercise Physiology

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

Integrative Physiology

Linguistics

Nursing

Science Content and Process

Doctoral Semester Program

Higher Education and Organizational Change

SPRING 2018

JANUARY

1	Mon	New Year's Holiday; **all University offices closed**
8	Mon	**Online Session 3 BEGINS**
11	Thur	End of add/drop course changes and late registration for Online Session 3
15	Mon	Celebration of Rev. Dr. Martin Luther King Jr. Day; **no GSEM classes; all University offices open;** Application for graduation for August 2018 degree/certificate recipients due
16	Tues	**GSEM SPRING BEGINS**

FEBRUARY

25	Sun	Last day to withdraw from Online Session 3 classes

MARCH

1	Thur	Summer 2018 Term Registration Begins
4	Sun	**Online Session 3 ENDS**
5	Mon	**Online Session 4 BEGINS**
8	Thur	End of add/drop course changes and late registration for Online Session 4
15	Thur	Application for December 2018 graduation degree/certificate Recipients Due
19-25	Mon-Sun	Spring Break; **no GSEM classes; all University offices open**
30-31	Fri-Sat	Good Friday and Holy Saturday; **no GSEM classes; all University offices closed**

APRIL

1	Sun	Easter Sunday; **no GSEM classes; all University offices closed**
2	Mon	Easter Monday; **GSEM classes in session; all University offices closed**
3	Tues	Fall 2018 registration begins
22	Sun	Last day to withdraw from Online Session 4 classes
27	Fri	Last day to file for Fall 2018 pre-clinicals; last day to file application for Spring 2019 Student Teaching
29	Sun	**Online Session 4 ENDS**

The information contained on this page is from the 2017-2018 Graduate Catalog and is valid until August 1, 2018.

Benedictine University

2017-2018
Master Academic Calendar
Doctoral and Graduate Semester (GSEM) and Online Delivery Formats

Graduate Semester Programs

Clinical Exercise Physiology

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

Integrative Physiology

Linguistics

Nursing

Science Content and Process

Doctoral Semester Program

Higher Education and Organizational Change

MAY

7-11	Mon-Fri	GSEM Spring Official Final Exam Period
13	Sun	**GSEM SPRING ENDS**
28	Mon	Memorial Day; **all University offices closed; no GSEM classes**
31	Thur	May degree conferral

SUMMER 2018

APRIL

30	Mon	**Online Session 5 BEGINS**

MAY

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

JUNE

11	Mon	**GSEM SUMMER BEGINS**
17	Sun	Last day to withdraw from Online Session 5 classes
24	Sun	**Online Session 5 ENDS**
25	Mon	**Online Session 6 BEGINS**
28	Thur	End of add/drop course changes and late registration for Online Session 6

JULY

4	Wed	Independence Day; **no GSEM classes; all University offices closed**

AUGUST

12	Sun	Last day to withdraw from Online Session 6 classes
19	Sun	**GSEM SUMMER and Online Session 6 ENDS**
31	Fri	August degree conferral

NOTE:
Spring Commencement Mass and Spring Commencement Convocation are to be determined.

The information contained on this page is from the 2017-2018 Graduate Catalog and is valid until August 1, 2018.

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

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)

Lisle Campus

Academic and Career Enrichment Center

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

- Academic support and tutoring functions.
- Learning specialists.
- Peer tutors.
- Study skills.
- Accommodations services for students with disabilities.
- Support for undecided majors and students on probation.
- 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

conducted each semester. Contact the center at (630) 829- 6041to 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.

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, Starbucks and the Kindlon Coffee Shop are managed by Sodexo Campus Services and Food Services at Benedictine University.

Barnes and Noble at Benedictine University
You can purchase new or used textbooks and other required supplies from the University's bookstore, Barnes & Noble at Benedictine University. Show your school spirit with Benedictine University apparel. The bookstore sells a variety of apparel items and offers a number of sales throughout the year. Visit ben.edu/bookstore or stop by the bookstore to see the latest styles and selections. You can contact the bookstore at (630) 829-6010 or visit us on the first floor of the Krasa Student Center.

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

Benedictine Fitness Center
The Benedictine Fitness Center 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; the Annual President's Invitational Golf Outing; 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.

Benedictine University

Springfield Branch Campus

Disability Services

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

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

- Extended testing time.
- Separate and quiet testing space.
- Note-taking assistance.
- Books and materials in alternate formats.
- Preferential classroom seating.
- Learning Success Plan-Individualized action plan toward improved academic experience.

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

Advising

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

Campus Police

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

Academic and Career Enrichment Center/Internship Placement

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

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

Benedictine University

STUDENT COMPLAINT PROCESS

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

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

Complaint Process:

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

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

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

ACADEMIC PROGRAMS - GRADUATE

Master of Arts (M.A.) in Nutrition and Dietetics

College: College of Education and Health Services; School of Graduate, Adult and Professional Education

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 Arts 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, John Hopkins University; Ph.D., 2008, Arizona State University

Karen L. Plawecki, Ph.D., RDN, LDN
Director, Graduate Programs in Nutrition and Assistant Professor, Nutrition
B.S., 1986, Purdue University; M.S., 1991, Purdue University; Ph.D., 2009, University of Illinois

Academic Administrator/Dietetic Internship Director:
Julie Moreschi, M.S., RDN, LDN
Dietetic Internship Director
B.S., 1983, Bradley University; M.S., 1985, Rush University

Lecturers:
Sheila Campbell, Ph.D., RDN
Maureen Casten, M.S., RDN, LDN
David Grotto, M.S., RDN, LDN
Christine Hartney, M.S., RDN, LDN, CNSC
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 fostering improved health outcomes. The Master of Arts 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 provides a high quality program that is recognized as a superior model for the preparation of entry-level dietitians, and display excellence in provision of community and wellness initiatives and interventions across the lifespan.

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

- Demonstrate in-depth knowledge and application in key areas of nutrition science.
- Apply critical thinking skills
- Plan and design nutrition and wellness education or training programs for individual or groups
- Plan and conduct descriptive research
- Present evidence-based professional communications

Overview:
Benedictine University's Master of Arts 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 and medical nutrition therapy services to diverse populations across the lifespan.

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

health-promotion concerns. The research component is descriptive, fostering development of skills in translating peer-reviewed research into practice applications.

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 MA degree program.

The Dietetic Internship program component 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 admissions process for the degree program is conducted during summer and early fall semesters for the fall dietetic internship match day in November. Qualified Benedictine University students and alumni can apply to this combine MA/Dietetic Internship program in early fall through a pre-match process. Second round applications are considered for those who do not place with a dietetic internship. Students begin their courses for the program in the winter term (January) as part of a dietetic internship cohort.

Program Formats:

Online M.A. in Nutrition and Dietetics Program for the foundation courses:

Benedictine University offers a high quality, fully online M.A. in Nutrition and Dietetics program. The interactive online format offers one the flexibility to earn a master's degree from an established, reputable university while completing the supervised practice rotations for the dietetics internship. Students usually enroll in several courses per term (eight weeks), completing the degree in about 19 months. For more information, visit ben.edu/nutrition

Students in this program complete the degree as part of a cohort.

Traditional rotations for the Dietetics Internship program component

Dietetic internship rotations will be conducted at various facilities in a geographic area, with the base being a community hospital. The clinical, community or management rotation schedules follow those of the preceptors' schedules and responsibilities of the different rotations.

Curriculum:

Students take an active role in their own learning process through shaping their curriculum. The M.A. in Nutrition and Dietetics program requires 56 quarter credits (equivalent to about 38 semester credits) of graduate coursework, which consists of:

- 20 quarter credit hours of required Nutrition and Dietetics foundation
- 16 quarter credit hours of required research foundation
- 20 quarter credit hours of required supervised practice and courses (dietetic internship)

Nutrition and Dietetics (56 quarter hours):

Required - Nutrition and Wellness Foundation (20 quarter hours):

NTR 501 Health Promotion and Wellness (4)

NTR 515 MNT Advanced Concepts and Outcome Measurement (4)
NTR 581 Obesity: Theory and Practice Applications (4)
NTR 585 Complementary Nutrition Therapies (4)
NTR elective (choose one):
NTR 557 Nutrition Communications through Technology (4)
NTR 561 Maternal and Child Nutrition (4)
NTR 563 Nutrition and Aging (4)
NTR 564 Nutrition Health Policy (4)

Required – Applied Nutrition Research - Foundation and Certificate (16 quarter hours):
MPH 511 Biostatistics (4)
MPH 604 Epidemiology (4)
NTR 539 Health and Wellness Research Planning (4)
NTR 693 Data Analysis and Interpretation (4)

Required – Dietetic Internship Courses (8 quarter credits):
NTR 524 (2) Career Portfolio and Professional Issues
NTR 568 (2) DI Clinical Review and Orientation
NTR 578 (2) DI Skill & Practice Competence
NTR 589 (2) DI Capstone

Required – Supervised Practice Hours (12 quarter credits)
NTR 569 (2) Life Span Nutrition
NTR 571 (2) DI Foodservice
NTR 575 (4) DI Clinical
NTR 576 (2) DI LTC/Sub Acute
NTR 577 (2) DI Nutrition Clinic Management

All courses, required and electives, to complete this degree require a grade of B or better to count towards degree.

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 a bachelor's degree and 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.

All applicants must have earned a grade of "C" or better in pre-requisite 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, and medical nutrition therapy.

Recommended is a basic course in research principles. Prerequisite courses may be taken at Benedictine University.

Applicants should have a minimum 3.000/4.000 cumulative GPA and minimum score of 30th percentile in each of the three areas of the GRE: verbal, quantitative and analytical.

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

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.

Applicants should have a minimum of 3.200/4.000 DPD GPA and minimum of 3.000/4.000 cumulative GPA. Benedictine University students applying for pre-match should have a cumulative GPA of at least 3.200 and DPD GPA of 3.400 or greater.

Refer to the *M.A. in Nutrition and Dietetics Guide* for more information.

Benedictine University

Master of Arts (M.A.) in Nutrition and Wellness

College: College of Education and Health Services; School of Graduate, Adult and Professional Education

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 Arts in Nutrition and Wellness program.

Catherine Arnold, Ed.D., M.S., RD, LDN
Professor and Department Chairperson of Nutrition
B.S., 1984, Benedictine University; M.S., 1985, Rush University; Ed.D., 2006, Northern Illinois University

Bonnie Beezhold, Ph.D., CHES
Associate Professor, Nutrition
B.S., 1984, DePaul University; Master of Health Sciences, 2002, John Hopkins University; Ph.D., 2008, Arizona State University

W. Susan Cheng, Ph.D.
Assistant Professor, Public Health
Ph.D., University of California, San Diego/San Diego State University
M.P.H., University of California, San Diego State University
B.A., Northwestern University

Karen L. Plawecki, Ph.D., RDN, LDN
Director, Graduate Programs in Nutrition and Assistant Professor, Nutrition
B.S., 1986, Purdue University; M.S., 1991, Purdue University; Ph.D., 2009, University of Illinois

Georgeen Polyak, Ph.D.
Assistant Professor, Public Health
B.A., 1970, Lewis University; M.S., 1973, Northern Illinois University; M.S. 1989, University of St. Francis; Ph.D., 1995, University of Illinois

Elizabeth Bormann, M.P.H.
Instructor, Public Health
B.S., Northern Illinois University; M.P.H., Northern Illinois University

Lecturers:
Sheila Campbell, Ph.D., RDN
Jan Dowell, M.S., M.H.S., CSSD, RDN, LDN
David Grotto, M.S., RDN, LDN
Christine Hartney, M.S., RDN, LDN, CNSC
Teresa Pangan, Ph.D., RDN, LD
Laurie Schubert, Ph.D., RDN, LDN
Jodie Shield, M.Ed., RDN, LDN
Michael Valario, 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:
In our dynamic health care environment, it is essential for health practitioners to develop skills for fostering improved health outcomes. The Master of Arts in Nutrition and Wellness program at Benedictine University provides a powerful foundation in nutrition and health risk assessment, motivation, intervention and evaluation. This degree serves as a portal to careers in health promotion and risk reduction, 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 Arts in Nutrition and Wellness, the student will:

- Demonstrate in-depth knowledge and application in key areas of nutrition science.
- Apply critical thinking skills
- Plan and design nutrition and wellness education or training programs for individual or groups
- Plan and conduct descriptive research
- Present evidence-based professional communications

Overview:
Benedictine University's Master of Arts 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. The research component is descriptive and practice-based, fostering development of skills in evaluating the outcomes of a health education assessment or intervention and translating peer-reviewed research into practice.

This program is unique in that it is nutrition, life science-based health promotion program. The program provides the opportunity for students to select a certificate in nutrition (Nutrition Entrepreneurship or Community Nutrition Engagement) or from the complementary field of Health Education. Certificates provide an option to tailor the MA towards the applicant's career goals:

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

Community Nutrition Engagement certificate is designed for those striving to understand the client's community and cultural ecosystem, and the relationship with health and nutrition outcomes. This option prepares one to develop tailored health promotion and disease prevention programs and to effectively translate policy to programs to strengthen health at the community level.

With appropriate course selection, students pursuing the *Health Education and Promotion certificate* may be eligible for certification by the National Commission for Health Education Credentialing (NCHEC) as a Certified Health Education Specialist (CHES).

Program Format:
Online M.A. in Nutrition and Wellness Program:

Benedictine University offers a high quality, fully online M.A. in Nutrition and Wellness program with certificates in Community Nutrition Engagement, Nutrition Entrepreneurship and Health Education.

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. 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 benedictineonline.com.

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

Curriculum:
Students take an active role in their own learning process through shaping their curriculum. The M.A. in Nutrition and Wellness program requires 52 quarter credits of graduate coursework (equals approximately 35 semester credits), which consists of:

- 20 quarter credit hours of Nutrition and Wellness foundation coursework
- 16 quarter credit hours of research foundation and certificate
- 16 quarter credit hours of selected certificate of either: Community Nutrition Engagement, Nutrition Entrepreneurship or Health Education. One of these three certificates is required.
- 4 quarter credits of Elective targeted to career goals

Nutrition and Wellness Program (52 quarter hours):

Required - Nutrition and Wellness Foundation (16 quarter hours):
NTR 501 Health Promotion and Wellness (4)
NTR 581 Obesity: Theory and Practice Applications (4)
NTR 585 Complementary Nutrition Therapies (4)
NTR 699 Professional Communications (4)

Required - Health Research Planning - Foundation and Certificate (16 quarter hours):
MPH 511 Biostatistics (4)
NTR 539 Health and Wellness Research Planning (4)
NTR 693 Data Analysis and Interpretation (4)
MPH 604 Epidemiology (4)

Required - Certificate – Select **one** of the following Certificate Programs (16 quarter hours):

Community Nutrition Engagement

- NTR 561 Maternal and Child Nutrition (4)
- NTR 563 Nutrition in Aging (4)
- NTR 564 Nutrition Health Policy (4)
- NTR 640 Community Engagement (4)

Nutrition Entrepreneurship

- MBA 559 Entrepreneurship (4)
- NTR 557 Nutrition Communication through Technology (4)
- MBA 622 Creativity & Innovation in Business (4)
- NTR 658 Venture Planning in Nutrition (4)

Health Education & Promotion

- MPH 601 Behavioral and Social Aspects of Public Health (4)
- MPH 609 Cultural Context of Health Care (4)
- MPH 632 Public Health and Health Education (4)

And, select one:

- MPH 634 Public Health Education Programs & Skills (CHES) (4)
- Or MPH 694 Grant Writing for Public Health (4)

Elective (4): Select one from below. Courses in concentrations listed above cannot be counted twice.

MBA 559 Entrepreneurship
MPH 609 Cultural Context of Health
MPH 632 Public Health Education
NTR 557 Nutrition Communications through Technology (4)
NTR 561 Maternal and Child Nutrition (4)
NTR 563 Nutrition and Aging (4)
NTR 564 Nutrition Health Policy (4)

All courses, required and electives, to complete this degree require a grade of B or better to count towards degree.

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) or a BA degree with minimum required courses. 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) semester courses in each of the following: physiology (or anatomy and physiology) and 200-level basic nutrition. Recommended is a basic course in research principles. Prerequisite courses may be taken at Benedictine University. Applicants should have a minimum 3.000/4.000 cumulative GPA and minimum score of 30th percentile in each of the three areas of the GRE: verbal, quantitative and analytical.

Certificates
A minimum GPA of 3.000/4.000 in certificate applicable coursework is required to receive a certificate. Courses may not be offered each term.

Certificate Program in Nutrition Entrepreneurship (16) (Available starting fall 2018):
MBA 559 Entrepreneurship (4)
MBA 622 Creativity and Innovation in Business (4)
NTR 557 Nutrition Communications through Technologies (4)
NTR 658 Venture Planning in Nutrition (4)

Certificate Program in Health Research Methods (16):
MPH 511 Biostatistics (4)
MPH 604 Epidemiology (4)
NTR 539 Health and Wellness Research Planning (4)
NTR 693 Data Analysis and Interpretation (4)

Certificate Program in Community Nutrition Engagement (16) (Available starting fall 2018):
NTR 561 Maternal and Child Nutrition (4)
NTR 563 Nutrition in Aging (4)
NTR 564 Nutrition Health Policy (4)
NTR 640 Community Engagement (4)

Benedictine University

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

College: College of Business; School of Graduate, Adult and Professional Education

Department: Graduate Business Administration

Student Type: Graduate

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

Ron Baiman, Ph.D.
Assistant Professor, M.B.A. and M.S. in Accountancy Programs

Joseph D. Cursio, M.S.
Instructor of Finance, Graduate Business Administration (2017)

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

Zhen Liu, Ph.D.
Assistant Professor, Management Information Systems and Business Analytics Programs

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

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

Academic Administrators:
Krista Huba, B.S., Program Manager

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.
Darryl Franklin, Ph.D.
Sharolyn Franklin, M.B.A., CPA, CTP
Ann Fulmer, M.S., Senior Lecturer
James Hill, M.B.A., Senior Lecturer

Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
John Malec, M.A., Senior Lecturer
Edmund Manrique, M.S., M.B.A.
Michael Modica, Ph.D., M.S.
William Payne, M.S.
Kevin Pugh, M.B.A., M.S.
Balajirao Ryali, M.E.M., M.B.A., M. Tech.
Thomas Scott, M.S.A., CPA, CMA
Greg Sellers, Ph.D., M.S.
Bernard Silverman, Ph.D., M.A., Senior Lecturer
Mark Sowa, M.A., M.B.A.
Joseph Stachnik, J.D., M.B.A.
Nathan Taylor, M.S., M.P.H.
Martin Terpstra, M.S., CPA
Derrick Walters, Ed.D., M.B.A., PMP, ITIL
Joseph Youchison, M.S., M.B.A., Senior Lecturer
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.

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

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

Our M.B.A. programs are:

- Flexible M.B.A.
- Online M.B.A.
- Internship M.B.A.
- 4+1 M.B.A. Program
- International M.B.A. Program
- Hybrid Cohort M.B.A.
- Dual Degrees (M.B.A./M.S. in Management Information Systems, M.B.A./M.S. in Management and Organizational Behavior, M.B.A./Master of Public Health, M.B.A./M.S. in Accountancy, M.B.A./M.S. in Nursing, M.BA./M.S. in Business Analytics and M.B.A./J.D. with John Marshall Law School)

    - **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. Flexible evening M.B.A. classes typically meet one evening per week, from 6:30-9:30 p.m. (selected 'matinee' courses are offered in a 3:00-6:00 p.m. time slot for student's convenience). Classes are scheduled in quarters that last 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. M.B.A. students wishing to take three or more M.B.A. courses per quarter need approval from the M.B.A. program director.

Lisle Main Campus, Flexible M.B.A. Program:
Benedictine University's Flexible M.B.A. program is designed 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 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, online or matinee (3:00 p.m.-6:00 p.m.) format, enabling a

student to take additional courses in one quarter and thus requiring the student to come to campus only one night per week. Please consult the schedule for the exact times and locations.

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.

Students in the Flexible M.B.A. program are allowed to select between several required course options to best suit their career goals. Students may select from more than 17 concentrations to fulfill degree requirements. The M.B.A. program may accept up to 16 quarter credit hours in 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

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

Foundation Courses 24 quarter credit hours:
MSA 500 Financial Accounting **or** MBA 501 Accounting for Non-Financial Managers*
MBA 510 Economics
MBA 520 Leadership and Business Ethics in the Global Environment
MBA 541 Analytical Tools for Management Decisions
MGMT 530 Organizational Behavior **or** MBA 633 Legal Issues in the Workplace*
MBA 539 International Business

The Managerial Process 28 quarter credit hours:
MSA 601 Managerial Accounting **or** MBA 545 Business Law*
MBA 611 Managerial Economics
MBA 630 Operations Management
MBA 651 Financial Management
MBA 661 Marketing Management
MBA 671 Strategic Management
MBA 683 Project Management **or** MBA 641 Information Technology Management*

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

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

Concentrations offered in the Flexible M.B.A. program include: Accounting, Business Analytics, Business Law, Derivatives Trading, Entrepreneurship and Managing Innovation, Financial Management, Health Administration, Higher Education Leadership, Human Resource Management, Information Systems Security, Integrated Marketing Communications, International Business, Management Consulting, Management Information Systems, Marketing Management, Nonprofit Management, Operations Management and Logistics, Organizational Leadership, Project Management and Sustainable Business and Leadership.

Internship M.B.A. Program:
Our full-time Internship M.B.A. program is developed specifically for recent college graduates and offers a professional internship experience as the M.B.A. concentration. Students complete 64 quarter credit hours in 13 core M.B.A. courses plus three internship courses. The internship experience is supervised by a faculty advisor to prepare students without significant professional career experience for their future roles and responsibilities in the workplace. Classes are conducted in evenings, weekends and online to allow for the demands of day-time internships.

4+1 M.B.A. Program:
Well-qualified Benedictine University students who complete a B.B.A. or B.S. 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 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.B.A. Program
Benedictine University offers a high-quality, fully online M.B.A. with seven concentrations: Accounting, Entrepreneurship and Managing Innovation, Financial Management, Health Administration, International Business, Marketing Management, and Internet Marketing. The interactive online format of the Online M.B.A. allows you the flexibility to complete your coursework around busy work and personal schedules; and earn your master's degree from an established, reputable university.

Online M.B.A. Program Curriculum (offered by the School of Graduate, Adult and Professional Education):

Foundation Courses 24 quarter credit hours:
MSA 500 Financial Accounting
MBA 510 Economics
MBA 520 Leadership and Business Ethics in the Global Environment
MGMT 530 Organizational Behavior
MBA 539 International Business
MBA 541 Analytical Tools for Management Decisions

The Managerial Process 28 quarter credit hours:
MSA 601 Managerial Accounting
MBA 611 Managerial Economics

MBA 630 Operations Management
MBA 651 Financial Management
MBA 661 Marketing Management
MBA 671 Strategic Management
MBA 683 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 by the School of Graduate, Adult and Professional Education 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:
MSA 500 Financial Accounting
MBA 510 Economics
MGMT 530 Organizational Behavior
MBA 539 International Business
MBA 520 Leadership and Business Ethics in the Global Environment
MBA 541 Analytical Tools for Management Decisions

The Managerial Process 28 quarter credit hours:
MSA 601 Managerial Accounting
MBA 611 Managerial Economics
MBA 630 Operations Management
MBA 651 Financial Management
MBA 661 Marketing Management
MBA 671 Strategic Management
MBA 683 Project Management

Elective Courses 12 quarter credit hours:
MGMT 581 Team Building
MBA 551 Strategic Managerial Communications
MBA 559 Entrepreneurship
MBA 633 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'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). Summer sessions at CBS offer coursework in an accelerated 12 to 21 day format.

The Asian M.B.A. program is run in partnership with two universities in Shenyang: Shenyang University of Technology and Shenyang Jianzhu University (formerly Shenyang Architectural and Civil Engineering University). The M.B.A. program is also being offered in partnership with Vietnam National University (VNU) in Hanoi and Ho Chi Minh City (formerly Saigon) at Binh Dong University. The Higher Learning Commission 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 seven dual M.B.A. degrees: M.B.A./M.S. in Management Information Systems, M.B.A./M.S. in Management and Organizational Behavior, M.B.A./Master of Public Health, M.B.A./M.S. in Accountancy, M.B.A./M.S. in Nursing, M.BA./M.S. in Business Analytics and M.B.A./J.D. with John Marshall Law School. Dual degree programs prepare students to take leadership roles and pursue a myriad of career opportunities. Dual degree programs generally require 96 quarter credit hours and may be completed in as little as 36 months. Application and admission is required to each graduate program, and students must fulfill all requirements for each program in the selected dual degree. Students admitted to a graduate business administration program may apply to a dual degree program at any time during their initial degree program or up to five years after completion of the initial degree program. Approval of both program directors (M.B.A., M.S. in Accountancy, M.S. in Business Analytics, M.S. in Management Information Systems, M.S. in Management and Organizational Behavior, and M.P.H.) and the Department of Graduate Business Administration chair is required. Should a returning Benedictine student exceed the five-year time limit required to apply to a dual degree program, the student may petition the department chair to consider their prior academic performance and professional development in order to be considered for the dual degree program. These applications will be considered on an individual basis. The residency requirement for a dual degree is 64 quarter credit hours.

M.B.A. Certificate Programs:
Certificate programs are designed for a concentrated focus for those professionals looking to expand their knowledge in a specific area or introduce professionals to the core M.B.A. curriculum. Courses may be taken throughout the year, in a traditional or online format, and may be applied toward the M.B.A. degree for students who are accepted into the degree-seeking program. Students in certificate programs must meet all enrollment requirements for Graduate Student At Large status. Those students wishing to earn two or more certificates must complete a unique set of courses for each certificate. An elective cannot be used to meet the requirements of two different certificates. Courses must be completed at a GPA of 3.000 or higher to apply toward the M.B.A. degree. Once a student is accepted into the M.B.A. program, required coursework in the M.B.A. program can no longer apply to a certificate program. All students entering into a certificate program must schedule an advising

appointment with the M.B.A. program director or department chair before they initiate their first certificate course.

In each of the M.B.A. Programs, basic skills in computer software programs (such as knowledge of Microsoft Word and PowerPoint) and spreadsheet (Microsoft Excel) development are required. Course specific software may also be required such as SPSS statistical software and Bloomberg financial software. Most classes require significant written and verbal presentations. Completion of case analysis by teams is frequently required to enhance your skills in team effectiveness and professional presentations. Ability to work in teams is required.

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

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

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 400 College Algebra.

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:

MSA 504 Corporate Accounting Theory and Practice I (4)
MSA 506 Corporate Accounting Theory and Practice II (4)
MST 512 Federal Income Taxation (4)
MSA 513 Auditing Theory and Practice (4)
MSA 515 Advanced Accounting (4)
MBA 545 Business Law (4)
MSA 603 Cost Analysis, Profit Planning and Control (4)
MSA 604 Theory and Practice of Financial Reporting (4)
MSA 605 Tax Influences on Decision-Making (4)
MSA 606 Forensic Accounting (4)
MSA 607 Fraud Examination (4)
MSA 608 Fraud and the Legal Environment (4)
MSA 609 Computer Fraud (4)
MSA 614 Auditing and Assurance I (4)
MSA 615 Auditing and Assurance II (4)
MSA 616 Information System Auditing (4)
MSA 617 Internal Auditing (4)
MBA 620 International Accounting (4)
*Note that if MBA 545 is chosen by the student as a required course it cannot apply to the concentration.

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

MIS/MSBA 659 Business Analytics (4)*
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 691 Business Analytics Lecture Series (1-4)

Business Law:
The Business Law concentration focuses on how law shapes and transforms all aspects of business. Students will engage in explorations of such present-day issues related to the role of law in the rights of employees, partnerships, corporations and their boards of directors. Students will learn to apply the

tenants of case law in real property, copyright and commercial transaction issues. You may earn this concentration by selecting 12 or more quarter credit hours from the list below:

MBA 543 Domestic and International Alternative Dispute Resolution (4)
MBA 545 Business Law (4)
MBA 546 Intellectual Property (4)
MBA 550 Business Negotiations (4)
MBA 633 Legal Issues in the Workplace (4)
MBA 675 Understanding the New Revolution in Sustainability (4)
*Note that if MBA 545 and MBA 633 are chosen by the student as a required courses, they cannot apply to the concentration.

Derivatives Trading:
In the world of financial management, derivatives trading is perhaps one of the most dynamic and controversial areas. This concentration is designed to prepare students for the Registered Commodities Representative (RCT) or Certified Financial Planner (CFP) license and/or to prepare students to manage their own portfolios. You may earn this concentration by selecting 12 or more quarter credit hours from the list below:

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

Entrepreneurship and Managing Innovation:
Small businesses and new ventures within large organizations are key to economic growth. Anyone contemplating a new business start-up or revitalizing an existing business will value this concentration. You may earn this concentration by selecting 12 or more quarter credit hours from the list below (students must successfully complete one of the two asterisked courses):

MBA 545 Business Law (4)
MBA 559 Entrepreneurship (4)*
MBA 622 Creativity and Innovation in Business (4)*
MBA 626 Strategic Business Communications (4)
MBA 633 Legal Issues in the Workplace (4)
MBA 634 Strategy, Structure and Decision-Making (4)
MBA 655 Financing New Ventures [online only] (4)
MGMT 532 Organization Development (4)
MGMT 558 Service Management (2)
MGMT 581 Team Building (2)
*Note that if MBA 633 is chosen by the student as a required course it cannot apply to the concentration.

Financial Management:
This concentration provides the skills and knowledge necessary for financial management positions in a variety of settings. The Financial Management option focuses on financial analysis, financial institutions, investments and corporate finance. You may earn this concentration by selecting 12 or more quarter credit hours from the list below (students must successfully complete one of the two asterisked courses):

MSA 603 Cost Analysis, Profit Planning and Control (4)
MSA 604 Theory and Practice of Financial Reporting (4)
MBA 613 Business and Economic Forecasting (4)
MBA 619 International Economics and Finance (4)
MBA 645 Fundamental Security Analysis (4)
MBA 650 Financial Risk Management (4)
MBA 653 Investment Theory and Portfolio Management (4)*
MBA 654 Problems in Corporate Financial Analysis (4)*
MPH 608 Financial Planning in Health Care Organizations (2)
MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 656 Information Systems Security (4)

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

MPH 602 Public Health System (4)
MPH 605 Environmental Health (4)
MPH 664 Marketing in Public Health (4)
MPH 680 The Business of Health Care (4)
MGMT 558 Service Management (2)
MGMT 570 Human Resource Management Overview (2) (online format only)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)

Human Resource Management:
This concentration emphasizes skills and knowledge in the human resource function, such as strategic human resource planning, training and management development, and compensation and benefits. It is most appropriate for students preparing for entry into, or career advancement in a human resources department. You may earn this concentration by selecting 12 or more quarter credit hours from the list below:

MBA 543 Domestic and International Alternative Dispute Resolution (4)
MBA 550 Business Negotiations (4)
MBA 633 Legal Issues in the Workplace (4)
MGMT 570 Human Resource Management Overview (online format only)
MGMT 571 Labor Relations (2)
MGMT 572 Compensation and Benefits (2)
MGMT 573 Performance Management Systems (2)
MGMT 578 Recruitment and Selection (2)
MGMT 579 Training and Development Overview (2)
MGMT 582 Conflict Management (2)
MGMT 591 Contemporary Trends in Change Management (1)
*Note that if MBA 633 is chosen by the student as a required course, it cannot apply to the concentration.

Information Systems Security:
The world is reliant on the internet and web services for information and communications. While information and communication opportunities are increasing, security challenges are increasing as well. Every day, we are faced with unleashed malware that disrupts our home and workplace computer systems. While there is a need for reliable computer systems that provide security and privacy to businesses and consumers, a need also exists for system security professionals who can help design, configure, implement, manage, support, and secure these computer systems. This concentration is designed to explore the challenges and possible solutions to information system security. You may earn this concentration by selecting 12 or more quarter credit hours from the list below, including at least one of the two asterisked courses:

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

Integrated Marketing Communications (IMC):
IMC is a customer-centric, data-driven approach to planning and communicating with consumers. IMC emphasizes internet-based marketing communication tools along with the traditional communication tools used by marketing professionals. Student learning outcomes include: knowledge of communication theories with emphasis on organizations, marketing, management, digital media technologies, and computer-mediated communication; immersion in new advertising and media planning practices; development, application, and evaluation of traditional and new media research for advertising, marketing, public relations and organizational communication. You may earn this concentration by selecting 12 or more quarter credit hours from the list below:

MBA 626 Strategic Business Communications (4)
MIS 657 E-Commerce (4)

MBA 670 Internet Marketing Communications (4)
MIS/MSBA 663 Machine Learning (4)

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

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

International Business:
The globalization of business is ongoing and pervasive. International business courses emphasize understanding the cultures and institutions that shape trade and investment decisions. Students may elect to take the Special Topics course, which offers opportunities to visit countries abroad to learn directly about business practices and social customs. You may earn this concentration by selecting 12 or more quarter credit hours from the list below:

MBA 619 International Economics and Finance (4)*
MBA 620 International Accounting (4)
MBA 626 Strategic Business Communications (4)
MBA 632 Supply Chain Management (4)
MBA 636 Transnational Management and Global Organizations (4)
MBA 686 International Marketing (4) (online format only)
MBA 687 Multicultural Management (4) (online format only)
MGMT 582 Conflict Management (2)
MGMT 586 International Organization Development (2)
**Required*

Management Consulting:
Management consulting is an exciting, demanding and growing profession. Downsizing and re-engineering have created the need for professionals trained in consulting techniques and practice management. The Benedictine University concentration in Management Consulting was the first of its kind in the nation. The courses listed below will be of interest to internal consultants working in large organizations, as well as individuals contemplating beginning a consulting practice. You may earn this concentration by selecting 12 or more quarter credit hours from the list below:

MBA 545 Business Law (4)
MBA 550 Business Negotiations (4)
MBA 626 Strategic Business Communications (4)
MBA 634 Strategy, Structure and Decision-Making (4)
MGMT 532 Organization Development (4)*
MGMT 557 Organizational Culture (2)
MGMT 558 Services Management (2)
MGMT 579 Training and Development Overview (2)
MGMT 582 Conflict Management (2)
MGMT 583 Organizational Assessment (2)
MGMT 593 Process Consultation (2)
**Required*

Management Information Systems:
The current competitive environment in business, health care, and other settings relies on information resources to manage day-to-day operations as well as to plan long-term strategies. For many organizations, substantive competitive advantage is directly associated with the creative application of information technology. You may earn this concentration by selecting 12 or more quarter credit hours from the list below:

MBA 641 Information Technology Management (4)*
MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 656 Information Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 689 Strategic Information Technology Management (4)
MIS 691 Management of Information Technology Lecture Series (1-4)
*Note that if MBA 641 is chosen by the student as a required course, it cannot apply to the concentration.

Marketing Management:
This concentration is for students interested in a broad range of skills in marketing or more focused skills in data analysis for direct mail, advertising and strategic marketing communication. Roles in marketing management, planning and agency marketing are enhanced with this concentration. You

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

MBA 622 Creativity and Innovation in Business (4)
MBA 626 Strategic Business Communications (4)
MIS 657 E-Commerce (4)
MBA 662 Brand Management (4)
MBA 663 Marketing Communications (4)*
MBA 665 Principles of Marketing Research (4)*
MBA 666 Advanced Topics in Consumer Behavior (4)
MBA 670 Internet Marketing (4)
MBA 676 Marketing Strategies in the Digital Age (4)
MIS/MSBA 663 Machine Learning (4)

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

MBA 680 Financial Management for Nonprofit Organizations (4)
MBA 681 Principles of Nonprofit Management (4)
MBA 682 Nonprofit Board Governance (2)
MGMT 527 Funding and Grantsmanship (2)

Operations Management and Logistics:
The design and delivery of goods or services that meet changing customer expectations are the focus of this concentration. Successful organizations continuously strive to improve their new product development, operations and facilities planning. You may earn this concentration by selecting 12 or more quarter credit hours , including at least one of the two asterisked courses:

MSA 603 Cost Analysis, Profit Planning and Control (4)
MBA 632 Supply Chain Management (4)*
MBA 636 Transnational Management and Global Organizations (4)*
MBA 641 Information Technology Management (4)**
MGMT 558 Service Management (2)
MGMT 571 Labor Relations (2)
**Note that if MBA 641 is chosen by the student as a required course, it cannot apply to the concentration.

Organizational Leadership:
The practice of leadership has undergone revolutionary change 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:

MBA 626 Strategic Business Communications (4)
MBA 634 Strategy, Structure and Decision-Making (4)*
MGMT 532 Organizational Development (4)
MGMT 553 Organization Design (2)
MGMT 557 Organizational Culture (2)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 585 High Performance Work Systems/Large Group Interventions (2)
**Required*

Project Management:
Project management is one of the world's most in-demand skill sets spanning all industries and sectors of business today. Project management leadership is a highly sought after skill as intense global competition demands that new projects and business development be completed on time and within budget. The courses listed below offer the student an understanding of organizational behavior as it relates to the individual, effective team building skills, conflict management and resolution, as well as skills to effectively manage the financial side of projects. This concentration is earned by selecting 12 or more quarter credit hours from the list below:

MBA 634 Strategy, Structure and Decision-Making (4)
MBA 683 Project Management (4)*
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
*Note that if MBA 683 is chosen by the student as a required course it cannot apply to the concentration.

Sustainable Business and Leadership:
The green revolution is here. Social responsibility and environmental concerns will shape the way we do business in the 21st century. The Sustainable Business and Leadership concentration provides students with an understanding of the broad impact of sustainability, strategic opportunities to make sustainability profitable, and how to integrate sustainability principles, thinking and action throughout their organizations. This concentration is earned by selecting 12 or more quarter credit hours from the list below:

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

Certificate Programs (Certificates are only available through the Flexible M.B.A. program curriculum offered at the Lisle main campus)

Accounting Certificates (16 quarter credit hours):
Two certificate programs in Accounting are designed for those preparing for their Certified Public Accountant examination and for intensive accounting knowledge. Four courses are required for each certificate. The certificate in Accounting must be completed before the Advanced Accounting certificate. Advanced Accounting certificate applicants must be accepted as degree-seeking students. Successful completion of either certificate in Accounting fulfills the concentration in Accounting. Courses should be taken in the order listed:

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

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

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

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

MBA 543 Domestic and International Alternative Dispute Resolution (4)
MBA 545 Business Law (4)
MBA 546 Intellectual Property (4)
MBA 550 Business Negotiations (4)
MBA 633 Legal Issues in the Workplace (4)
MBA 675 Understanding the New Revolution in Sustainability (4)

Certificate in Business Administration (16 quarter credit hours):
The certificate program in Business Administration is designed for people in management roles who desire basic business skills and knowledge for career mobility and confidence. Four courses are required to earn the certificate and all four courses can be applied toward the M.B.A. degree should

the student be accepted as an M.B.A. degree-seeking student. Courses are offered each quarter so that students may enroll throughout the year. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below is required to earn the certificate. Students are required to complete 16 quarter credit hours selected from the courses listed below:

MSA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers*
MBA 510 Economics (4)*
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
One other 4-quarter-credit-hour course (or two, 2-quarter-credit-hour courses) of your choice in the M.B.A., M.S. in Management Information Systems, M.S. in Management and Organizational Behavior or M.P.H. graduate programs.
**Required*

Certificate in Derivatives Trading (16 quarter credit hours):
In the world of financial management, derivatives trading is perhaps one of the most dynamic and controversial areas. This concentration is designed to prepare students for the Registered Commodities Representative (RCT) or Certified Financial Planner (CFP) license and/or to prepare students to manage their own portfolios. Courses may not be offered each quarter, so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Students are required to complete 16 quarter credit hours selected from the courses listed below:

MBA 645 Fundamental Security Analysis (4)
MBA 650 Financial Risk Management (4)
MBA 651 Financial Management (4)
MBA 653 Investment Theory and Portfolio Management (4)
MBA 656 Investment Analysis (4)
MBA 658 Derivatives and Risk Management (4)
MBA 659 Investment Accounting and Business Ethics (4)

Certificate in Entrepreneurship and Management Innovation (16 quarter credit hours):
Whether you are currently a small business owner, just thinking about starting your own business, or involved in the management of a small business, the certificate in Entrepreneurship and Management Innovation will offer you the basics needed in launching and maintaining a successful business. Courses may not be offered each quarter, so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below is required to earn the certificate. Students are required to complete 16 quarter credit hours selected from the courses listed below:

MBA 545 Business Law (4)
MBA 546 Intellectual Property (4)
MBA 559 Entrepreneurship (4)*
MBA 564 Intellectual Property (4)

MBA 622 Creativity and Innovation in Business (4)*
MBA 634 Strategy, Structure and Decision-Making (4)
MBA 641 Information Technology Management (4)
MBA 683 Project Management (4)
MIS 657 E-Commerce (4)
**Required*

Certificate in Financial Management (16 quarter credit hours):
Government labor projections tell us that the fastest-growing profession in the next seven years will be financial and business analysts. Will you be ready when opportunity knocks? The certificate in Financial Management offers you the credential many employers will be seeking. Courses may not be offered each quarter, so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below is required to earn the certificate. Students are required to complete 16 quarter credit hours selected from the courses listed below:

MSA 601 Managerial Accounting (4)*
MSA 603 Cost Analysis, Profit Planning and Control (4)*
MSA 604 Theory and Practice of Financial Reporting (4)
MBA 645 Fundamental Security Analysis (4)
MBA 650 Financial Risk Management (4)
MBA 651 Financial Management (4)*
MBA 653 Investment Theory and Portfolio Analysis (4)
MBA 654 Problems in Corporate Financial Analysis (4)
MPH 608 Financial Planning in Health Care Org (4)
**Required*

Certificate in Integrated Marketing Communications (16 quarter credit hours):
Interested in a career in marketing? Test the waters with a certificate in Integrated Marketing Communications. Seasoned faculty with a wealth of experience in marketing will offer you insight that only real-life experience can offer. Courses may not be offered each quarter, so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below is required to earn the certificate. Students are required to complete 16 quarter credit hours selected from the courses listed below:

MBA 622 Creativity and Innovation in Business (4)
MBA 626 Strategic Business Communications (4)
MBA 662 Brand Management (4)
MBA 663 Marketing Communications (4)*
MBA 665 Principles of Marketing Research (4)*
MBA 666 Advanced Topics in Consumer Behavior (4)
MBA 670 Internet Marketing Communications (4)
MBA 686 International Marketing (4) (online format only)

MIS 657 E-Commerce (4)
MIS/MSBA 663 Machine Learning (4)
**Required*

Certificate in International Business (16 quarter credit hours):
The globalization of business is ongoing and pervasive. International business courses emphasize understanding the cultures and institutions that shape trade and investment decisions. Courses may not be offered each quarter, so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Students are required to complete 16 quarter credit hours selected from the courses listed below:

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

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

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

Certificate in Operations Management and Logistics (16 quarter credit hours):
Line managers, manufacturing middle-management as well as supply chain professionals will find the operations management certificate an important addition to their professional credentials. Courses may not be offered each quarter, so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is

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

MSA 601 Managerial Accounting (4) *
MBA 630 Operations Management (4) *
MBA 632 Supply Chain Management (4) *
MBA 636 Transnational Management and Global Organizations (4)
**Required*

Certificate in Project Management (16 quarter credit hours):
Managers and those in coordination and peer leadership roles will find the Project Management certificate an important addition to their professional credentials. Project management deals with how to initiate, plan, make financial decisions on, control and close projects within budget and on schedule. Topics in organization behavior, financial decision-making, group dynamics and team building complete the certificate. Students are required to complete 16 quarter credit hours selected from the courses listed below:

MBA 634 Strategy, Structure and Decision-Making (4)
MBA 651 Financial Management (4)
MBA 683 Project Management (4)*
MGMT 530 Organizational Behavior (4)
MGMT 580 Group Dynamics (4) or MGMT 581 Team Building (2) and
MGMT 582 Conflict Management (2)

Certificate in Sustainable Business and Leadership (16 quarter credit hours):
The green revolution is here. Social responsibility and environmental concerns will shape the way we do business in the 21st century. The Sustainable Business and Leadership certificate program provides students with an understanding of the broad impact of sustainability and strategic opportunities to make sustainability profitable, and integrate sustainability principles, thinking and action throughout their organizations. Students are required to complete 16 quarter credit hours selected from the courses listed below:

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

Benedictine University

Master of Business Administration/J.D. with John Marshall Law School

Overview:
In 2015, Benedictine University partnered with The John Marshall Law School to provide students with an opportunity to receive a dual M.B.A./J.D. program. Students will be offered and allowed to earn an M.B.A. from Benedictine University and a J.D. from The John Marshall Law School. The dual-degree program is fully integrated for students seeking to gain an advantage in today's global business environment and the corporate world.

Curriculum: M.B.A./J.D. with John Marshall Law School core
MBA 501 Accounting for Nonfinancial Managers (4)*
MBA 510 Economics (4)
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MBA 539 International Business (4)*
MBA 541 Analytical Tools for Management Decisions (4)
MBA 545 Business Law (4)*
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)*
MBA 633 Legal Issues in the Workplace (4)*
MBA 641 Information Technology Management (4)*
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)

Program Electives: 16 quarter credit hours
MST 512 Federal Income Taxation (4)*
MBA 543 Domestic and International Alternative Dispute Resolution (4)
MBA 550 Business Negotiations (4)
MSA 608 Fraud and the Legal Environment (4)*
MSA 609 Computer Fraud (4)*
MIS 546 Systems Analysis and Design (4)*
MIS 657 E-Commerce (4)*
MIS/MSBA 663 Machine Learning (4)*

*Transfer credits may be received both at John Marshall Law School and Benedictine University.

Starting the Program:
Students must apply to both schools separately and meet the admissions requirements for both institutions. Upon admission, both institutions will accept the equivalent of 9 semester credit hours from each other toward each institution's degree. These courses are subject to the approval by the respective deans. Students enrolling in the dual degree program can attend classes part-time or full-time. However, full-time law students must attend the first year of law school exclusively at John Marshall. After successfully completing the first year of law school, the student can combine law courses with Benedictine M.B.A. courses for the remainder of the program. Part-time students can attend classes simultaneously at Benedictine and John Marshall.

The M.B.A. academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first 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./J.D. resources. M.B.A. and J.D. course prerequisites must be met for enrollment in upper-level courses.

Benedictine University

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

College: College of Education and Health Services; School of Graduate, Adult and Professional Education

Department: Education

Student Type: Graduate

Faculty:

MeShelda Jackson, Ph.D.
Associate Professor/Special Education, Department Chair
B.S., Alabama A&M University; M.S., Nova South Eastern University; Ph.D., University of Pittsburgh

Richard Campbell, Ed.D.
Licensure Officer and Assistant Department Chair/School Administration
B.A.; M.A., Eastern Illinois University; Ed.D., Illinois State University

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

Joyce Jeewek, Ed.D.
Assistant Professor/Elementary/Reading
B.S.; M.S. Ed.; Ed.D., Northern University

Eileen Kolich, Ph.D.
Professor
B.S., Rutgers University; M.S., Chicago State University; Ph.D., Pennsylvania State University

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

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

James Pelech, Ed.D.
Associate Professor/Math Education
B.A., St. Norbert College; M.B.A., Governors State University; C.A.S./Math, Concordia University;
Ed.D., National Louis University

Fr. David Turner, O.S.B., Ph.D., Professor Emeritus
Associate Professor
A.B., St. Procopius College (now Benedictine University); M.A., Ph.D., University of Minnesota; M.Div., Mount Angel Seminary; D.Min., Princeton Theological Seminary

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

Ovid Wong, Ph.D.
Associate Professor/Science Education
B.S., University of Alberta; M.Ed., University of Washington; Ph.D., University of Illinois

Introduction:
The M.A.Ed. and M.Ed. degrees provide opportunities for students to explore issues in education, to develop and examine enduring and innovative instructional approaches, to utilize technology and to apply knowledge in diverse educational settings. The School of Education offers two degree programs and three non-degree programs that are designed for individuals at different stages of professional growth. The Master of Arts in Education (M.A.Ed.) program leads to Illinois State Licensure in secondary or special education (Learning Behavior Specialist I) and prepares people to become teachers in these areas. The second degree program, the Master of Education (M.Ed.), prepares experienced educators for roles such as reading specialists or school administrators.

Master of Arts in Education:
The Master of Arts in Education (M.A.Ed.) program offers three tracks: one for those seeking a professional educator license in secondary education grades 9-12; a second for adults seeking a license with the Illinois Learning Behavior Specialist I (LBS I) (grades K-age 21); the third track leads to a professional educator license in Spanish (grades K-12).

Admission to a M.A.Ed. program is a two-step process. The first step is to be admitted at Benedictine University. The second step is to be admitted into the Teacher Education Program (TEP). The following is required to be admitted to Benedictine University:

- B.A. from a regionally accredited institution
- A minimum GPA for the BA of 2.750
- Three letters of support
- Passage of an Illinois-approved test of basic skills

Basic Skills Requirements and pass minimum of two subtests of the Test of Academic Proficiency (TAP) or passage of ACT/SAT Plus Writing in lieu of TAP (isbe.net/documents/act-sat-testing-in-lieu-of-tap.pdf)

- ACT Prior to 9/1/15-Composite score of 22 or higher and a minimum score of 19 on the combined English/Writing portion. (isbe.net/documents/act-sat-testing-in-lieu-of-tap.pdf
- 9/1/15 – 9/10/16 – Composite score of 22 or higher and a minimum score of 16 on the writing portion

- After 9/10/16 – Composite score of 22 and a minimum of 6 on the writing test
- SAT Prior to 3/5/16 – Composite score of 1030 (critical reading + mathematics = 1030 or higher) and a minimum of 450 on writing
- After 3/5/16 – Composite score of 1110 or higher) and a minimum score of 26 on writing and language.

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

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

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

The Curriculum
The secondary track requires 47 semester credit hours of general education coursework. An additional prerequisite for a secondary license is a baccalaureate degree in Biology, Chemistry, Physics, Mathematics, Social Science, History, English/Literature, Business or Spanish (grades K-12). Any of the required general education courses that have not been completed as part of an undergraduate degree program must be completed prior to application for licensure.

EDUC 400 Preclinical Experience (1) Pre-requisite graduate course
EDUC 531-536 Content Area Methods (with preclinical) (3)
EDUC 517 Introduction to Technology (1)
EDUC 540 Survey of Exceptional Children (3) or EDUC 660 Preparing Teachers for Inclusion (3)*
EDUC 605 Ethics, Education and Social Change (3)
EDUC 610 Learning and Development (3)
EDUC 630 Research Methods (3)
EDUC 640 Assessment Measures (3)

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

Electives for secondary education: 6 semester credit hours:

Select 6 semester credit hours of elective coursework from the following:
EDUC 512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum (3)
EDUC 518 Survey of Instructional Technology (1)
EDUC 520 Holistic Reading Strategies (3)
EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)
EDUC 552 Leadership (1)
EDUC 555 Classroom Management (with preclinical 455) (3)
EDUC 557 Organizational Culture (1)
EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)
EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)
EDUC 573 Performance Appraisal (1)
EDUC 581 Team Building (1)
EDUC 582 Conflict Management (1)
EDUC 583 Organizational Assessment (1)
EDUC 592 Managing Diversity (1)
EDUC 615 Curriculum Development (3)
EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (4)
EDUC 650 Leadership and Motivation (3)

**This course can be substituted for EDUC 540 if a 3-semester-credit-hour course in the Survey/Characteristics of Exceptional Children was completed at the undergraduate level.*

The M.A.Ed. Special Education Program (LBS 1) (grades K-age 21) (57 semester credit hours)

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

Students in the special education option must have completed 47 semester credit hours of general education coursework. Any of the required general education courses that have not been completed as part of an undergraduate degree program must be completed prior to application for licensure.

The Curriculum
EDUC 400 Preclinical Experience (1) Pre-requisite graduate course
EDUC 517 Introduction to Technology (1)
EDUC 520 Holistic Reading Strategies (3)
EDUC 525 Teaching Mathematics: An Interactive Process (with preclinical 425) (3)
EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)
EDUC 540 Survey of Exceptional Children (3) or EDUC 660 Preparing Teachers for Inclusion (3)*

EDUC 550 Working with Families of Persons with Disabilities (3)
EDUC 560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation (3)
EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)
EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)
EDUC 605 Ethics, Education and Social Change (3)
EDUC 610 Learning and Development (3)
EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (with preclinical 426) (4)
EDUC 630 Research Methods (3)
EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation (with preclinical 460) (4)
EDUC 640 Assessment Measures (3)
EDUC 671/672 Student Teaching (6)
EDUC 699 Master's Thesis/Project (2)

**This course can be substituted for EDUC 540 if a 3-semester-credit-hour course in the Survey/Characteristics of Exceptional Children was completed at the undergraduate level.*

Requirements – Other – Teacher Education Program Application and Matriculation:
Candidates seeking a teaching career must have a sincere desire to teach, show intellectual promise, and display personal, professional and academic characteristics indicative of competent teachers.

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

As candidates progress through the program, they will develop an understanding of the Illinois Professional Teaching Standards and the Content-Area Standards for Educators. Their preparedness to teach will also be demonstrated through passage of the Content-Area Test, and the appropriate edTPA assessment.

Candidates desiring to enter the program for teacher education should consult with their academic advisors early in their academic career to ensure that they enroll for the appropriate courses needed for admission to teacher education. The initial courses are EDUC 400 (1), Preclinical Experience, and EDUC 605 (3), Ethics, Education and Social Change. Likewise, secondary education (graduate) program students need to pass their content area test at this time.

Benedictine University

Candidates must successfully meet the requirements through five (5) checkpoints to (a) be admitted to the Teacher Education Program (TEP), (b) to maintain enrollment in the TEP, and (c) to successfully complete the program with Illinois teacher licensure. A sixth checkpoint is utilized by the School of Education to follow-up with teacher candidates in their first year of teaching in reference to the Illinois Professional Teaching Standards. This provides the SOE with valuable information for on-going assessment of the program. The six (6) checkpoints (with their requirements) are as follows:

Program Checkpoints

Checkpoint 1: Admission into the Teacher Education Program

- Acceptance into Benedictine University Graduate Program
- EDUC 605, Ethics, Education and Social Change. Completed with a "B" or better.
- EDUC 400, Pre-clinical Experience. Completed with a "B" or better.
- Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in EDUC 605.
- Minimum Cumulative GPA of 3.000 based on Benedictine University courses.
- Three Supportive Letters of Recommendation.
- Background Check (clearance).
- Completion of Undergraduate Basic Skills Courses ("C" or better in Written and Oral Communication, 9 semester credit hours, Mathematics, 3 semester credit hours).
- For Secondary Education Only: Successful completion of ICTS Subject-Matter Knowledge Test.

Checkpoint 2: Application to Student Teaching

- Successful completion of Pre-clinical Experiences.
- Successful completion of graduate education coursework.
- 3.000 Cumulative GPA.
- Successful completion of Subject Area Specialization (Secondary); and General Education Requirements.
- Approved for Admission into the Teacher Education Program
- For Special Education Students: Successful completion of ICTS Content Area Tests.
- Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in all Methods courses via LiveText.

Checkpoint 3: Admission into Student Teaching

- Successful completion of all requirements for Checkpoint #2.

Checkpoint 4: Completion of Student Teaching

- Successful completion of student teaching with a "B" or better.
- Passage of edTPA

Checkpoint 5: Completion of Degree/Program Requirements

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

Checkpoint 6: First Year Teaching

- Successful performance on IPT standards as assessed by first-year teachers and their respective supervisor(s).

Master of Education (M.Ed.)

The School of Education at Benedictine University offers three M.Ed. programs. They are:

- M.Ed. in Reading and Literacy that also leads to entitlement as a Reading Specialist
- M.Ed. in Curriculum and Instruction
- M.Ed. in Special Education/Collaborative Teaching

M.Ed. in Reading and Literacy

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

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

Students enrolled in this program must have access to P-12 classrooms in order to complete required field experiences embedded throughout the program. In order to earn the M.Ed. in Reading and Literacy, all program requirements must be met. In order to receive the reading specialist entitlement, students must also take and pass the Reading Specialist (176) test.

Admission Requirements

In order to be admitted into the M.Ed. in Reading and Literacy program, the following criteria must be met:

- B.A. from a regionally accredited institution
- Minimum GPA from B.A. program of 3.000
- Valid Professional Educator's License
- Minimum 2 years of full-time teaching
- If not already completed, must pass either
  - Test of Academic Proficiency (TAP) or ACT/SAT (see below)

Basic Skills Requirements and pass minimum of two subtests of the Test of Academic Proficiency (TAP) or passage of ACT/SAT Plus Writing in lieu of TAP (isbe.net/documents/act-sat-testing-in-lieu-of-tap.pdf)

- ACT Prior to 9/1/15-Composite score of 22 or higher and a minimum score of 19 on the combined English/Writing portion. (isbe.net/documents/act-sat-testing-in-lieu-of-tap.pdf)
- 9/1/15 – 9/10/16 – Composite score of 22 or higher and a minimum score of 16 on the writing portion

- After 9/10/16 – Composite score of 22 and a minimum of 6 on the writing test
- SAT Prior to 3/5/16 – Composite score of 1030 (critical reading + mathematics = 1030 or higher) and a minimum of 450 on writing
- After 3/5/16 – Composite score of 1110 or higher) and a minimum score of 26 on writing and language.

Curriculum

EDUC 524 Literacy Development from P-12
EDUC 564 Content Area Literacy and Learning
EDUC 567 Literacy and the ELL
EDUC 601 Cultural and Linguistic Diversity for ELLs and Bilinguals*
EDUC 602 Assessment for Diagnosis
EDUC 603 From Diagnosis to Instruction
EDUC 611 Literacy Coaching and Collaboration (overlaps with the first five weeks of EDUC 691 Practicum II Capstone
EDUC 616 Curriculum Design and Instruction
EDUC 622 Theoretical Foundations of Literacy and Language
EDUC 690 Practicum I Corrective Techniques and Interventions for Struggling Readers
EDUC 691 Practicum II Capstone (a 10 week course where the first five weeks overlap with EDUC 611)

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

Program Checkpoints

Checkpoint 1: Program Admission (see admission requirements listed above)

Checkpoint 2: Admission to EDUC 690 Practicum I
- Completion of minimum of 18 credit hours in the program
- Minimum GPA of 3.000
- Passage of the dispositional assessment

Checkpoint 3: Admission to EDUC 691 Practicum II: Capstone
- Completion of minimum of 24 credit hours in the program
- Minimum GPA of 3.000
- Passage of the dispositional assessment
- Successful completion of EDUC 690 Practicum I
- Passage of all key assessments in EDUC 690 Practicum I

Checkpoint 4: Program Completion
- Completion of 33 credit hours in the program
- Minimum GPA of 3.000
- Passage of the dispositional assessment

- Passage of all key assessments in EDUC 691 Practicum II: Capstone
- To be eligible for entitlement as a Reading Specialist in addition to successful completion of the program, students must also pass the content area test for Reading Specialist (176).

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

Admission requirements
- B.A. from a regionally accredited institution
- Minimum GPA from B.A. program of 2.750

Curriculum
EDUC 552 Leadership (1)
EDUC 581 Team Building (1)
EDUC 582 Conflict Management (1)
EDUC 591 Family, School and Community (3)
EDUC 605 Ethics, Education and Social Change (3)
EDUC 610 Learning and Development (3)
EDUC 615 Curriculum Development (3)
EDUC 630 Research Methods (3)
EDUC 620 Instructional Strategies Across the Curriculum (4)
EDUC 640 Assessment Measures (3)
EDUC 645 Collaborative/Consultative Teaching (3)
EDUC 660 Preparing Teachers for Inclusion (3)
EDUC 699 Master Thesis/Project (2)

M.Ed. in Special Education/Collaborative Teaching
This 33-34 -semester-credit-hour program is recommended for experienced teachers who seek licensure as a special education teacher (LBS I).

Admission requirements
- B.A. from a regionally accredited institution
- Minimum GPA from B.A. program of 2.750
- Hold a valid professional educator's license (PEL) for Early Childhood, Elementary Education, and/or Secondary Education

Curriculum
EDUC 605 Ethics, Education and Social Change (3)
EDUC 610 Learning and Development (3)
EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (4)
EDUC 630 Research Methods (3)
EDUC 640 Assessment Measures (3)
EDUC 645 Collaborative/Consultative Teaching (3)

EDUC 650 Leadership and Motivation (3)
EDUC 660 Preparing Teachers for Inclusion (3)
EDUC 699 Master Thesis/Project (2)

Select two courses from the following:
EDUC 560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation (3)
EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)
EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)
EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation (4)

**Students may transfer up to 9 semester hours of related coursework completed through Benedictine University's Teacher Inservice for DuPage Educators/TIDE program and up to 6 semester credit hours of related coursework through Benedictine University's partnership with The Connecting Link.*

Non-degree Programs

The School of Education, in partnership with the School of Graduate, Adult and Professional Education, offers three non-degree programs. They are:

- English as a Second Language (ESL) that leads to the ESL endorsement
- Bilingual Education that leads to the Bilingual endorsement

English as a Second Language (ESL endorsement)

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

Admission requirements

- Hold a valid Illinois Professor Educator's License (PEL)
- Passage of an Illinois-Approved Test of Basic Skills

Basic Skills Requirements and pass minimum of two subtests of the Test of Academic Proficiency (TAP) or passage of ACT/SAT Plus Writing in lieu of TAP (isbe.net/documents/act-sat-testing-in-lieu-of-tap.pdf)

- ACT Prior to 9/1/15-Composite score of 22 or higher and a minimum score of 19 on the combined English/Writing portion. (isbe.net/documents/act-sat-testing-in-lieu-of-tap.pdf)
- 9/1/15 – 9/10/16 – Composite score of 22 or higher and a minimum score of 16 on the writing portion
- After 9/10/16 – Composite score of 22 and a minimum of 6 on the writing test
- SAT Prior to 3/5/16 – Composite score of 1030 (critical reading + mathematics = 1030 or higher) and a minimum of 450 on writing

- After 3/5/16 – Composite score of 1110 or higher) and a minimum score of 26 on writing and language.

Curriculum

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

Bilingual Education

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

Admission requirements

- Hold a valid Illinois Professor Educator's License (PEL)
- Passage of an Illinois-Approved Test of Basic Skills

Curriculum

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

Career Opportunities:

State of Illinois Reports Demand for Teachers and Other School Personnel

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

Benedictine University

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 Assistant Professor, Public Health
Ph.D., University of California, San Diego/San Diego State University
M.P.H., San Diego State University
B.A., Northwestern University

Elizabeth Bormann, M.P.H.
Instructor, Public Health
M.P.H., Northern Illinois University
B.S., Northern Illinois University

Alan Gorr, Ph.D., M.P.H.
Dean, Global College; Professor, Public Health
Ph.D., University of Iowa
M.P.H., University of Illinois at Chicago
M.A., University of Toronto
B.A., University of Iowa

Lindsey Ho, Dr. P.H., M.P.H.
Dr.P.H., University of North Carolina at Chapel Hill
M.P.H., San Diego State University
B.S., University of California, San Diego

David Milen, Ph.D., M.P.H., M.S.
Assistant Professor, Public Health
Ph.D., Walden University
M.P.H. Walden University
M.S., Indiana State University
B.A., Northern Illinois University
A.A.S., Ivy Tech Community College

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

Heather Sipsma, Ph.D.
Ph. D., Yale University
B.A., Johns Hopkins University

Jude-Marie Alexis Smalec, Dr.P.H., M.P.H.
Assistant Professor, Public Health
Dr.P.H., Tulane University, New Orleans
M.P.H. Tulane University, New Orleans
B.S., Tulane University, New Orleans

Lisle Main Campus Lecturers:
Krishna Bhagar, Ph.D.
Peter Corcoran, M.P.H.
Julia Dyer, M.D., M.P.H.
Taniya Henry, M.P.H.
Bette Lawrence-Water, M.S.
Sharon Miller, M.P.A., A.R.R.T., N.M.T.
Shefali Mookencherry, M.P.H.
John Morgan, M.M.
Sarah Troll, M.P.A.
Alisa Witt, M.P.H., CHES, TTS
Ethan Zelizer, J.D., B.A. SPHR, SHRM, CLRP

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

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

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

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

Based on concepts, skills and values:
- Apply biological principles to disease management, prevention and control.
- Apply management skills to public health practice.

- Apply culturally competent approaches to public health practice, research, policy development and health disparities.

Producing assessments, plans, programs and policies:

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

Integrating and synthesizing knowledge and skills:

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

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

M.P.H. Degree:
The generalist M.P.H. degree prepares students to be public health practitioners who draw on knowledge and skills from a variety of disciplines. The foundation (core) coursework in biostatistics, epidemiology, management, policy, biological, behavioral and social aspects of public health, environmental health, provides a scientific and practical base for public health practice. Elective courses may be taken in a variety of areas such as health education, marketing, technology, applied epidemiology and information technology or in other relevant programs such as Psychology, Business 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 66 quarter hours which includes 48 quarter credit hours of foundation (core) courses; 12 quarter credit hours of elective courses; and an internship/capstone Pass/Fail experience of 6 quarter credit hours (240 contact hours). It is the responsibility of the student to secure a site for the field placement.

A student must complete a minimum of 32 quarter credit hours of coursework at Benedictine University at the 500 level or above. This requirement is known as the academic residency requirement. For students in dual degree programs, the residency requirement is 64 quarter credit hours.

Courses designated as foundation (core) courses, as identified in the course catalog, require a grade of a "B" or 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 (48):
MPH 511 Biostatistics (4)*
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health System (4)
MPH 603 Ethical and Political Issues (4)
MPH 604 Epidemiology (4)*
MPH 605 Environmental Health (4)
MPH 606 Methods of Research in Public Health (4) *
MPH 607 Community Health Analysis (4)*
MPH 609 Cultural Context of Health (4)
MPH 610 Health Policy (4)
MPH 611 Biological Aspects of Public Health (4)
MPH 662 Management of Health Services Organizations (4)

Certificate Programs - Required Courses:

HEALTH MANAGEMENT and POLICY CERTIFICATE
(16 quarter credit hours required)
MPH 602 Public Health System (4)
MPH 610 Health Policy (4)
MPH 662 Management of Health Services Organizations (4)

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

EMERGENCY PREPAREDNESS CERTIFICATE
(16 quarter credit hours required)
MPH 605 Environmental Health (4)
MPH 650 Emergency Preparedness and Planning (4)
MPH 654 Psychology and Sociology of Disasters (4)
MPH 656 Emergency Response and Recovery (4)

HEALTH EDUCATION AND PROMOTION CERTIFICATE
(16 quarter credit hours required)
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 609 Cultural Context of Health (4)
MPH 632 Public Health Education Methods (4)

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

EPIDEMIOLOGY CERTIFICATE
(16 quarter credit hours required)
MPH 604 Epidemiology (4)
MPH 606 Methods of Research in Public Health (4)

- MPH 696 Applied Epidemiology (4)
- MPH 697 Advanced Research Methods (4)

Dual Degrees:
Dual degree options prepare students to take leadership roles and pursue a myriad of career opportunities. Dual degree programs generally requires 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.

The **M.P.H./M.S. in Management Information Systems** dual degree combines the generalist M.P.H. curriculum and the M.S. in Management Information Systems for professionals who will be responsible for managing information resources and providing decision support in health organizations. The M.P.H./Management Information Systems program results in both the M.P.H. and the M.S. in Management Information Systems degrees. (Not offered online)

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

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

Starting the Program

Admission to the M.P.H. degree program:
Application to the M.P.H. program can be done online at 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 511 Biostatistics
    - MPH 601 Behavioral and Social Aspects of Public Health
    - MPH 602 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 511 Biostatistics
    - MPH 601 Behavioral and Social Aspects of Public Health
    - MPH 602 Public Health System
- All students must complete MPH 511, MPH 601 and MPH 602 with a grade of B or better to successfully advance in the program toward gaining the degree. Any grade below a B in a core class is considered a failing grade and will not count for credit. Students who do not complete the degree within six years will be asked to re-apply to the program and follow the degree requirements of the new catalog of their new admission date and year.
- 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.

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.

Benedictine University

Master of Science (M.S.) in Accountancy

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

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

Ron Baiman, Ph.D.
Assistant Professor, Graduate Business Administration

Joseph D. Cursio, M.S.
Instructor of Finance, Graduate Business Administration (2017)

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

Zhen Liu, Ph.D.
Assistant Professor, Management Information Systems and Business Analytics Programs

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

Thomas Yu, Ph.D.
Assistant Professor, MBA and M.S. in Accountancy Programs

Academic Administrator:
Krista Huba, B.S., Program Manager

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.
David Dibblee, M.B.A., M.S.A, CPA, Professor Emeritus
Charles Droege, B.A., CPA
Chris Fernandez, Ph.D., M.B.A., M.S.
Darryl Franklin, Ph.D.
Sharolyn Franklin, M.B.A., CPA, CTP
John Frech, M.B.A., CPA

Ann Fulmer, M.S., Senior Lecturer
Kenneth Hansen, J.D., M.S., Senior Lecturer
George Hay, Ph.D.
James Hill, M.B.A., Senior Lecturer
Philip L. Hupfer, M.S.
Edwin J. Kocinski, M.B.A., Senior Lecturer
Mark Kozak, M.A., M.B.A.
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
John Malec, M.A., Senior Lecturer
Edmund M. Manrique, M.S., M.B.A.
Michael Modica, Ph.D., M.S.
Leon Opyd, M.B.A.
William Payne, M.S.
James Pilcher, M.B.A.
John Potocki, M.B.A.
Kevin Pugh, M.B.A., M.S.
Ronald Revers, Ph.D., Senior Lecturer
Balajirao Ryali, M.E.M, M.B.A., M. Tech.
Thomas Scott, M.S.A., CPA, CMA
Greg Sellers, Ph.D., M.S.
Bernard Silverman, Ph.D., M.A., Senior Lecturer
Mark Martin Sowa, M.A., M.B.A.
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
Joseph Youchison, M.S., M.B.A., Senior Lecturer
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.

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 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 6:30pm. Select courses may be offered in a weekend, online or matinee (3:00pm-6:00pm) format, enabling a student to take additional courses in one quarter and thus requiring the student to come to campus only one night per week. Please consult the schedule for the exact times and locations.

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.

Dual Degree Programs (M.S. in Accountancy/M.B.A., M.S. in Accountancy/M.S. in Business Analytics, M.S. in Accountancy/M.S. in Management Information Systems):
The dual degree programs combine the comprehensive accounting core of the M.S. in Accountancy with the competencies of business management or information systems. Students enrolling in the dual degree program can develop powerful credentials and specialized expertise enabling them to successfully meet the challenges of today's marketplace. The dual degree program consists of 96

quarter credit hours and can be completed in 36 months or less. Application and admission is required to each graduate program, and students must complete all requirements for the selected dual degree. Students admitted to a graduate business program may apply a dual degree program at any time during their initial program or up to five years after completion of the initial degree program based on the approval of the M.S. in Accountancy program director and the M.B.A. department chair.

Curriculum:
The M.S. in Accountancy program requires 64 quarter credit hours of graduate 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 510 Economics (4)
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MGMT 530 Organizational Behavior (4)
MSA 611 Managerial Economics (4)

Core/Foundation Accounting Competency:
MSA 500 Financial Accounting (4)
MSA 504 Corporate Accounting Theory and Practice I (4)
MSA 513 Auditing Theory and Practice (4)
MSA 515 Advance Accounting (4)
MSA 601 Managerial Accounting (4)

Advanced Accounting Topics:
MSA 506 Corporate Accounting Theory and Practice II (4)
MSA 603 Cost Analysis, Profit Planning and Control (4)
MSA 604 Theory and Practice of Financial Reporting (4)
MST 605 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 M.B.A., M.S. in Accountancy, M.S. in Management Information Systems, or M.S. in Management and Organizational Behavior programs based on student's needs. Students planning to sit for the CPA exam may need to take MBA 626 Strategic Business 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.

Starting the Program:
The academic calendar is organized around four 10-week academic quarters. The Benedictine Accountancy program offers a rolling admission so students may be admitted into any of these quarters. It is possible to follow either a part-time or full-time program.

Admission 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 qualitative course.

Applicants who have not completed college algebra within the past five years may be required to demonstrate math proficiency or participate in a math refresher course MBA 400 College Algebra.

Benedictine University

Concentrations

Forensic Accounting:
MSA 606 Forensic Accounting
MSA 607 Fraud Examination
MSA 608 Fraud and the Legal Environment
MSA 609 Computer Fraud
(Students must complete 3 courses of those listed above to qualify for a concentration in Forensic Accounting)

Auditing:
MSA 614 Auditing and Assurance I
MSA 615 Auditing and Assurance II
MSA 616 Information System Auditing
MSA 617 Internal Auditing
(Students must complete 3 courses of those listed above to qualify for a concentration in auditing)

Taxation:
MST 623 Taxation of Corporations and Shareholders
MST 624 Federal Tax Research
MST 625 Federal Taxation of Partnerships
Note: For those students planning to sit for the CPA exam, MST 624 Federal Tax Research will count toward the research requirement)

Certificate Programs

Certificate programs are designed for a concentrated focus for those professionals looking to expand their knowledge in a specific area. Courses may be taken throughout the year and may be applied toward the M.S. in Accountancy degree for students who are accepted into the degree-seeking program. Students in certificate programs must meet all enrollment requirements for Student At Large status. Courses must be completed at a GPA of 3.000 or higher to apply toward the M.S. in Accountancy degree. All students entering into a certificate program must schedule an advising appointment with the M.S. in Accountancy program director before they initiate their first certificate course. Those students seeking a post-baccalaureate certificate concurrently while working on the M.S. in Accountancy degree or post-degree completion should be aware that courses completed within the M.S. in Accountancy degree program cannot be applied to a certificate. Certificates are offered in the following areas: Auditing, Forensic Accounting and Taxation. Once a student is accepted into the M.S. in Accountancy program, required coursework can no longer apply to a certificate program.

Auditing Certificate (16 quarter credit hours):
The certificate in Auditing is for those students interested in gaining the background necessary to prepare for the United States Uniform CPA exam or CIA exam but who are not interested in participating in a masters-degree program. Four courses are required for completion of the certificate in Auditing. Students must successfully complete the following courses:

MSA 513 Auditing Theory and Practice (4)
MSA 614 Auditing and Assurance I (4)
MSA 615 Auditing and Assurance II (4)
MSA 616 Information Systems Auditing (4)
MSA 617 Internal Auditing (4)

Forensic Accounting Certificate (16 quarter credit hours):
The certificate in Forensic Accounting is for those students interested in gaining the background necessary to prepare for the CPA exam or CFE exam, but who are not interested in participating in a masters-degree program. Four courses are required for completion of the certificate in Forensic Accounting. Students must successfully complete the following courses:

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

Taxation Certificate (16 quarter credit hours):
This certificate is designed to provide students with an in-depth understanding of U.S. federal income tax law as it relates to corporations, partnerships and other legal entities. Students must successfully complete the following courses:

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

Policies:
The M.S. in Accountancy curriculum includes 16 courses, 13 required and three electives, totaling 64 quarter credit hours. Course substitutions and waivers for foundation-level courses may be determined by the M.S. in Accountancy program director on a case-by-case basis. Demonstration of a graduate degree, a professional certificate (such as Certified Public Accountant) or extensive undergraduate completion of equivalent coursework at a 3.000 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. Each quarter selected courses are offered on weekends for those students whose professional commitments make it difficult to attend weekday courses. Accountancy courses require individual academic work and team projects. Elective courses are offered at least once a year, and advanced academic planning is recommended to incorporate preferred electives.

The M.S. in Accountancy program requires basic skills in computer software programs (such as knowledge of Microsoft Word and PowerPoint) and spreadsheet (Microsoft Excel) development. Most classes require significant written and verbal presentations. Completion of case analyses by teams is

frequently required to enhance your skills in team effectiveness and professional presentations. Ability to work collaboratively in teams is required.

The Graduate Course Schedule is posted on the Benedictine University website. M.S. in Accountancy students wishing to take three or more M.S. in Accountancy courses per quarter require approval from the M.S. in Accountancy program director.

Benedictine University

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

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:
Ricky M. Holman, J.D.
Assistant Professor and Department Chair, Graduate Business Administration (2013)
B.S., 1977, George Mason University; J.D, 1988, Thomas M. Cooley Law School

Ron P. Baiman, Ph.D.
Assistant Professor, Graduate Business Administration (2013)
B.Sc., 1973, Hebrew University; M.A., 1981, Ph.D., 1992, New School for Social Research

Joseph D. Cursio, M.S.
Instructor of Finance, Graduate Business Administration (2017)
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 (2008)
Program Director, M.S. in Accountancy Program
B.S., 1970, University of Illinois; M.B.A., 1981, DePaul University

Zhen Liu, Ph.D.
Assistant Professor, Management Information Systems and Business Analytics Programs (2017)
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 (1992) and Business Analytics
B.S., 1977, Loyola University Chicago; M.S., 1979, Ph.D., 1985, Northwestern University

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

Academic Administrators:
Krista Huba, B.S., Program Manager

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.
David Dibblee, M.B.A., M.S.A, CPA, Professor Emeritus
Charles Droege, B.A., CPA
Chris Fernandez, Ph.D., M.B.A., M.S.
Darryl Franklin, Ph.D.
Sharolyn Franklin, M.B.A., CPA, CTP
John Frech, M.B.A., CPA
Ann Fulmer, M.S., Senior Lecturer
Kenneth Hansen, J.D., M.S., Senior Lecturer
George Hay, Ph.D.
James Hill, M.B.A., Senior Lecturer
Philip L. Hupfer, M.S.
Edwin J. Kocinski, M.B.A., Senior Lecturer
Mark Kozak, M.A., M.B.A.
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
John Malec, M.A., Senior Lecturer
Edmund M. Manrique, M.S., M.B.A.
Michael Modica, Ph.D., M.S.
Leon Opyd, M.B.A.
William Payne, M.S.
James Pilcher, M.B.A.
John Potocki, M.B.A.
Kevin Pugh, M.B.A., M.S.
Ronald Revers, Ph.D., Senior Lecturer
Balajirao Ryali, M.E.M, M.B.A., M. Tech.
Thomas Scott, M.S.A., CPA, CMA
Greg Sellers, Ph.D., M.S.
Bernard Silverman, Ph.D., M.A., Senior Lecturer
Mark Martin Sowa, M.A., M.B.A.
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
Joseph Youchison, M.S., M.B.A., Senior Lecturer
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:
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, M.S. in Finance, M.S. in Management Information Systems, M.S. in Management and Organizational Behavior and M.S. in Taxation 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 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, Finance, Forensic Accounting, Health Care, Management Information Systems, Marketing and Professional Internship. These concentrations and additional available electives are not only applicable to a student's profession, but are also key in broadening a student's perspective.

The program's unique philosophy, integrative teaching methods and commitment to individual development are the basis for the professional achievements of its graduates. This approach gives students the unique opportunity to interact with the larger group of graduate students in all of Benedictine's Accountancy, Business Administration, Finance, Marketing, Management Information Systems, 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 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, online or matinee (3:00-6:00 p.m.) format, enabling a student to take additional courses in one quarter and thus requiring the student to come to campus only one night per week. Please consult the schedule for the 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 36 quarter credit hours of core courses, 12 quarter credit hours of elective courses, as well as 16 quarter credit hours of courses in one of several concentrations: Business Administration, Forensic Accounting, Health Care, Management Information Systems, Marketing and Professional Internship.

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

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

Our courses are scheduled so that a student may complete the program in two years 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.

Course Substitutions and Waivers:
Course substitutions and waivers for 500-level courses may be determined by the M.S. in Business Analytics program director on a case-by-case basis. Students with a relevant graduate degree or a professional or industry certificate/licensure (e.g. Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/wavier. Students with extensive undergraduate equivalent coursework completed at a 3.000/4.000 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 Core (36 quarter credit hours):
The Business Analytics core is common across all concentrations:
MBA 541 Analytical Tools for Management Decisions (4)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS/MBA 683 Project Management (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

Business Analytics Electives (12 quarter credit hours):
The set of electives is common across all concentrations:
MSA 606 Forensic Accounting (4)
MSA 607 Fraud Examination (4)
MSA 608 Fraud and the Legal Environment (4)
MSA/MIS 609 Computer Fraud (4)
MBA 613 Business and Economic Forecasting (4)
MSA/MIS 616 Information Systems Auditing (4)
MBA 626 Strategic Managerial Communications (4)
MBA 630 Operations Management (4)
MBA 632 Supply Chain Management (4)
MGMT 530 Organizational Behavior (4)
MGMT 581 Team Building (2)
MIS 677 Decision Support and Knowledge-based Systems (4)
MSBA 600 Independent Study (1-4)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 690 Business Analytics Internship (1-4)
MSBA 691 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 (*16 quarter credit hours*):*
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MSA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers (4) **
MBA 510 Economics (4)
MSA 601 Managerial Accounting (4) or MBA 545 Business Law (4) **
MBA 611 Managerial Economics (4)

MBA 630 Operations Management (4)
MBA 632 Supply Chain Management (4)
MBA 651 Financial Management (4)
**Required*
***Either MSA 500 and MSA 601 must be taken in combination, or MBA 501 and MBA 545 must be taken in combination. Students may not combine MSA 500 and MBA 545 since there are critical managerial accounting concepts covered in MSA 601 and MBA 501.*

Finance:
This concentration is intended for students with a background in finance and who are interested in developing depth in their knowledge. It is also appropriate for those students who are considering a Master of Science in Finance degree as a dual degree.

Finance (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MBA 651 Financial Management (4)*
MSA 604 Theory and Practice of Financial Reporting (4)
MSF 646 Fixed Income Securities (4)
MSF 647 Behavioral Finance (4)
MSF 653 Investment Theory and Portfolio Management (4)
MSF 656 Investment Analysis (4)
MSF 658 Derivative and Risk Management (4)
**Required*

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

Forensic Accounting (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MSA 606 Forensic Accounting (4)
MSA 607 Fraud Examination (4)
MSA 608 Fraud and the Legal Environment (4)
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information Systems Auditing (4)
**Required*

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

Health Care (16 quarter credit hours):
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MPH 602 Public Health System (4)*
MPH 603 Ethical and Political Issues (4)*
MPH 606 Methods of Research in Public Health (4)
**Required*

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

Management Information Systems (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MIS 546 Systems Analysis and Design (4)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Security (4)
MIS 656 Information Systems Security (4)
MIS 657 E-Commerce (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
**Required*

Marketing:
This concentration is for students interested in a broad range of skills in marketing or more focused skills in data analysis for direct mail, advertising and strategic marketing communications. Roles in marketing management, planning and agency marketing are enhanced with this concentration.

Marketing (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MBA 626 Strategic Business Communications (4)
MBA 661 Marketing Management (4)
MBA 662 Brand Management (4)
MBA 665 Marketing Research (4)
MBA 670 Internet Marketing Communications (4)
**Required*

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 (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MSBA 690 Business Analytics Internship (12)
**Required*

Certificate Programs

Sixteen quarter credit hours are required to earn any certificate and all courses may be applied toward the M.S. in Business Analytics degree. Courses are offered throughout the year so that students may enroll in a timely fashion. Once a student is accepted into the M.S. in Business Analytics program, required coursework can no longer apply to a certificate program.

Business Analyst (16 quarter credit hours):
This certificate program provides students with an understanding of business issues and information technology solutions. A business or systems analyst is a bridge between these areas, working with both sides to propose changes to processes and systems to meet the needs of the business. There are four elective hours in addition to the required courses listed below.

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

Business Analytics (16 quarter credit hours):
Business Analytics refers to the skills, technologies, applications and practices for iterative exploration and investigation of past business performance to gain insight and drive business planning. It focuses on developing new insights and understanding of business performance based on data and statistical methods.

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

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

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

Health Information Systems Management (16 quarter credit hours):
This certificate program provides students with an understanding of the role of information technology in health care.

MIS 546 Systems Analysis and Design (4)*
MIS 648 Information Management in Health Care (2)*
MIS 649 Advanced Topics in Health Information Management (2)*
MIS/MSBA 663 Machine Learning (4)*
MPH 602 Public Health System (4)*
**Required*

Information Security (16 quarter credit hours):
Business and consumers increasingly rely on the internet and web services. Needs exist for system security professionals who can help design, configure, implement, manage, support and secure computer systems. This certificate is designed to explore the challenges and possible solutions to information systems security.

MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information Systems Auditing (4)
MIS 642 Financial Information Systems (2)*
MIS 655 Computer and Network Systems Security (4)*
MIS 656 Information Systems Security (4)*
MIS 657 E-Commerce (4)
MIS/MSBA 663 Machine Learning (4)
**Required*

Information Systems Management (16 quarter credit hours):
This certificate program provides students with a foundation in the information technology field.

MIS 546 Systems Analysis and Design (4)*
MIS 654 Enterprise-wide Information Systems (4)*
MIS 656 Information Systems Security (4)*
MIS 657 E-Commerce (4)*
**Required*

Integrated Marketing Communications (16 quarter credit hours):
Integrated marketing communications (IMC) is a customer-centric, data-driven approach to planning and communicating with consumers. IMC is the management of all organizational communications to build positive relationships with customers and other stakeholders, stressing marketing to the individual by understanding their needs, motivations, attitudes and behaviors. IMC emphasizes internet-based marketing communication tools along with traditional communication tools used by marketing professionals.

MIS 657 E-Commerce (4)
MIS/MSBA 663 Machine Learning (4)

MBA 626 Strategic Business Communications (4)
MBA 661 Marketing Management (4)*
MBA 670 Internet Marketing Communications (4)*
**Required*

Project Management (16 quarter credit hours):
Managers and those in coordination and peer leadership roles will find the Project Management certificate an important addition to their professional credentials. Project management deals with how to initiate, plan, make financial decisions on, control, and close projects within budget and on schedule. Topics in organization behavior, financial decision-making, group dynamics and team building complete the certificate.

MBA 651 Financial Management (4)*
MIS/MBA 683 Project Management (4)*
MGMT 530 Organizational Behavior (4)*
MGMT 580 Group Dynamics (4)* or
MGMT 581 Team Building (2)* and MGMT 582 Conflict Management (2)*
**Required*

Dual Degree Programs:
Benedictine University offers several dual M.S. degrees combining Business Analytics with other graduate degree programs: M.S. in Business Analytics/M.S. in Management Information Systems, M.S. in Business Analytics/Master of Business Administration, M.S. in Business Analytics/M.S. in Accountancy and M.S. in Business Analytics/M.S. in Finance. Dual degree programs consist of 96 quarter credit hours for completion.

Application and admission is required to each graduate program, and students must complete all requirements for the selected dual degree.

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

College: College of Science

Department: Biological Sciences

Student Type: Graduate

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

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

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

Lecturers:
Amie Luna, M.S., RCEP
Brian Saso, M.S.
Laurie Schubert, Ph.D., RD, LDN
David Zanghi, M.S., M.B.A., ATC/L, CSCS, FAACVPR

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

Introduction:
Benedictine University's Master of Science (M.S.) in Clinical Exercise Physiology program is a two-year, adult evening program designed in accordance with the American College of Sports Medicine (ACSM) for certification as a Registered Clinical Exercise Physiologist (RCEP). Students develop the skills and qualifications to work in the primary and secondary prevention of cardiovascular, pulmonary, hematological and metabolic diseases such as obesity and diabetes. Students also receive extensive hands-on training in the rehabilitation of individuals who have experienced problems related to these diseases. The program is academically demanding and requires considerable commitment on the part of the student. If you are a highly motivated person who takes pride in building a sound scientific knowledge base about exercise physiology, we encourage you to contact us to arrange an interview and tour our facilities.

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

Graduates from this program can be found in a wide variety of leadership roles in many professional settings including hospitals, independent cardiac rehabilitation programs, agencies, schools, corporations and health clubs. In addition to professional preparation, the program also provides an excellent educational background for those who wish to pursue further study to become medical doctors, physician assistants, doctors of physical therapy or earn their Ph.D. in exercise physiology.

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

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

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

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

Ongoing research opportunities in the Exercise Physiology Laboratory are available for student participation. The results of these studies are presented at both regional and national American College of Sports Medicine meetings as well as published in scientific journals.

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

Clinical Exercise Physiology Recommended Course Sequence:

Year One
Fall
EXPH 521 Fitness Testing (1)
EXPH 560 Advanced Human Physiology (3)
EXPH 581 Professional Experiences in Clinical Exercise Physiology (1)
EXPH 582 Advanced Exercise Physiology-I (1)

Spring
EXPH 522 Electrocardiography (1)**
EXPH 561 Pathophysiology and Prevention (3)**
EXPH 591 Human Metabolism (3)

Summer
EXPH 623 Graded Exercise Testing (2)**
EXPH 681 Behavior Modification and Preventive Complementary Health Care (2)
EXPH 685 Laboratory Ethics/Laboratory Procedures (2)

Year Two
Fall
EXPH 662 Advanced Exercise Physiology II (4)**
EXPH 663 Exercise Pharmacology (3)
EXPH 690 Internship (2)**

Spring
EXPH 664 Special Populations (3)
EXPH 690 Internship (2)**
NUTR 542 Applied Nutritional Physiology (3)

Summer
EXPH 625 Comprehensive Exit Exams (2)*
EXPH 686 Program Development and Administration (2)

*Students are required to complete and pass (80 percent or higher on each component) this exam within six months of completing the EXPH 625 class.

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

In order to enhance the professional development of students, a degree completion requirement is membership in a professional society related to clinical exercise physiology and/or attendance at a regional or national meeting of one of those societies. A list of recognized societies may be obtained from the program website at ben.edu/MSCEP.

Starting the Program

Admissions and Prerequisites Clinical Exercise Physiology Program:

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

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

Priority application consideration for work study and research awards will be given to students who apply by February 1 of each academic year. All student applications submitted by the February 1 deadline will be notified by March 15 regarding acceptance status. Students may still apply after the February 1 deadline. All acceptances will be based on a student's qualifications, experience and incoming student space availability.

The Graduate Record Examination (GRE) is not required.

For a full list of application requirements, please visit ben.edu/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. All faculty are members of the North American Association of Master's in Psychology (NAAMP).

Dianne R. Moran, Ph.D.
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

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

Patricia Somers, Ph.D.
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:
Rita Bobrowski, Psy.D.
James Derr, M.S., LPC
Steve Eisenberg, M.S., LCPC
Barbara Leiber, M.S., LCPC
Marly Lio, M.S., LCPC
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.

Curriculum:
Organized by Licensure Category
** indicates program core requirement*

Group:
MCP 516 Group Process (2)*
MCP 633 Group Counseling and Psychotherapy (3)*

Professional Practice, Ethics and Law:
MCP 601 Professional, Ethical and Legal Issues in Counseling I (3)*
MCP 602 Professional, Ethical and Legal Issues in Counseling II (2)*

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

Counseling Techniques [Two courses required]:
MCP 560 Principles of Behavior Modification (3)
MCP 607 Counseling Laboratory (3)
MCP 620 Cognitive Therapy (3)
MCP 621 Brief Counseling and Psychotherapy (2)
MCP 650 Introduction to Art Therapy (2)
MCP 655 Theory and Practice of Play Therapy with Children (3)

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

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

Appraisal:
MCP 664 Psychological Assessment: Measurement and Test Evaluation (2)*
MCP 665 Psychological Assessment: Personality Evaluation and Report Writing (3)*

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

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

Human Growth and Development: (2 classes required)
MCP 646 Human Development: Infancy and Childhood (3)
MCP 647 Human Development: Adolescence (3)
MCP 648 Human Development: Adulthood (3)

Substance Abuse:
MCP 550 Addiction and the Family (3)*
MCP 551 Alcohol and Other Substances of Abuse (3)*
MCP 619 Substance Related Disorders: Application of Theory (3)

Practical Experience and Internship: (10 quarter credit hours required)
MCP 690 Supervised Field Experience in Mental Health I (1-6) *
MCP 691 Supervised Field Experience in Mental Health II (1-6) *
A background check is required of all students prior to going out on placement.

Research Development and Utilization:
Two tracks are available for completion of the research requirement.

Track A: Non-thesis option:
MCP 606 Methods of Research (3)*
MCP 635 Research in Counseling and Psychotherapy (2)*

Track B: Requires the two above and:
MCP 688 Master's Thesis (2-4)
NOTE: credit hours are counted as elective credit.

Elective courses:
MCP 510 The Physiology and Pharmacology of Psychotherapeutic Drugs (3)
MCP 580 Psychology of Women (3)
MCP 585 Grief and Loss (3)
MCP 600 Independent Study (1-4)
MCP 616 Stress Management (3)
MCP 619 Substance Related Disorders: Application of Theory
MCP 621 Brief Counseling and Psychotherapy (2)
MCP 638 Problems in Counseling and Psychotherapy (1-4)
MCP 649 Human Sexuality (3)
MCP 653 Behavior Disorders of Childhood (3)
MCP 687 Readings in Counseling Psychology (1-4)
MCP 693 Supervised Field Experience in Human Services, Student Personnel, Supervision, Teaching and Research (1-6)

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

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

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

Courses required for a Child Subspecialty are as follows:

From the core courses:
MCP 646 Human Development: Infancy and Childhood (3)
MCP 647 Human Development: Adolescence (3)
MCP 664 Psychological Assessment: Measurement and Test Evaluation (2)

From the elective courses:
MCP 560 Principles of Behavior Modification (3)
MCP 650 Introduction to Art Therapy (2)
MCP 653 Behavior Disorders of Childhood (3)
MCP 655 Theory and Techniques of Play Therapy with Children (3)

Clinical field placement:
MCP 690 or 691 Supervises Field Experience in Mental Health in a setting treating children and adolescents

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

From the core courses:
MCP 550 Addiction and the Family (3)
MCP 551 Alcoholism and Other Substances of Abuse (3)
MCP 648 Human Development: Adulthood (3)
MCP 672 Marriage and Family: Systems and Theory (3)
MCP 673 Workshop in Marital Therapy (3)

From the electives:
MCP 580 Psychology of Women (3)
MCP 649 Human Sexuality (3)

Clinical field placement:
MCP 690 or 691 Supervised Field Experience in Mental Health in a setting treating families and couples (1-6)

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.

Benedictine University

Master of Science (M.S.) in Leadership

College: School of Graduate, Adult and Professional Education

Student Type: Graduate

Program Overview:
Assuming leadership roles in the workplace can be challenging, especially for women. Opportunities exist to improve collaboration, communication, expectations and the workplace culture; establish mentor relationships; and create a support system. Benedictine University empowers students to overcome these challenges.

To uplift and empower women to more deeply participate in and lead the world into the future, Benedictine University has established a program specifically designed for women by women. The Master of Science in Leadership program is designed to provide the knowledge base and skills that will contribute to the professional and personal development needs of women in today's society. This philosophy offers an exceptional academic experience emphasizing a specific gender orientation.

Being a woman in our society requires unique preparation that is not made available through other programs. The Master of Science in Leadership degree program provides the resources to adequately prepare female leaders. Women pursuing this degree are interested in gaining hands-on experience and the intellectual capacity to achieve leadership locally, regionally and globally. According to Women's College Coalition, more than 20 percent of women at executive levels have graduated from a women's-centered academic program. An analysis of data from the National Survey for Student Engagement shows that women enrolled in women's programs rate their experience higher than women in coeducational programs.

All courses are infused with a woman's perspective that incorporate leadership, professionalism, commitment and embrace the concept of "women lifting women as they climb." Program courses are designed to be theoretical and applicable to real-life experiences in the community, the workplace and across the globe.

The program was developed by a team of noted educators in consultation with women in leadership positions from both public and private sectors. Students who complete this program will be empowered and equipped with the requisite knowledge, expertise and confidence that will position them to effectively lead at advanced levels in their personal and professional lives.

Curriculum:
The Master of Science in Leadership is a 64-quarter-credit-hour program consisting of the following 16 courses:
MSL 501 Developing a Philosophy of Leadership (4)
MSL 510 Critical Thinking for Leaders (4)
MSL 522 Community Service and Social Responsibility (4)
MSL 536 Ethical Leadership and Globalization (4)
MSL 540 Mentoring and Networking for Leaders (4)

MSL 542 Self Efficacy: The Genesis for Leadership (4)
MSL 550 The Endowment of Religions for Female Leadership (4)
MSL 581 The Gender Awareness Phenomenon:
Exploring Interpersonal and Organizational Dynamics (4)
MSL 586 Power, Politics and Conflict Resolution (4)
MSL 589 Change Agent: A New Leader for Change (4)
MSL 620 Strategic Planning for Effective Leaders (4)
MSL 635 Diversity, Inclusion and Cultural Management for Women Leaders (4)
MSL 650 Financial Management and Business Intelligence (4)
MSL 663 Servant Leadership (4)
MSL 672 Entrepreneurial Management and Leadership (4)
MSL 681 Leadership Capstone (4)

Students must maintain a GPA of 3.000 for degree completion.

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

Benedictine University

Master of Science (M.S.) in Finance

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:
Ricky M. Holman, J.D.
Assistant Professor and Department Chair, Graduate Business Administration (2013)
B.S., 1977, George Mason University; J.D, 1988, Thomas M. Cooley Law School

Ron P. Baiman, Ph.D.
Assistant Professor, Graduate Business Administration (2013)
B.Sc., 1973, Hebrew University; M.A., 1981, Ph.D., 1992, New School for Social Research

Joseph D. Cursio, M.S.
Instructor of Finance, Graduate Business Administration (2017)
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 (2008)
Program Director, M.S. in Accountancy Program
B.S., 1970, University of Illinois; M.B.A., 1981, DePaul University

Zhen Liu, Ph.D.
Assistant Professor, Management Information Systems and Business Analytics Programs (2017)
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 (1992) and Business Analytics
B.S., 1977, Loyola University Chicago; M.S., 1979, Ph.D., 1985, Northwestern University

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

Academic Administrators:
Krista Huba, B.S., Program Manager

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.
David Dibblee, M.B.A., M.S.A, CPA, Professor Emeritus
Charles Droege, B.A., CPA
Chris Fernandez, Ph.D., M.B.A., M.S.
Darryl Franklin, Ph.D.
Sharolyn Franklin, M.B.A., CPA, CTP
John Frech, M.B.A., CPA
Ann Fulmer, M.S., Senior Lecturer
George Hay, Ph.D.
James Hill, M.B.A., Senior Lecturer
Philip L. Hupfer, M.S.
Edwin J. Kocinski, M.B.A., Senior Lecturer
Mark Kozak, M.A., M.B.A.
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
John Malec, M.A., Senior Lecturer
Edmund M. Manrique, M.S., M.B.A.
Michael Modica, Ph.D., M.S.
Leon Opyd, M.B.A.
William Payne, M.S.
James Pilcher, M.B.A.
John Potocki, M.B.A.
Kevin Pugh, M.B.A., M.S.
Ronald Revers, Ph.D., Senior Lecturer
Balajirao Ryali, M.E.M, M.B.A., M. Tech.
Thomas Scott, M.S.A., CPA, CMA
Greg Sellers, Ph.D., M.S.
Bernard Silverman, Ph.D., M.A., Senior Lecturer
Mark Martin Sowa, M.A., M.B.A.
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
Joseph Youchison, M.S., M.B.A., Senior Lecturer
Ethan Zelizer, J.D.

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Introduction:
The Master of Science (M.S.) in Finance degree provides students with in-depth finance knowledge and analytical skills applicable to real-life management of financial institutions as well as corporations. The primary objective of the M.S. in Finance program is to provide individuals with the necessary skills and knowledge to become experts in finance and thus advance their careers. The M.S. in Finance degree will help advance the careers of recent undergraduates in finance and those individuals with backgrounds in mathematics, economics, computer science or other quantitative backgrounds who are considering a new career in the financial industry (banking, insurance, and other financial institutions), or in financial management of corporations.

Learning Goals for the Master of Science in Finance:
Upon completion of Benedictine's M.S. in Finance program, students should possess a deeper understanding of the fundamentals of finance, critical-thinking, quantitative and data methods skillsets to help make financial decisions, ensuring graduates' success as influential and innovative leaders.

M.S. in Finance Program:
Benedictine University's M.S. in Finance program is designed for working adults who have a business-related undergraduate degree and desire a career in the area of finance. 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, online or matinee (3:00-6:00 p.m.) format, enabling a student to take additional courses in one quarter and thus requiring the student to come to campus only one night per week. Please consult the schedule for the exact times and locations.

Course Substitutions and Waivers:
Course substitutions and waivers for foundation-level courses may be determined by the M.S in Finance 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, Chartered Financial Analyst, 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 Finance 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.

Curriculum:
The M.S. in Finance program requires 64 quarter credit hours of graduate coursework of which at least 32 quarter credit hours of graduate coursework must be completed at Benedictine University. The program consists of four major components:

1. Managerial Process: two courses focused on management skills and knowledge necessary for those student seeking managerial positions in finance
2. Advanced Core/ Foundation Finance Competency: five courses build the framework for advanced finance topic coursework

3. Core Advanced Finance Topics: five courses focused on in-depth concepts, theories and issues in finance
4. Electives: students are required to choose three elective courses suited to their personal or professional interests

Managerial Competency Topics:
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MGMT 530 Organizational Behavior (4)

Core/Foundation Finance Competency:
MSF 604 Theory and Practice of Financial Reporting (4)
MSF 643 Financial Mathematics (4)
MSF 653 Investment Theory and Portfolio Management (4)
MSF 658 Derivative and Risk Management (4)
MSBA 659 Business Analytics (4)

Advance Finance Topics:
MSF 646 Fixed Income Securities (4)
MSF 647 Behavioral Finance (4)
MSF 656 Investment Analysis (4)
MSF 660 Investment Seminar Capstone (4)
MST 605 Tax Influences on Decision-Making (4)

Electives: students are required to choose 16 quarter credit hours of elective courses (4 courses) suited to their personal or professional interests.

Corporate Finance Concentration:
The Corporate Finance concentration provides the skills and knowledge necessary for maximizing shareholder value through long-term and short-term financial planning and the implementation of various strategies. Everything from capital investment decisions to investment banking falls under the domain of corporate finance. This concentration expands the career opportunities available to you in the areas of financial analysis, CFO, corporate treasurer, controller, director of finance or investment banker. You may earn this concentration by selecting 16 quarter credit hours from the list below:

MBA 626 Strategic Business Communications (4)
MBA 613 Business and Economic Forecasting (4)
MSF 655 Securities Regulations (4)
MSA 603 Cost Analysis, Profit Planning and Control (4)

Regulation and Compliance:
Compliance is an area of finance which has become the focus of many organizations due to various financial cries' which has led to the creation of numerous financial regulations. As regulations have grown in scope firms have needed to recruit more individuals to perform the legally required compliance tasks. The increased demand for employees with a background in compliance has created opportunities for job seekers which is much higher than other areas of business and finance. This

concentration will prepare students for a career in compliance/regulation. You may earn this concentration by selecting 16 quarter credit hours from the list below:

MSF 648 The History of Compliance (4)
MSF 649 Compliance Legislation (4)
MSF 651 Compliance Systems (4)
MSF 650 Risk Management (4)

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 qualitative course.

Applicants who have not completed college algebra within the past five years may be required to demonstrate math proficiency or participate in a math refresher course MBA 400 College Algebra.

Policies:
The M.S. in Finance curriculum includes 16 courses, 12 required and four electives, totaling 64 quarter credit hours. Course substitutions and waivers for foundation-level courses may be determined by the M.S. in Finance program director on a case-by-case basis. Demonstration of a graduate degree, a professional certificate (such as CFA or securities license) or extensive undergraduate completion of equivalent coursework at a 3.000 or higher GPA is required for any course substitution/waiver or transfer.

Each of the required courses are offered year-round. Finance 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. Selected courses are offered on the weekend or online each quarter for those students whose professional

commitments make it difficult to attend weekday courses. Finance courses require individual academic work and team projects. Elective courses are offered at least once a year, and advanced academic planning is recommended to incorporate preferred electives.

M.S. in Finance students are required to successfully complete the foundation courses achieving grade of "B" or higher in each course. The remaining required courses and electives must be successfully completed at a 3.000 or higher cumulative GPA.

The M.S. in Finance 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 students' skills in team effectiveness and professional presentations. Ability to work collaboratively in teams is required.

The Graduate Course Schedule is posted on the Benedictine University website. M.S. in Finance students wishing to take three or more M.S. in Finance courses per quarter requires approval from the M.S. in Finance program director.

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

College: College of Business; School of Graduate, Adult and Professional Education

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

Academic Administrator:
Elizabeth Reniche, Program Coordinator

Lecturers:
Philip T. Anderson, Ph.D.
William Doucette, Ph.D.
Christopher L. Fernandez, Ph.D.
George W. Hay, Ph.D.
Ida M. Kisiel, Ph.D.
Kathy Lietz, M.S.
Sarah Peacey, Ph.D.
Rachael Narel, Ph.D.
Marilyn J. Runkel, Ph.D.
Jennifer Smith, M.S.
Nandi Shareef, Ph.D.
Donald Strauss, M.A.
Susan Sween, Ph.D.
Stephen H. Treacy, M.S.
Matthew G. Vosmik, M.B.A., M.A.
Nancy Voss, M.S.

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

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

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 and Organizational Behavior (M.S.M.O.B.):

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. degree?

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

Lisle Main Campus, Traditional M.S.M.O.B.:
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 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. 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 (offered by the School of Graduate, Adult and Professional Education)

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., M.S. in Management Information Systems, 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. 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 substitution/waiver. Course substitutions/waivers cannot be awarded for professional work/life experience.

Starting the Program:
Because your M.S.M.O.B. 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. student, you must schedule an advising appointment before enrolling in the first M.S.M.O.B. 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. resources. M.S.M.O.B. 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.

Management Foundation Courses:
MBA 641 Information Technology Management (4) or MBA 683 Project Management (4)
MGMT 500 Accounting for Managers (4) or MGMT 501 Accounting for Non-Financial Managers (4)
MGMT 521 Career and Human Resource Planning (2)

MGMT 522 Ethics and Social Responsibility in Management (2)
MGMT 530 Organizational Behavior (4)
MGMT 546 Statistics for Organizational Analysis (4) or MPH 511 Introduction to Statistical Analysis (4) or MBA 541 Analytical Tools for Management Decisions (4)
MGMT 591 Contemporary Trends in Change Management (1) (students must successfully complete a minimum of two MGMT 591 classes during the program)
MGMT 612 Methods of Organizational Research (4)
MGMT 634 Strategy, Structure and Decision-Making (4)
MGMT 671 Strategic Management (to be taken as last foundation course) (4)
MPH 511 Introduction to Statistical Analysis (4) or MBA 541 Analytical Tools for Management Decisions (4)

Concentrations:
The concentrations available include:

1. Health Administration
2. Human Resource Management
3. Human Service Administration
4. Management and Organizational Behavior
5. Management in a Professional Technical Environment
6. Organization Development

Concentration in Health Administration:

Objectives:
This concentration emphasizes basic management skills and knowledge in the health administration field. It combines courses in management with courses in health administration and is most appropriate for students preparing for careers in health administration. Note: Other M.P.H. and Management and Organizational Behavior courses may be substituted with the approval of the Management and Organizational Behavior program director. To earn the managed care certificate within the Health Administration concentration, selections must include MPH 672 and MPH 680:

MGMT 558 Service Management (2)
MGMT 561 Marketing Concepts and Planning (4)*
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Management (4)
MPH 602 Public Health Systems (4)
MPH 603 Ethical and Political Issues in Public Health (4)
MPH 605 Environmental Health (4)
MPH 632 Public Health Education Methods (2)
MPH 634 Public Health Programs and Skills (4)
MPH 662 Management of Health Service Organizations (4)
MPH 664 Marketing in Public Health (4)
MPH 671 Finance in Public Health and Health Care Delivery (4)
*Highly Recommended

Concentration in Human Resource Management:

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

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

Concentration in Human Service Administration:

Objectives:
This concentration emphasizes basic management skills within not-for-profit and community service organizations. It combines courses in management skills and knowledge with those in counseling psychology and is most appropriate for those seeking career advancement in social service and community organizations.

MBA 633 Legal Issues in the Workplace (4)
MGMT 552 Leadership (2)*
MGMT 553 Organization Design (2)
MGMT 557 Organizational Culture (2)
MGMT 558 Service Management (2)
MGMT 559 Entrepreneurship (2)
MGMT 561 Marketing Concepts and Planning (4)*
MPH 664 Marketing in Public Health (4)
*Highly Recommended

Concentration in Management and Organizational Behavior:

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

MGMT 552 Leadership (2)*
MGMT 553 Organization Design (2)*
MGMT 555 Power Strategies (2)*
MGMT 557 Organizational Culture (2)*
MGMT 558 Service Management (2)
MGMT 559 Entrepreneurship (4)
*Highly Recommended

Concentration in Management in a Professional Technical Environment:

Objectives:
This concentration is designed to develop conceptual and applied skills in the management of highly skilled professional personnel working in complex, technical work environments. Students interested in acquiring additional coursework in special areas, for example, Management Information Systems, Human Resource or Organization Development, may contact an advisor to discuss additional work in their area of interest.

MBA 641 Information Technology Management (4)
MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)
MGMT 553 Organization Design (2)
MGMT 557 Organizational Culture (2)*
MGMT 573 Performance Management Systems (2)
MGMT 578 Recruitment and Selection (2)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 584 Strategies for Change (2)
MGMT 633 Legal Issues in the Workplace (4)
MIS 657 E-Commerce (4)
MIS 691 Management of Information Technology Lecture Series (1-2)
*Highly Recommended

Concentration in Organization Development:

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

MGMT 532 Organization Development (4)*
MGMT 579 Training and Development Overview (2)
MGMT 580 Group Dynamics (4)**
MGMT 581 Team Building (2)*

MGMT 582 Conflict Management (2)*
MGMT 583 Organizational Assessment (2)*
MGMT 584 Strategies for Change (2)**
MGMT 585 High Performance Work Systems/Large Group Interventions (2)**
MGMT 586 International Organization Development (2)**
MGMT 593 Process Consultation (2)**
MGMT 691 Advanced Topics in Organization Development (1-2)**
*Highly Recommended
**Indicates classes additional to required classes for students registered for the Organization Development Professional track.

Accelerated Program:

Objectives:
The Accelerated M.S. in Management and Organizational Behavior program is a 13-month program consisting of five quarters. The program is committed to providing students with the most current information on the timeliest of Organization Development (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 500 Accounting for Managers (4)
MGMT 521 Career and Human Resource Planning (2)
MGMT 522 Ethics and Social Responsibility in Management (2)
MGMT 530 Organizational Behavior (4)
MGMT 581 Team Building (2)
MGMT 585 High Performance Work Systems/Large Group Interventions (2)
MGMT 586 International Organization Development (2)
MGMT 591 Contemporary Trends in Change Management (1) –
(Students will complete three classes during the program)
MGMT 593 Process Consultation (2)
MGMT 600 Independent Study/Conference Attendance (2)
MGMT 612 Methods of Organizational Research (4)
MGMT 634 Strategy, Structure and Decision-Making (4)
MGMT 671 Strategic Management (4)
MGMT 690 Management Internship ("Independent Study") (4) –
(Each quarter, students will complete 4 quarter credit hours devoted to field experience)
MGMT 691 Advanced Topics in Organization Development (1) –
(Students will complete three classes during the program)

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

Some students choose the certificate programs as a shorter, more focused alternative to a graduate degree 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.

Health Administration (16 quarter credit hours):
This program is designed for both current health administrators who want to increase their career mobility and functional specialists desiring career advancement in health administration. The courses are as follows:

MGMT 500 Accounting for Managers (4)*
MGMT 530 Organizational Behavior (4)*
MGMT 558 Service Management (2)
MGMT 561 Marketing Concepts and Planning (4)*
MPH 580 The Business of Health Care (4)
MPH 602 Public Health Systems (4)*
MPH 610 Health Policy (4)
MPH 662 Management of Health Services Organizations (4)
MPH 664 Marketing of Public Health (4)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
*Highly Recommended

Human Resource Management (16 quarter credit hours):
This certificate program is appropriate for students or working professionals in the personnel field. From the current selection of 11 weekend courses, two courses are highly recommended. The courses are as follows:

MGMT 521 Career and Human Resource Planning (2)
MGMT 570 Human Resource Management Overview (2)*
MGMT 571 Labor Relations (2)
MGMT 572 Compensation and Benefits (2)
MGMT 573 Performance Management Systems (2)
MGMT 578 Recruitment and Selection (2)
MGMT 579 Training and Development Overview (2)
MGMT 592 Managing Diversity (2)
MGMT 633 Legal Issues in the Workplace (4)
*Online Course Only

Management in a Professional Technical Environment (16 quarter credit hours):
This certificate program is designed to address the needs of line and staff managers in complex technical environments. The emphasis is on the integration of technical and organizational behavior knowledge toward the development of high performance work units. The courses are as follows:

MBA 641 Management of Information Technology (4)
MGMT 530 Organizational Behavior (4)
MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)
MGMT 553 Organization Design (2)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 584 Strategies for Change (2)
MIS 657 E-Commerce (4)

Organization Development and Consulting (16 quarter credit hours):
This certificate program is designed to meet the needs of students and professionals interested in organization development. Both entry-level and advanced courses are available. The courses are as follows:

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

Professional Practice Management (16 quarter credit hours):
This certificate program is designed to develop and enhance the management skills of independent practitioners. The courses are as follows:

MBA 668 Services Marketing (2)
MGMT 500 Accounting for Managers (4)
MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)
MGMT 558 Service Management (2)
MGMT 561 Marketing Concepts and Planning (4)
MGMT 633 Legal Issues in the Workplace (4)

Service Management (16 quarter credit hours):
As the nation has moved from the industrial age to an environment of service providers, a need has developed for a greater understanding of how these service-based companies best operate. Through this program, students will prepare themselves to fill that void by: enhancing skills in the areas of marketing, quality management, customer responsiveness and strategic management of service organizations; building knowledge of the theory and practice of sound business principles for highly

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

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

Training and Development (16 quarter credit hours):
This certificate program is designed to help line managers, organization development professionals and human resource practitioners develop or enhance skills in the design and delivery of training. The emphasis is on the role of training as an integral component of an overall organizational improvement strategy. The courses are as follows:

MGMT 521 Career and Human Resource Planning (2)
MGMT 532 Organization Development (4)
MGMT 579 Training and Development Overview (2)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 592 Managing Diversity (2)
MGMT 593 Process Consultation

Distinguished Visiting Scholars:
Billie Alban, Alban & William Ltd.
Chris Argyris, Ph.D., Harvard University
Richard & Emily Axelrod, Ph.D., The Axelrod Group
Frank Barrett, Ph.D., Naval Post Graduate School
Jean Bartunek, Ph.D., Boston College
Michael Beer, Ph.D., Harvard Business School
Robert Blake, Ph.D., Grid International, Inc.
Peter Block, Designed Learning
Richard Boland, Ph.D., Case Western Reserve University
David Bradford, Ph.D., Stanford University, Graduate School of Business
Bruce Buchowicz, Ph.D., National University, School of Business 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
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
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

Benedictine University

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

College: 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 (2017)
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
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 (2017)
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

Thomas 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

Academic Administrators:
Krista Huba, B.S., Program Manager

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.
David Dibblee, M.B.A., M.S.A, CPA, Professor Emeritus
Charles Droege, B.A., CPA
Chris Fernandez, Ph.D., M.B.A., M.S.
Darryl Franklin, Ph.D.
Sharolyn Franklin, M.B.A., CPA, CTP
John Frech, M.B.A., CPA
Ann Fulmer, M.S., Senior Lecturer
Kenneth Hansen, J.D., M.S., Senior Lecturer
George Hay, Ph.D.
James Hill, M.B.A., Senior Lecturer
Philip L. Hupfer, M.S.
Edwin J. Kocinski, M.B.A., Senior Lecturer
Mark Kozak, M.A., M.B.A.
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
John Malec, M.A., Senior Lecturer
Edmund M. Manrique, M.S., M.B.A.
Michael Modica, Ph.D., M.S.
Leon Opyd, M.B.A.
William Payne, M.S.
James Pilcher, M.B.A.
John Potocki, M.B.A.
Kevin Pugh, M.B.A., M.S.
Ronald Revers, Ph.D., Senior Lecturer
Balajirao Ryali, M.E.M, M.B.A., M. Tech.
Thomas Scott, M.S.A., CPA, CMA
Greg Sellers, Ph.D., M.S.
Bernard Silverman, Ph.D., M.A., Senior Lecturer
Mark Martin Sowa, M.A., M.B.A.
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
Joseph Youchison, M.S., M.B.A., Senior Lecturer
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 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.

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 6:30pm. Select courses may be offered in a weekend, online or matinee (3:00pm-6:00pm) format, enabling a student to take additional courses in one quarter and thus requiring the student to come to campus only one night per week. Please consult the schedule for the exact times and locations.

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 48 quarter credit hours of core and elective courses with 16 quarter credit hours of courses in one of several concentrations: Accounting and Financial Systems, Business Administration, Business Analytics, Finance, Health Information Systems Management, Information Security, Integrated Marketing Communications, Management and Organizational Behavior, Professional Internship, and Project Management.

The core body of knowledge in Management Information Systems includes 32 to 42 quarter credit hours of coursework tailored to the specific needs of the student's choice of concentration. For all concentrations, the core includes computer organization and architecture, systems analysis and design, database management systems, project management and network planning and design. Capstone courses in strategic management and the strategic management of information technology are also required.

The remaining six to 16 quarter credit hours of courses come from a wide range of elective courses. These elective topics include business analytics, information technology in health care, machine learning, financial information systems, electronic commerce, enterprise-wide information systems, information security and technology facilities management. A lecture series provides a forum for consideration of timely information technology topics. Independent study and internship opportunities are also available.

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

4+1 M.S. in Management Information Systems Program:
Well-qualified Benedictine University students who complete a B.B.A. or B.S. undergraduate degree may be eligible to complete the master's degree in Management Information Systems 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 concentration is developed specifically for recent college graduates and offers a professional experience. Students complete 64 quarter credit hours in courses including 12 quarter credit hours in internship courses. The internship experience is supervised by a faculty advisor to prepare students without significant professional career experience for their future roles and responsibilities in the workplace. Classes are conducted evenings and weekends to allow for the demands of day-time internships.

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 500-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.

Benedictine University

Concentrations

Accounting and Financial Systems:
This concentration addresses the financial information needs of organizations that expect meaningful, timely and accessible financial information. Furthermore, these organizations expect appropriate responses to privacy, security, regulatory and legal requirements. This concentration is most appropriate for those students who currently hold or expect to hold accounting or financial management positions, or for those students in information systems areas with significant interaction with the financial functions of their organizations.

Core (38 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 656 Information Systems Security (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Accounting and Financial Systems (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MSA 500 Financial Accounting (4)
MSA 504 Corporate Accounting Theory and Practice I (4)
MSA 506 Corporate Accounting Theory and Practice II (4)
MSA 513 Auditing Theory and Practice (4)
MSA 515 Advanced Accounting (4)
MSA 601 Managerial Accounting (4)
MSA 603 Cost Analysis, Profit Planning and Control (4)
MST 512 Federal Income Taxation (4)
MSA 604 Theory and Practice of Financial Reporting (4)
MST 605 Tax Influences on Decision-Making (4)
**Required*

Electives (10 quarter credit hours):
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 600 Independent Study (1-4)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)

MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-4)

Business Administration:
This concentration provides a broad business background with exposure to major business functions, such as accounting, finance, marketing, operations and organizational behavior. It is most appropriate for those students who have or expect to have significant interaction with all functions within an organization. It is also appropriate for those students who are considering an M.B.A. degree as a dual degree.

Core (32 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Business Administration (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MSA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers**
MBA 510 Economics (4)
MBA 541 Analytical Tools for Management Decisions (4)
MSA 601 Managerial Accounting (4) or MBA 545 Business Law**
MBA 611 Managerial Economics (4)
MGMT 530 Organizational Behavior (4)
**Required*
***Either MSA 500 and MSA 601 must be taken in combination, or MBA 501 and MBA 545 must be taken in combination. Students may not combine MSA 500 and MBA 545 since there are critical managerial accounting concepts covered in MSA 601 and MBA 501 which are a necessary prerequisite for MIS 671 Strategic Management. Option courses are not available in the online or Cohort programs.*

Electives (16 quarter credit hours):
MIS 600 Independent Study (1-4)
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 642 Financial Information Systems (2)

MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-4)

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

Core (36 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS/MSBA 659 Business Analytics (4)
MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Business Analytics (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MBA 541 Analytical Tools for Management Decisions (4)
8 additional quarter credit hours of approved business analytical courses
*Required.

Electives (12 quarter credit hours):
MIS 600 Independent Study (1-4)
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 642 Financial Information Systems (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)

MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)
MSBA 623 Web Analytics (4)
MSBA 641 Optimization Techniques for Management Decisions (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)
MSBA 691 Business Analytics Lecture Series (1-4)

Finance:
This concentration is intended for students with a background in finance and who are interested in developing depth in their knowledge. It is also appropriate for those students who are considering a Master of Science in Finance degree as a dual degree.

Core (42 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 656 Information Systems Security (4)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Finance (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MBA 651 Financial Management (4)*
MSF 604 Theory and Practice of Financial Reporting (4)
MSF 646 Fixed Income Securities (4)
MSF 647 Behavioral Finance (4)
MSF 653 Investment Theory and Portfolio Management (4)
MSF 656 Investment Analysis (4)
MSF 658 Derivative and Risk Management (4)
**Required*

Electives (6 quarter credit hours):
MIS 600 Independent Study (1-4)
MIS/MSA 609 Computer Fraud (4)
MIS/MSA 616 Information Systems Auditing (4)
MIS 648 Information Management in Health Care (2)

MIS 649 Advanced Topics in Health Information Management (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-4)

Health Information Systems Management:
This concentration lays a foundation for managing information technology in the administration of health care services. It is important for information systems professionals and health care professionals to effectively manage and apply information technologies specific to health care. This concentration is also appropriate for students considering an M.P.H. degree as a dual degree.

Core (36 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 656 Information Systems Security (4)
MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Health Information Systems Management (16 quarter credit hours):
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health System (4)*
MPH 603 Ethical and Political Issues (4)*
MPH 604 Epidemiology (4)
MPH 605 Environmental Health (4)
MPH 606 Methods of Research in Public Health (4)
MPH 610 Health Policy (4)
MPH 611 Biological Aspects of Public Health (4)
MPH 662 Management of Health Services Organizations (4)
MPH 680 The Business of Health Care (4)
MPH 690 Supervised Field Experience in Public Health (6)
**Required*

Electives (12 quarter credit hours):
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)

MIS 600 Independent Study (1-4)
MIS 642 Financial Information Systems (2)
MIS 650 Issues in Health Information Systems (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-4)

Information Security:
Business and consumers rely on internet and web services. Needs exist for system security professionals who can help design, configure, implement, manage, support and secure computer systems. Students with a background in accounting may take advanced courses in forensic accounting and auditing offered by the M.B.A. and M.S. in Accountancy programs. This concentration is designed to explore the challenges and possible solutions to information systems security.

Core (36 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 655 Computer and Network Systems Security (4)
MIS 656 Information Systems Security (4)
MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Information Security (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MSA 606 Forensic Accounting (4)
MSA 607 Fraud Examination (4)
MSA 608 Fraud and the Legal Environment (4)
MSA/MIS 609 Computer Fraud (4)**
MSA 614 Auditing and Assurance I (4)
MSA 615 Auditing and Assurance II (4)
MSA/MIS 616 Information System Auditing (4)**
MSA 617 Internal Auditing (4)
MIS 642 Financial Information Systems (2)
**Required*
***Highly Recommended*

Electives (12 quarter credit hours):
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 600 Independent Study (1-4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-4)

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

Core (32 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Integrated Marketing Communications (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MBA 626 Strategic Business Communications (4)
MBA 661 Marketing Management (4)
MBA 670 Internet Marketing Communications (4)
MIS 657 E-Commerce (4)
MIS/MSBA 663 Machine Learning (4)
**Required*

Electives (16 quarter credit hours):
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 600 Independent Study (1-4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-4)

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

Core (32 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Management and Organizational Behavior (16 quarter credit hours):
MBA 501 Accounting for Non-Financial Managers (4)
MBA 541 Analytical Tools for Management Decisions (4)
MBA 634 Strategy, Structure and Decision-Making (4)
MGMT 521 Career and Human Resource Planning (2)
MGMT 522 Ethics and Social Responsibility in Management (2)*
MGMT 530 Organizational Behavior (4)*
MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)

MGMT 557 Organization Culture (2)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 583 Organizational Assessment (2)
MGMT 584 Strategies for Change (2)
MGMT 591 Contemporary Trends in Change Management (1)
MGMT 612 Methods of Organizational Research (4)
**Required*

Electives (16 quarter credit hours):
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 600 Independent Study (1-4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-4)

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

Core (36 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Professional Internship (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MIS 690 Management Information Systems Internship (12)

Electives (12 quarter credit hours):
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 600 Independent Study (1-4)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 691 Management of Information Technology Lecture Series (1-4)

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

Core (32 quarter credit hours):
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 671 Strategic Management (4)
MIS 689 Strategic Information Technology Management (4)

Project Management (16 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)*
MBA 634 Strategy, Structure and Decision-Making (4)
MBA 651 Financial Management (4)
MGMT 530 Organizational Behavior (4)*
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)

MGMT 582 Conflict Management (2)
**Required*

Electives (16 quarter credit hours):
MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 600 Independent Study (1-4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 654 Enterprise-wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 E-Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 677 Decision Support and Knowledge-based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-4)

Certificate Programs
Sixteen quarter credit hours are required to earn any certificate and all courses may be applied toward the M.S. in Management Information Systems. Courses are offered throughout the year so that students may enroll in a timely fashion. Once a student is accepted into the M.S. in Management Information Systems program, required coursework within the program can no longer apply to a certificate program.

Business Analyst (16 quarter credit hours):
This certificate program provides students with an understanding of business issues and information technology solutions. A business or systems analyst is a bridge between these areas, working with both sides to propose changes to processes and systems to meet the needs of the business. There are four quarter credit hours of electives in addition to the required courses listed below.

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

Business Analytics (16 quarter credit hours):
Business Analytics refers to the skills, technologies, applications and practices for iterative exploration and investigation of past business performance to gain insight and drive business planning. It focuses on developing new insights and understanding of business performance based on data and statistical methods. There are four quarter credit hours of electives in addition to the required courses listed below.

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

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

MIS 656 Information Systems Security (4)
MIS 657 E-Commerce (4)
MIS/MSBA 663 Machine Learning (4)

Health Information Systems Management (16 quarter credit hours):
This certificate program provides students with an understanding of the role of information technology in health care.

MIS 546 Systems Design and Analysis (4)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Management (2)
MIS/MSBA 663 Machine Learning (4)
MPH 602 Public Health System (4)

Information Security (16 quarter credit hours):
Business and consumers rely on the internet and web services. Needs exist for system security professionals who can help design, configure, implement, manage, support and secure computer systems. This certificate program is designed to explore the challenges and possible solutions to information systems security.

MSA/MIS 609 Computer Fraud (4)
MSA/MIS 616 Information System Auditing (4)
MIS 655 Computer and Network Systems Security (4)*
MIS 656 Information Systems Security (4)*
MIS 657 E-Commerce (4)
MIS/MSBA 663 Machine Learning (4)
**Required*

Information Systems Management (16 quarter credit hours):
This certificate program provides students with a foundation in the information technology field.

MIS 546 Systems Analysis and Design (4)
MIS 654 Enterprise-wide Information Systems (4)
MIS 656 Information Systems Security (4)
MIS 657 E-Commerce (4)

Integrated Marketing Communications (16 quarter credit hours)
Integrated marketing communications is a customer-centric, data-driven approach to planning and communicating with consumers. IMC is the management of all organizational communications to build positive relationships with customers and other stakeholders, stressing marketing to the individual by understanding their needs, motivations, attitudes and behaviors. IMC emphasizes internet-based marketing communication tools along with traditional communication tools used by marketing professionals.

MIS 657 E-Commerce (4)
MIS/MSBA 663 Machine Learning (4)
MBA 626 Strategic Business Communications (4)
MBA 661 Marketing Management (4)*
MBA 670 Internet Marketing Communications (4)*
**Required*

Project Management (16 quarter credit hours):
Managers and those in coordination and peer leadership roles will find the Project Management certificate an important addition to their professional credentials. Project management deals with how to initiate, plan, make financial decisions on, and control and close projects within budget and on schedule. Topics in organization behavior, financial decision-making, group dynamics and team building complete the certificate program.

MBA 651 Financial Management (4)
MIS/MBA 683 Project Management (4)
MGMT 530 Organizational Behavior (4)
MGMT 580 Group Dynamics (4) or
MGMT 581 Team Building (2) and MGMT 582 Conflict Management (2)

Dual Degree Programs:
Benedictine University offers several dual M.S. degrees combining Management Information Systems with other graduate degree programs: M.S. in Management Information Systems/Master of Business Administration; M.S. in Management Information Systems/ M.S. in Business Analytics; M.S. in Management Information Systems/M.S. in Management and Organizational Behavior; M.S. in Management Information Systems/M.S. in Accountancy; M.S. in Management Information Systems/M.S. in Finance; and M.S. in Management Information Systems/Master of Public Health. Dual degree programs consist of 96 quarter credit hours for completion, except for M.S. in Management Information Systems/Master of Public Health, which requires 98 quarter credit hours.

Application and admission is required to each graduate program, and students must complete all requirements for the selected dual degree.

Benedictine University

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

College: College of Education and Health Services

Department: Nursing and Health

Student Type: Graduate

Faculty:
Patricia Brown, D.N.P., M.S.N., APN, CNS, CCRN
Assistant Professor
D.N.P., Rush College of Nursing
M.S.N., Northern Illinois University
B.S.N., Andrews University

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

Valerie Ellinger, M.S.N., RN
Instructor
M.S.N., Southern Illinois University
B.S.N., McKendree College

Massoud Ghaffari, Ph.D., M.S.N., RN
Assistant Professor
Ph.D., Urban Education, Cleveland State University
M.S.N., Nursing Administration, University of Akron
B.S.N., University of Akron

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

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

Margaret Kipta, D.N.P., M.S., RN, FNP-BC, CRNA
Instructor
Diploma in Nurse Anesthesia, ENH School of Nurse Anesthesia
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
Associate 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., Systems Leadership, Rush University
M.S.N., Nursing Administration, Aurora University
B.S.N., University of St. Francis

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

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

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

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

Margaret Young, M.S.N., RN, CPHQ, CPPS
Instructor
M.S.N., Benedictine University
B.S.N., Benedictine University

Lecturers:
Mary Bemker, D.N.Sc., M.S.N., RN
D.N.Sc., Community Mental Health Nursing, University of Alabama, Birmingham
M.S.N., Pediatric Nursing and School Health, University of Alabama, Birmingham
B.S.N., Spalding University

Donna F. Borré, Ed.D., M.S.N., RN
Ed.D., Educational Leadership with a focus in Nursing, University of Phoenix
M.S.N., Nurse Educator with a specialty in Adult and Aging, Viterbo University
B.S.N., Viterbo University

Constance D. Hill, Ph.D., RN
Ph.D., University of Wisconsin, Milwaukee
M.S.N., Olivet Nazarene University
B.S.N., St. Francis 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.S.N., RN
Ph.D., University of Virginia, Charlottesville
M.A., University of Virginia, Charlottesville
M.A., Regent University
B.S.N., Virginia Commonwealth University

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

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

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

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

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

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

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

Introduction:
America's changing population is driving significant growth in the health care industry. At the same time, rapid innovation in health care technology and the growing complexity of delivery systems requires increasingly skilled nurses who can adapt to and shape the future of health care. According to the U.S. Bureau of Labor Statistics, the demand for nurses will grow more than 23 percent over the next decade. To meet this demand and ensure the continued quality of nursing care, Benedictine

University's Department of Nursing and Health offers its online Master of Science in Nursing (M.S.N.) to prepare registered nurses to become nurse educators or nurse executive leaders.

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

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

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

Concentration
NRHL 507 Advanced Health Assessment (NE) (3)
NRHL 508 Advanced Pathophysiology (NE) (3)
NRHL 509 Advanced Pharmacology (NE) (3)
NRHL 620 Building Effective Communication and Relationships (NEL) (3)
NRHL 621 Instructional Strategies in Nursing Practice (NE) (3)
NRHL 622 Professionalism and Executive Career Development (NEL) (3)
NRHL 624 Advance Knowledge of Health Care Systems (NEL) (3)
NRHL 625 Learning and Curriculum Development in Nursing Practice (NE) (3)
NRHL 626 Nursing Leadership and Systems Thinking (NEL) (3)
NRHL 628 Financial Management and Resource Allocation in Health Care (NEL) (3)
NRHL 630 Evaluation Strategies and Methods in Nursing Practice (NE) (3)
NRHL 635 Evidence Based Nursing Practice Capstone Project (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.
- 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.

Certificate Program - Required Courses:

EMERGENCY PREPAREDNESS CERTIFICATE (12 semester credit hours required)
NRHL 605 Environmental Health (3)
NRHL 651 Emergency Preparedness and Planning (3)
NRHL 654 Psychology and Sociology of Disasters (3)
NRHL 656 Emergency Response and Recovery (3)

Accreditation
The Master of Science in Nursing at Benedictine University is accredited by the Commission on Collegiate Nursing Education (CCNE). The M.S.N. program is accredited through 2025. CCNE may be contacted at One DuPont Circle, NW, Suite 530, Washington D.C., 20036, (202) 887-6791.

Benedictine University

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

College: College of Education and Health Services; School of Graduate, Adult and Professional Education

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

Karen L. Plawecki, Ph.D., RDN, LDN
Director, Graduate Programs in Nutrition and Assistant Professor, Nutrition
B.S., 1986, Purdue University; M.S., 1991, Purdue University; Ph.D., 2009, University of Illinois

Academic Administrator/Dietetic Internship Director:
Julie Moreschi, M.S., RDN, LDN
Dietetic Internship Director
B.S., 1983, Bradley University; M.S., 1985, Rush University

Lecturers:
Sheila Campbell, Ph.D., RDN
Maureen Casten, M.S., RDN, LDN
David Grotto, M.S., RDN, LDN
Christine Hartney, M.S., RDN, LDN, CNSC
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 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 provides a high quality program that is recognized as a superior model for the preparation of entry-level dietitians, and display excellence in provision of community 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 individual 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.

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 admissions process for the degree program is conducted during late fall and early spring terms for the spring dietetic internship match day in April. Second round applications are considered for those who do not place with a dietetic internship. Students begin their courses for the program in the summer quarter (June) as part of a dietetic internship cohort.

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.

- **Traditional (evening) M.S. in Nutrition and Dietetics program**
  Benedictine University's Traditional M.S. in Nutrition and Dietetics program is designed for working adults in the dietetic internship program. Most foundation courses are offered as an evening program, meeting once per week on the Lisle campus, so that a students' professional life can continue. Students usually enroll in several courses per term (eight weeks), completing the degree in about 19 months. For more information, visit ben.edu/nutrition.

- **Online Courses in the M.S. in Nutrition and Dietetics Program:**
  While a majority of academic courses and research are conducted on campus, Benedictine University provides a high quality, fully online and blended online format for select courses in the M.S. in Nutrition and Dietetics program. The interactive online format offers one the flexibility to meet academic requirements from an established, reputable university while continuing personal and professional pursuits. 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 56 quarter credits of graduate coursework (equivalent to about 38 semester credits), which consists of:

- 16 quarter credit hours of required Nutrition and Dietetics foundation
- 20 quarter credit hours of required research foundation.
- 20 quarter credit hours of required supervised practice and courses (dietetic internship)

Nutrition and Dietetics (56 quarter hours):
Required - Nutrition and Wellness Foundation (16 quarter hours):
NTR 501 Health Promotion and Wellness (4)
NTR 515 MNT Advanced Concepts and Outcome Measurement (4)
NTR 581 Obesity: Theory and Practice Applications (4)
NTR 585 Complementary Nutrition Therapies (4)

Required – Applied Nutrition Research - Foundation and Certificate (20 quarter hours):
MPH 511 Biostatistics (4)
NTR 539 Health and Wellness Research Planning (4)
NTR 693 Data Analysis and Interpretation (4)
NTR 697 Research I (4)
NTR 698 Research II (4)

Required – Dietetic Internship Courses (8 quarter credits):
NTR 523 (2) Current Issues in Dietetics Seminar
NTR 524 (2) Career Portfolio and Professional Issues
NTR 568 (2) DI Clinical Review and Orientation
NTR 578 (2) DI Skill & Practice Competence

Required – Supervised Practice Hours (12 quarter credits)
NTR 569 (2) Life Span Nutrition
NTR 571 (2) DI Foodservice
NTR 575 (4) DI Clinical
NTR 576 (2) DI LTC/Sub Acute
NTR 577 (2) DI Nutrition Clinic Management

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 pre-requisite 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.

Applicants should have a minimum 3.000/4.000 cumulative GPA and minimum score of 30th percentile in each of the three areas of the GRE: verbal, quantitative and analytical.

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.

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.

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

College: College of Education and Health Services; School of Graduate, Adult and Professional Education

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 *Assistant Professor, Nutrition*
B.S., 1986, M.S., 1991, Purdue University; Ph.D., 2009, University of Illinois

Lecturers:
Sheila Campbell, Ph.D., RDN
Jan Dowell, M.S., M.H.S., CSSD, RDN, LDN
David Grotto, M.S., RDN, LDN
Christine Hartney, M.S., RDN, LDN, CNSC
Laurie Schubert, Ph.D., RDN, LDN
Jodie Shield, M.Ed., RDN, LDN
Michael Valerio, Ph.D.

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Introduction:
In our dynamic health care environment, it is essential for health practitioners to develop skills for fostering improved health outcomes. The Master of Science in Nutrition and Wellness program at

Benedictine University provides a powerful foundation in nutrition and health risk assessment, motivation, intervention and evaluation. This degree serves as a portal to careers in health promotion and risk reduction, therapeutic intervention and community education.

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

Mission Statement:
The Master'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 individual 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.

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

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

Program Formats:

1. **Traditional (evening) M.S. in Nutrition and Wellness program**
   Benedictine University's Traditional M.S. in Nutrition and Wellness program is designed for working adults. Core courses are offered as an evening program, meeting once per week on the Lisle campus, so that a students' professional life can continue. Students usually enroll in 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 52 quarter credits of graduate coursework (equals approximately 35 semester hours), which consists of:

- 28 quarter credit hours of Nutrition and Wellness foundation coursework
- 20 quarter credit hours of research foundation coursework
- 4 quarter credits of Elective targeted to career goals

Nutrition and Wellness (52 quarter hours):

Required Nutrition and Wellness Foundation (28 quarter hours):
NTR 501 Health Promotion and Wellness (4)
NTR 530 Science of Sports Nutrition (4)
NTR 581 Obesity: Theory and Practice Applications (4)
NTR 585 Complementary Nutrition Therapies (4)
NTR 644 Advanced Metabolism (4)

Choose two courses from NTR courses:

- NTR 557 Nutrition Communications through Technology (4)
- NTR 561 Maternal and Child Nutrition (4)
- NTR 563 Nutrition and Aging (4)
- NTR 564 Nutrition Health Policy (4)

Required Applied Nutrition Research - Foundation and Certificate (20 quarter hours):

NTR 539 Health and Wellness Research Planning (4)
MPH 511 Biostatistics (4)
NTR 693 Descriptive Research (4)

On-campus students complete the following:
NTR 697 Research I (4) and
NTR 698 Research II (4)

Online students complete the following:
NTR 695 (4) Research Analysis and NTR 696 (4) Research Communications (in place of NTR 697 and 698).

Elective (4): Select one from below. NTR elective options listed above in Nutrition Foundation cannot be counted twice.
MBA 559 Entrepreneurship
MPH 609 Cultural Context of Health
MPH 632 Public Health Education
NTR 557 Nutrition Communications through Technology (4)
NTR 561 Maternal and Child Nutrition (4)
NTR 563 Nutrition and Aging (4)
NTR 564 Nutrition Health Policy (4)

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: biology, physiology (or anatomy and physiology), biochemistry, (or nutrient metabolism), and 200-level basic nutrition. Recommended is a basic course in research principles. Prerequisite courses may be taken at Benedictine University. Applicants should have a minimum 3.000/4.000 cumulative GPA and minimum score of 30th percentile in each of the three areas of the GRE: verbal, quantitative and analytical.

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

College: College of Science

Department: Biological Sciences

Student Type: Graduate

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

Lecturers:
Jim Effinger
Sandra Flowers
Bill Grosser
Louise Huffman
Scott Iliff
John Lewis
Spencer Pasero
Lanis Petrik
Hannah Rennard
James Ritt
Carl Strang
Wayne Wittenberg

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

Introduction:
Benedictine University, in partnership with Brookfield Zoo, Fermilab, the Forest Preserve District of DuPage County, The Morton Arboretum, and the Golden Apple Foundation, has developed a Master of Science degree in Science Content and Process.

The degree program provides K-9 teachers and other science educators integrated content knowledge in general science utilizing the resources of the local scientific community. Participants will use the pedagogy of inquiry-based learning and knowledge of technology to create an effective teaching/learning environment for science education. This program is intended for those teachers who want to increase their science knowledge and confidence in science teaching.

This program is unique in that courses are taught at Benedictine University and the partner organizations. Participants in the program are immersed in learning opportunities available at each of these sites and will complete research internships with scientists at the host organizations in order to better understand the process of science and the rewards for doing it well.

Designed for the working professional, the degree program is taught in a cohort model that meets evenings and some Saturdays during the academic year. Day courses will take place during the summer. Teachers can manage full-time employment while completing the degree in two years.

There will be only one cohort of twenty-four students each year. Admission to the degree program must be completed in June before the first course begins. Applicants must hold a valid teaching certificate or work as a science educator.

Objectives:

- Integrate general science content using themes of regional biodiversity and systems interactions.
- Provide content and pedagogy based on the "Next Generation Science Standards" (NGSS) and the "Common Core Framework for K-12 Science Education."
- Model the use of the science and engineering practices promoted in the NGSS.
- Develop inquiry-based teaching practices that promote learning of scientific content.
- Gain firsthand experience with the scientific process.
- Build self-confidence in science knowledge and teaching.
- Understand and use technology in investigations and analysis.
- Increase the use of the educational facilities of the partnership organizations.

Curriculum:
The program requires 33 semester credit hours of graduate coursework.

Core:
MSSCP 501 Pedagogy of Inquiry Science Teaching
MSSCP 503 Nature of Science
MSSCP 504 Research Internship

Content:
MSSCP 510 Zoology (Brookfield Zoo) or
MSSCP 512 Animal Behavior (Brookfield Zoo)
MSSCP 515 Field Ecology and Management (Mays Lake Forest Preserve District of DuPage County)
MSSCP 517 Environmental Science (The Morton Arboretum)
MSSCP 518 Prehistoric Life (Mays Lake Forest Preserve District of DuPage County)
MSSCP 520 Basic Physics (Fermi Lab)
MSSCP 522 Astronomy (Benedictine University)
MSSCP 526 Chemistry (Benedictine University)
MSSCP 528 Robotics (Benedictine University)

Benedictine University

Master of Science (M.S.) in Taxation

College: College of Business

Department: Graduate Business Administration

Student Type: Graduate

Faculty:
Ricky M. Holman, J.D.
Assistant Professor and Department Chair, Graduate Business Administration (2013)
B.S., 1977, George Mason University; J.D, 1988, Thomas M. Cooley Law School

Ron P. Baiman, Ph.D.
Assistant Professor, Graduate Business Administration (2013)
B.Sc., 1973, Hebrew University; M.A., 1981, Ph.D., 1992, New School for Social Research

Joseph D. Cursio, M.S.
Instructor of Finance, Graduate Business Administration (2017)
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 (2008)
Program Director, M.S. in Accountancy Program
B.S., 1970, University of Illinois; M.B.A., 1981, DePaul University

Zhen Liu, Ph.D.
Assistant Professor, Management Information Systems and Business Analytics Programs (2017)
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 (1992) and Business Analytics
B.S., 1977, Loyola University Chicago; M.S., 1979, Ph.D., 1985, Northwestern University

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

Academic Administrator:
Krista Huba, B.S., Program Manager

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.
David Dibblee, M.B.A., M.S.A, CPA, Professor Emeritus
Charles Droege, B.A., CPA
Chris Fernandez, Ph.D., M.B.A., M.S.
Darryl Franklin, Ph.D.
Sharolyn Franklin, M.B.A., CPA, CTP
John Frech, M.B.A., CPA
Ann Fulmer, M.S., Senior Lecturer
Kenneth Hansen, J.D., M.S., Senior Lecturer
George Hay, Ph.D.
James Hill, M.B.A., Senior Lecturer
Philip L. Hupfer, M.S.
Edwin J. Kocinski, M.B.A., Senior Lecturer
Mark Kozak, M.A., M.B.A.
Patrice Kucia, M.B.A., CPA
Raymond Makowski, J.D.
John Malec, M.A., Senior Lecturer
Edmund M. Manrique, M.S., M.B.A.
Michael Modica, Ph.D., M.S.
Leon Opyd, M.B.A.
William Payne, M.S.
James Pilcher, M.B.A.
John Potocki, M.B.A.
Kevin Pugh, M.B.A., M.S.
Ronald Revers, Ph.D., Senior Lecturer
Balajirao Ryali, M.E.M, M.B.A., M. Tech.
Thomas Scott, M.S.A., CPA, CMA
Greg Sellers, Ph.D., M.S.
Bernard Silverman, Ph.D., M.A., Senior Lecturer
Mark Martin Sowa, M.A., M.B.A.
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
Joseph Youchison, M.S., M.B.A., Senior Lecturer
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.

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

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

M.S. in Taxation Program:
Benedictine University's M.S. in Taxation program is designed for working adults who have a business-related undergraduate degree and desire a career in the area of taxation. 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, online or matinee (3:00-6:00 p.m.) format, enabling a student to take additional courses in one quarter and thus requiring the student to come to campus only one night per week. Please consult the schedule for the exact times and locations.

Curriculum:
The M.S. in Taxation program requires 64 quarter credit hours of graduate coursework of which at least 32 quarter credit hours of graduate course work must be completed at Benedictine University. The program consists of four major components:

1. Core (Foundation) Accounting Competency: four courses focused on U.S. accounting standards
2. Tax Competency Topics: five courses focused on in-depth concepts, theories and issues in taxation

3. Advanced Taxation Topics: four courses focused on tax issues related to partnerships, closely held corporation and corporate reorganizations
4. Electives: students are required to choose three elective courses suited to their personal or professional interests

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

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

Advanced Taxation Topics:
MST 625 Federal Taxation of Partnerships (4)
MST 694 Overview of State Income Taxation (4)
MST 695 Taxation of Closely Held Corporations (4)
MST 696 Corporate Reorganizations

Taxation Electives – 12 Quarter Credit Hours:
MSA 603 Cost Analysis, Profit Planning and Control
MSA 604 Theory and Practice of Financial Reporting
MST 688 Estate and Gift Taxation
MST 689 Seminar in Current Problems in Taxation
MST 697 Consolidated Returns
MST 698 Taxes and Property Transactions
MST 699 U.S. Taxation and Its International Aspects

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

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. The Benedictine M.S. in Taxation program offers a rolling admission so students may be admitted into any of these quarters. It is possible to follow either a part-time or full-time program.

Admission 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 qualitative course.

Applicants who have not completed college algebra within the past five years may be required to demonstrate math proficiency or participate in a math refresher course MBA 400 College Algebra.

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

Each of the 13 required courses are offered year-round. Taxation 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. Selected courses are offered on the weekend each quarter for those students whose professional commitments make it difficult to attend weekday courses. Taxation courses require individual academic work and team projects. Elective courses are offered at least once a year, and advanced academic planning is recommended to incorporate preferred electives.

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

The Graduate Course Schedule is posted on the Benedictine University website. M.S. in Taxation students wishing to take three or more M.S. in Taxation courses per quarter requires approval from the M.S. in Taxation program director.

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

Benedictine University

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

College: 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 DelaCerda-Gastelum, Ph.D.
Lee DeRemer, Ph.D.
Marie E. Di Virgilio, Ph.D., M.B.A.
James (Gus) Gustafson, Ph.D.
John Heiser, Ph.D.
Michael Kuppinger, Ph.D.
Michele Major, Ph.D.
David Smith, Ph.D.
Tina Huesing, Ph.D.

The lecturers listed have extensive experience in the business, non-profit, government, 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 Executive Master of Science in Values-Driven Leadership program.

Mission Statement:
The Executive 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 Executive Master of Science in Values-Driven Leadership program has six 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, organizational and societal levels.
2. Create and implement customized personal coaching plans for 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.

4. Demonstrate mastery-level competence in values-driven leadership by analyzing strategic leadership problems and opportunities, and designing and defending comprehensive solutions that benefit both business and society.
5. Contribute to active and informed global corporate citizenship by understanding and evaluating the current global context, and by developing and demonstrating global leadership competencies.
6. 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 Executive 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 executives like you. It is a cohort-based, blended-format program with interactive online courses and three, four-day residencies to provide networking opportunities and to integrate and deepen the learning experience. On-campus residencies occur two times during the program with a third international residency. Third, the program is accelerated. It is designed to be completed in 18 months. Fourth, you will create a personalized leadership development plan and will receive individualized executive 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 Executive Master of Science in Values-Driven Leadership Curriculum:
The curriculum consists of 16, four quarter credit hour courses, totaling 64 quarter credit hours. Students must maintain a 3.0 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 six weeks, and each residency has two courses. Residencies one and two, held on Benedictine's Lisle, Ill. campus, run Thursday 9:00 a.m.–5:00 p.m., Friday 8:00 a.m.–5:00 p.m., Saturday 8:00 a.m.–5:00 p.m., and Sunday 8:00 a.m.–4:00 p.m. Residency three, held internationally, runs 8:00 a.m.–5:00 p.m. Monday–Saturday.

Courses**:**
EMSVDL 600 Your Leadership Journey
EMSVDL 605 Your Leadership Impact
EMSVDL 610 Leadership Theory & Practice
EMSVDL 615 Moral & Ethical Foundations of Leadership
EMSVDL 620 Leading Teams
EMSVDL 625 Leading Change & Innovation
EMSVDL 630 Leading & Developing Others

EMSVDL 635 Leading Appreciative Inquiry
EMSVDL 640 Organizational Leadership Practicum
EMSVDL 645 Strategic Leadership
EMSVDL 650 Organizational Behavior
EMSVDL 655 Business Decision Making
EMSVDL 660 Responsible Leadership
EMSVDL 665 Global Leadership
EMSVDL 670 International Exchange
EMSVDL 675 Leadership Legacy Capstone

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

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 eight years of management experience, and/or be in a senior leadership position or on the path to an executive position
- 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 leaders from the business, public, or non-profit sectors, with 8+ years management experience.

Benedictine University

ACADEMIC PROGRAMS - DUAL DEGREES

M.S. in Accountancy/M.S. in Business Analytics

Overview:
The M.S. in Business Analytics/M.S. in Accountancy dual degree combines an in-depth understanding of U.S. accounting practices and concepts of the M.S. in Accountancy program with in-depth technical expertise in business analytics. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The dual degree program requires 96 quarter credit hours.

Curriculum:
M.S. in Accountancy/M.S. in Business Analytics core (88 quarter credit hours)
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MSA 500 Financial Accounting (4)
MSA 504 Corporate Accounting Theory and Practice I (4)
MSA 506 Corporate Accounting Theory and Practice II (4)
MBA 510 Economics (4)
MSA 513 Auditing Theory and Practice (4)
MSA515 Advanced Accounting (4)
MGMT 530 Organizational Behavior (4)
MBA 541 Analytical Tools for Management Decisions (4)
MSA 601 Managerial Accounting (4)
MSA 603 Cost Analysis, Profit Planning and Control (4)
MSA 604 Theory and Practice of Financial Reporting (4)
MST 605 Tax Influences on Decision-Making (4)
MSA 611 Managerial Economics (4)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS/MBA 683 Project Management (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

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

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your

first Accountancy or Business Analytics class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and Accountancy and Business Analytics resources. Accountancy and Business Analytics course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 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 Business Administration/M.S. in Business Analytics

Overview:
The M.B.A./M.S. in Business Analytics dual degree combines the comprehensive business core of the M.B.A. with the in-depth technical expertise in business analytics. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.B.A./M.S.in Business Analytics program requires 96 quarter credit hours.

Curriculum:
M.B.A./M.S. in Business Analytics core (80 quarter credit hours)
MSA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers (4) **
MBA 510 Economics (4)
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MGMT 530 Organizational Behavior (4) or MBA 633 Legal Issues in the Workplace (4)
MBA 539 International Business (4)
MBA 541 Analytical Tools for Management Decisions (4)
MSA 601 Managerial Accounting (4) or MBA 545 Business Law (4) **
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS/MBA 683 Project Management (4)* or MBA 641 Information Technology Management (4)
MIS 674 Database Management Systems (4)
MSBA 685 Data Visualization (24)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

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

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

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

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first M.B.A. or Business Analytics class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.B.A./Business Analytics resources. M.B.A. and Business Analytics course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 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.

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

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

Curriculum:
M.S. in Business Analytics/M.S in Management Information Systems core (64 quarter credit hours)
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MBA 541 Analytical Tools for Management Decisions (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS/MSBA 659 Business Analytics (4)
MIS/MSBA 663 Machine Learning (4)
MIS 671 Strategic Management (4)

MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

Program Electives:
M.S. in Business Analytics electives (16 quarter credit hours)
M.S in Management Information Systems electives (16 quarter credit hours)

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first Business Analytics or Management Information Systems class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and Business Analytics/ Management Information Systems resources. Business Analytics and Management Information Systems course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 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.

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

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

M.S. in Accountancy/M.S. in Management Information Systems core (86 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MSA 500 Financial Accounting (4)
MSA 504 Corporate Accounting Theory and Practice I (4)
MSA 506 Corporate Accounting Theory and Practice II (4)
MBA 510 Economics (4)

MSA 513 Auditing Theory and Practice (4)
MSA 515 Advanced Accounting (4)
MGMT 530 Organizational Behavior (4)
MSA 601 Managerial Accounting (4)
MSA 603 Cost Analysis, Profit Planning and Control (4)
MSA 604 Theory and Practice of Financial Reporting (4)
MST 605 Tax Influences on Decision-Making (4)
MSA 611 Managerial Economics (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 656 Information Systems Security (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Program Electives:
M.S. in Management Information Systems electives (10 quarter credit hours)

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first Accountancy or Management Information Systems class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and Accountancy and Management Information Systems resources. Accountancy and Management Information Systems course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 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 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 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers (4)**
MBA 510 Economics (4)
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MBA 539 International Business (4)
MBA 541 Analytical Tools for Management Decisions (4)
MSA 601 Managerial Accounting (4) or MBA 545 Business Law (4)**
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)
MBA 683 Project Management (4)
MGMT 521 Career and Human Resource Planning (2)
MGMT 530 Organizational Behavior (4)
MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)
MGMT 612 Methods of Organizational Research (4)
MGMT 634 Strategy, Structure and Decision-Making (4)

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

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 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 program manager 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 Business Administration/ M.S. in Management Information Systems

Overview:
The M.B.A./M.S. in Management Information Systems dual degree combines the comprehensive business core of the M.B.A. with the in-depth technical expertise in information systems provided by the Management Information Systems program. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.B.A./M.S. in Management Information Systems program requires 96 quarter credit hours.

M.B.A./M.S. in Management Information Systems core (76 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MSA 500 Financial Accounting (4) or MBA 501 Accounting for Non-Financial Managers (4) **
MBA 510 Economics (4)
MGMT 530 Organizational Behavior (4) or MBA 633 Legal Issues in the Workplace (4)
MBA 539 International Business (4)
MBA 541 Analytical Tools for Management Decisions (4)
MSA 601 Managerial Accounting (4) or MBA 545 Business Law**
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MBA/MIS 683 Project Management (4)* or MBA 641 Information Technology Management (4)
MIS 689 Strategic Information Technology Management (4)

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

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

Program Electives:
M.S. in Management Information Systems electives (16 quarter credit hours)
M.B.A. electives (4 quarter credit hours)

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first M.B.A. or Management Information Systems class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and M.B.A./Management Information Systems resources. M.B.A. and Management Information Systems course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 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 Education (M.Ed.)/ M.S. in Management and Organizational Behavior

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

M.Ed./M.S. in Management and Organizational Behavior core (56 semester credit hours/96 quarter credit hours; EDUC credits in parentheses are semester hours; MGMT credits are quarter hours):
EDUC 501 Organization and Administration of the Schools (2)
EDUC 509 School Law (2)
EDUC 511 School Finance (2)
EDUC 516 Adult Learning Strategies (1)
EDUC 517 Introduction to Technology (1)
EDUC 518 Survey of Instructional Technology (1)
EDUC 522 Ethics and Social Responsibility in Management (1)
EDUC 548 Issues and Trends in School Improvement (2)
EDUC 552 Leadership (1)
EDUC 557 Organizational Culture (1)

EDUC 573 Performance Appraisal (1)
EDUC 581 Team Building (1)
EDUC 582 Conflict Management (1)
EDUC 583 Organizational Assessment (1)
EDUC 584 Strategies for Change (1)
EDUC 591 Family, School and Community (3)
EDUC 592 Managing Diversity (1)
EDUC 615 Curriculum Development and Evaluation (3)
EDUC 650 Leadership and Motivation (3)
EDUC 680 Seminar/Administrative Internship (3)
MGMT 500 Accounting for Managers (4)
MGMT 521 Career and Human Resource Planning (2)
MGMT 522 Ethics and Social Responsibility in Management (2)
MGMT 530 Organizational Behavior (4)
MGMT 532 Organization Development (4)
MGMT 540 Data Processing and Management (4)
MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)
MGMT 612 Methods of Organizational Research (4)
MGMT 634 Strategy, Structure and Decision-Making (4)
MGMT 671 Strategic Management (4) (capstone core course)
MBA 541 Analytical Tools for Management Decisions or
MPH 511 Introduction to Statistical Analysis

M.S. in Management Information Systems/ M.S. in Management and Organizational Behavior

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

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

MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)

MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)
MGMT 521 Career and Human Resource Planning (2)
MGMT 522 Ethics and Social Responsibility in Management (2)
MGMT 530 Organizational Behavior (4)
MGMT 591 Contemporary Trends in Change Management (1)
(Students must successfully complete a minimum of two MGMT 591 classes during the program)
MGMT 612 Methods of Organizational Research (4)
MBA/MGMT 634 Strategy, Structure, and Decision-Making (4)
MSA 500 Financial Accounting (4)
MBA 541 Analytical Tools for Management Decisions (4)

Program Electives:
M.S. in Management Information Systems Electives (20 quarter credit hours)
M.S. in Management and Organizational Behavior Electives (18 quarter credit hours)

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first Management or Management Information Systems class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and Management and Organizational Behavior and Management Information Systems resources. Management and Organizational Behavior and Management Information Systems course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 for additional information. Many factors are weighted in assessing an applicant: there is no set admission formula and no predetermined cut-off point for test scores.

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

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

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

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

Master of Public Health/Master of Business Administration Curriculum:
MPH 511 Biostatistics (4)
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health System (4)
MPH 603 Ethical and Political Issues in Public Health (4)
MPH 604 Epidemiology (4)
MPH 605 Environmental Health (4)
MPH 606 Methods of Research in Public Health (4)
MPH 607 Community Health Analysis (4)
MPH 609 Cultural Context of Health (4)
MPH 610 Health Policy (4)
MPH 611 Biology of Public Health (4)
MPH 662 Management of Health Services Organizations (4)
MPH 690 Supervised Field Internship in Public Health (6)
MSA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MBA 539 International Business (4)
MSA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)
MBA 683 Project Management (4)

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

Benedictine University

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

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

M.P.H./M.S. in Management and Organizational Behavior Core Curriculum (64 quarter credit hours):
MPH 511 Biostatistics (4)
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health System (4)
MPH 604 Epidemiology (4)
MPH 605 Environmental Health (4)
MPH 606 Methods of Research in Public Health (4)
MPH 607 Community Health Analysis (4)
MPH 610 Health Policy (4)
MPH 611 Public Health Biology (4)
MPH 662 Management of Health Services Organizations (4)
MPH 690 Supervised Field Internship in Public Health (6)
MGMT 500 Accounting for Managers (4) or
MGMT 501 Accounting for Non-Financial Managers (4)
MGMT 522 Ethics and Social Responsibility in Management (2)
MGMT 530 Organizational Behavior (4)
MGMT 540 Data Processing and Management (4) or
MBA 641 Information Technology Management (4)
MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)
MGMT 634 Strategy, Structure and Decision-Making (4)
MGMT 671 Strategic Management (4)
Electives: 26 quarter credit hours

Benedictine University

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

Overview:
The dual degree program in Management Information Systems and Public Health is designed for professionals who will be responsible for managing information resources and providing decision support in their organizations. In the field of public health and health care, these information needs are universal. Every organization collects, processes, interprets and communicates vast amounts of data. Governmental, organizational and scientific information needs are constantly changing. Professionals in the management of information systems in the public health and health care communities build on the broad-based interdisciplinary studies that are core to the field of public health. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.P.H./M.S. in Management Information Systems program requires 98 quarter credit hours. M.P.H. core courses require grades of A or B.

M.P.H./M.S. in Management Information Systems Core Curriculum (90 quarter credit hours):
MPH 511 Biostatistics (4)
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health System (4)
MPH 603 Ethical and Political Issues in Public Health (4)
MPH 604 Epidemiology (4)
MPH 605 Environmental Health (4)
MPH 606 Methods of Research in Public Health (4)
MPH 607 Community Health Analysis (4)
MPH 609 Cultural Context of Health (4)
MPH 610 Health Policy (4)
MPH 611 Biological Aspects of Public Health (4)
MPH 662 Management of Health Services Organizations (4)
MPH 690 Supervised Field Experience in Public Health (6)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Care Information Systems Management (2)
MIS 656 Information Systems Security and Control (4)
MIS 671 Strategic Management (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Program Electives:
M.S. in Management Information Systems electives (8 quarter credit hours)

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first Management Information Systems or M.P.H. class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and Management Information Systems/M.P.H. resources. Management Information Systems and M.P.H. course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the 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.)/M.S. in Nutrition and Wellness

Introduction:
The M.S. in Nutrition and Wellness/M.P.H. dual degree integrates an applied foundation of the science of health promotion with community health processes. Students learn to assess individuals and communities for health problems, services and needs, and develop appropriate solutions.

This option requires separate application and admission to each degree program. The completion of all requirements for all programs is required. The M.S. in Nutrition and Wellness/M.P.H. dual degree program requires a minimum of 96 quarter credit hours. The student must complete (a) the combined M.S. in Nutrition and Wellness and M.P.H. foundation courses, (b) one concentration (Nutrition and Wellness) and (c) the public health capstone MPH 690. The M.S. in Nutrition and Wellness program director serves as the advisor of this dual degree program.

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

Combined M.P.H. and M.S. in Nutrition and Wellness Foundation Courses and M.P.H. Capstone (84):
MPH 511 Biostatistics (4)
MPH 601 Behavioral and Social Aspects of Public Health (4)
MPH 602 Public Health System (4)
MPH 603 Ethical and Political Issues (4)
MPH 604 Epidemiology (4)
MPH 605 Environmental Health (4)
MPH 607 Community Health Analysis (4)
MPH 609 Cultural Context of Health (4)
MPH 610 Health Policy (4)
MPH 611 Public Health Biology (4)
MPH 632 Public Health and Health Education (4)

MPH 662 Management of Health Services Organizations (4)
MPH 690 Supervised Field Internship in Public Health (6)
NTR 581 Obesity: Theory and Practice Applications (4)
NTR 585 Complementary Nutrition Therapies (4)
NTR 539 Health and Wellness Research Planning (4)
NTR 633 Advanced Nutrition Topics in Micronutrients (2)
NTR 644 Advanced Metabolism: Lipids and Carbohydrates (4)
NTR 647 Advanced Metabolism: Proteins (2)
Applied Research (10):

- On campus students complete the following three courses: NTR 694 Applied Data Analyses (2), NTR 697 Research I (4) and NTR 698 Research II (4)
- Online students complete the following three courses: NTR 693 Data Analysis and Interpretation (4), NTR 695 Applied Research (4), and NTR 696 Research Communications (2).

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

Dietetic Internship Concentration (26):
NTR 515 Medical Nutrition Therapy Advanced Concepts and Outcome Measurement (4)
NTR 523 Case Studies in Dietetics Seminar (2)
NTR 524 Portfolio and Professional Issues (2)
NTR 532 Counseling for Disordered Eating in Sports (2)
NTR 568 DI Clinical Review (1)
NTR 570 DI Orientation (1)
NTR 571 DI Foodservice (2)
NTR 572 DI Maternal and Child Nutrition (1)
NTR 573 DI ENP (1)
NTR 574 DI Community (1)
NTR 575 DI Clinical (3)
NTR 576 DI Clinical (LTC/SubAcute) (2)
NTR 577 Nutrition Clinic Management (2)
NTR 578 DI Skill and Practice Competence (2)

Health Education Concentration (12):
NTR 530 Science of Sports Nutrition (4)
NTR 557 Nutrition Communication through Technologies (4)
MPH or NTR electives (4)

Completion of the following courses within the foundation and as electives earns the **Health Education and Promotion Certificate** (16 quarter credit hours required) from the M.P.H. program: MPH 601, MPH 609, MPH 632, and one of the following MPH 634 or MPH 664. A minimum GPA of 3.000 in certificate applicable coursework is required to receive a certificate.

Nutrition Entrepreneurship Concentration (18):
MBA 559 Entrepreneurship (4)
NTR 557 Nutrition Communications Through Technology (4)
MBA 622 Creativity and Innovation in Business (4)
NTR 658 Venture Planning in Nutrition (4)
MGMT 552 Leadership (2)

Completion of the following courses as part of this concentration earns the **Nutrition Entrepreneurship Certificate** (16 quarter credit hours): MBA 559, NTR 657, MBA 622, and NTR 658. A minimum GPA of 3.000 in certificate applicable coursework is required to receive a certificate.

Students completing the following courses earn the **Health Research Methods Certificate** (16 quarter hours): MPH 511, NTR 629, MPH 604, and NTR 693. A minimum GPA of 3.000 in certificate applicable coursework is required to receive a certificate. Courses may not be offered each quarter.

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

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

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

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

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

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

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

M.B.A. Foundation:
MSA 500 Financial Accounting (4 quarter credit hours)
MBA 510 Economics (4 quarter credit hours)
MBA 539 International Business (4 quarter credit hours)
MBA 541 Analytical Tools for Management Decisions (4 quarter credit hours)

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

M.S. in Accountancy/Master of Business Administration

Overview:
The M.S. in Accountancy/ M.B.A. dual degree program combines the comprehensive accounting core of the M.S. in Accountancy with the competencies of business management from the M.B.A. program. Students enrolling in the dual degree program can develop powerful credentials and specialized expertise enabling them to successfully meet the challenges of today's marketplace. The M.S. in Accountancy/ M.B.A. dual degree program consist of 96 quarter credit hours for completion.

Curriculum:
M.S. in Accountancy/M.B.A. core (80 quarter credit hours)
MBA 520 Leadership & Ethics in Global Environment (4)
MBA 541 Analytical Tools for Business Leaders (4)
MBA 510 Economics(4)
MGMT 530 Organizational Behavior (4)
MBA 539 International Business (4)
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 683 Project Management (4)
MBA 671 Strategic Management (4)
MSA 500 Financial Accounting (4)
MSA 504 Corp. Accy Theory & Practice I (4)
MSA 513 Auditing Theory & Practice (4)
MSA 515 Advance Accounting (4)
MSA 506 Corp. Accy Theory & Practice II (4)
MSA 601 Managerial Accounting (4)
MSA 603 Cost Analysis, Profit Plng & Ctl (4)
MSA 604 Theory & Practice of Financial Reporting (4)
MST 605 Tax Influences on Decision Making (4)

Program Electives:
M.S. in Accountancy electives (16 quarter credit hours)

Starting the Program:
The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first M.B.A. or M.S. in Accountancy 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./M.B.A. M.S. in Accountancy and M.B.A. course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 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.

Benedictine University

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

Overview:
The M.S. in Finance/M.S. in Management Information Systems dual degree combines in-depth finance knowledge with management and technical skills in management information systems. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.S. in Finance/M.S. in Management Information Systems program requires 96 quarter credit hours.

M.S. in Finance/M.S. in Management Information Systems core (82 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MGMT 530 Organizational Behavior (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 656 Information Systems Security (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS/MBA 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)
MSBA 659 Business Analytics (4)
MSF 604 Theory and Practice of Financial Reporting (4)
MSF 643 Financial Mathematics (4)
MSF 646 Fixed Income Securities (4)
MSF 647 Behavioral Finance (4)
MSF 653 Investment Theory and Portfolio Management (4)
MSF 656 Investment Analysis (4)
MSF 658 Derivative and Risk Management (4)
MSF 660 Investment Seminar Capstone (4)
MST 605 Tax Influences on Decision-Making (4)

Program Electives:
M.S. in Finance electives (4 quarter credit hours)
M.S. in Business Analytics electives (10 quarter credit hours)

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first Finance or Management Information Systems class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and Finance/Management

Information Systems resources. Finance and Management Information Systems course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 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.

M.S. in Finance/M.S. in Business Analytics

Overview:
The M.S. in Finance/M.S. in Business Analytics dual degree combines in-depth finance knowledge with the analytical skills to gain insight and drive business planning. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.S. in Finance/M.S. in Business Analytics program requires 96 quarter credit hours.

M.S. in Finance/M.S. in Business Analytics core (80 quarter credit hours):
MBA 520 Leadership and Business Ethics in the Global Environment (4)
MGMT 530 Organizational Behavior (4)
MSF 604 Theory and Practice of Financial Reporting (4)
MSF 643 Financial Mathematics (4)
MSF 653 Investment Theory and Portfolio Management (4)
MSF 658 Derivative and Risk Management (4)
MSBA 659 Business Analytics (4)
MST 605 Tax Influences on Decision-Making (4)
MSF 646 Fixed Income Securities (4)
MSF 647 Behavioral Finance (4)
MSF 656 Investment Analysis (4)
MSF 660 Investment Seminar Capstone (4)
MBA 541 Analytical Tools for Management Decisions (4)
MIS/MSBA 663 Machine Learning (4)
MIS 674 Database Management Systems (4)
MIS/MBA 683 Project Management (4)
MSBA 685 Data Visualization (4)
MSBA 686 Analytics for Big Data (4)
MSBA 687 Data Warehousing (4)
MSBA 689 Business Analytics Capstone (4)

Program Electives:
M.S. in Finance electives (4 quarter credit hours)
M.S. in Management Information Systems electives (12 quarter credit hours)

Starting the Program:
The academic calendar is organized around four, 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program.

Because earning your dual degree requires a significant commitment, your initial advising appointment is very important. You must schedule an advising appointment before enrolling in your first Finance or Business Analytics class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion, and makes students aware of essential graduate policies and Finance/Business Analytics resources. Finance and Business Analytics course prerequisites must be met for enrollment in upper-level courses. Contact the program manager for the Department of Graduate Business Administration at (630) 829-6210 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.

ACADEMIC PROGRAMS - DOCTORAL

Doctor of Education (Ed.D.) in Higher Education and Organizational Change

College: College of Education and Health Services

Department: Education

Student Type: Doctorate: Not admitting new students after August 2016

Faculty:
Eileen Kolich, Ph.D.
Ph.D., Pennsylvania State University

Lecturers:
Nancy Bentley, Ph.D.
Loyola University, Chicago

Julie Bjorkman, Ph.D.
Benedictine University

Kathleen Carlson, Ph.D.
Loyola University, Chicago

William Griffin, Ed.D.
National Louis University

Tamara Korenman, Ph.D.
Kansas State University

Sarah Malone, Ph.D.
Benedictine University

Antonina Lukenchuk, Ed.D.
Northern Illinois University

Jamal Scott, Ed.D.
Illinois School of Professional Psychology

Cassandra Sheffield, Ed.D.
Benedictine University

Introduction:
The Benedictine University Doctor of Education (Ed.D.) in Higher Education and Organizational Change program is intended for practicing professionals who wish to accelerate their career paths or who seek to join the higher education community as university, college or community college administrators. The program also prepares students for management positions in public and private educational agencies and associations. Studies emphasize leadership for educational and organizational improvement.

The program provides both the perspective and the tools to anticipate and lead change in higher education. Coursework is topical in nature, interdisciplinary in focus and grounded in an inquiry-driven methodology characterized by critical-thinking, analysis and self-reflection. The program readies students for the rigors and challenges of developing and implementing strategic plans, improving learning, managing resources, leading personnel, implementing policy and orchestrating change within an organization.

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

Mission Statement:
The mission of the doctoral program is to prepare educational professionals with the knowledge and skills to guide postsecondary institutions in an era of unprecedented change.

Overview:
The program is delivered in two forms, at the University and online, in an executive format featuring learning teams who meet as cohorts. Teams at the university meet on designated weekends (Saturday and Sunday) approximately every third weekend for 16 weekends per year through the first two years. Online teams are facilitated by the University's robust course management and delivery system. Discipline-based learning objectives are integrated and reinforced through rigorous coursework that is tied to real-world applications. Highly interactive classes are characterized by small and whole group discussions, case studies and group projects.

During the first year of the program, students complete foundational courses providing a strong knowledge base in the principles and practices of doctoral study, higher education, and organizational change. In the second year, study advances to current issues in students and student services, curriculum, teaching, learning and resource management. The major theme is leading organizations through constructive change. Students receive guidance and University support throughout the program.

Work begins on the internship and dissertation from the first year so that students may complete requirements in three to three and a half years. Tuition is billed per credit hour. It does not include costs for internship travel and meeting fees. Students who extend their completion for graduation beyond the time announced and scheduled for their cohort will be assessed an additional University doctoral maintenance fee.

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

The internship may be completed concurrently with later coursework and the dissertation. It is the responsibility of the student to secure a site for the field placement.

Dissertation preparation and research extend through the program. By the third year, students are actively engaged in completing a dissertation. The study is expected to constitute a significant contribution to knowledge in the field of post-secondary education. Candidates are expected to relate this knowledge to the theories, concepts and methodologies of their study in organizational development, and include implications for further research and theory development.

Curriculum:
HEOC 705 Issues in Higher Education (3)
HEOC 715 Research Methods (3)
HEOC 725 Policy, Politics and the Law (3)
HEOC 735 Organizational Development, Change and Innovation (3)
HEOC 745 Institutional Planning and Accountability (3)
HEOC 755 Qualitative Research Methods (3)

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

HEOC 835 Financial Management and Budgets (3)
HEOC 855 Personnel, Performance and Accountability (3)
HEOC 865 Management of Change (3)
HEOC 875 Dissertation Seminar II (3)
HEOC 885 Internship (variable up to 6)
HEOC 895 Dissertation (variable up to 6)
HEOC 876 Dissertation Candidacy no credit no fee; pre-requisite Incomplete in HEOC 875; may be repeated four times
HEOC 897 Dissertation Extension no credit no fee; pre-requisite X in HEOC and/or HEOC 895 , one term only
HEOC 900 Dissertation Continuation, repeatable variable credit up to 6 a term billed at maintenance fee

Admission Requirements
- Master's degree from an accredited institution.
- Minimum 3.000 GPA on a 4.000 scale in last 30 hours of graduate credit.
- Letter of intent explaining applicants career goals as related to the doctoral program.

- Two letters of reference from persons knowledgeable about the applicant's academic and/or professional competence.
- 3-year minimum work experience, preferably in higher education.
- Writing sample.
- Current resume including pertinent publications and presentations.
- Complete application (link to application) and non-refundable $50 fee.
- All official transcripts from institutions of higher education.
- No transfer credit accepted.
- International transcripts to be evaluated by either ECE or WES.
- Students on U.S. Visas are not eligible.

Admission Process
After a complete application is reviewed, a personal interview may be required. The deadline for receipt of completed applications is July 15. New cohorts start their studies around August 20 each year.

Residency Requirements
- Attendance at one American Council on Education annual meeting.
- Participation in at least two weekend lecture seminars scheduled by and at Benedictine University in Lisle, Ill.

The Ed.D. in Higher Education and Organizational Change is not accepting any new applications. Students currently enrolled will be supported until degree completion following University policies.

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

College: College of Business

Department: Management and Organizational Behavior

Student Type: Doctorate

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

Peter F. Sorensen Jr., Director
B.A., 1961; M.A., 1966, Roosevelt University; Ph.D., 1971, Illinois Institute of Technology

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

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

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

Introduction:
The Ph.D. in Organization Development (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.

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

PHDOD 891D Advanced Topics: International Trip (12)
PHDOD 899A Dissertation (10)
PHDOD 899B Dissertation (10)

Dissertation:
While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon being accepted into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics consistent with the major research themes within the program. It is expected that research topics be selected during the first year as part of the initial research course. During the second year, it would be expected that papers be presented at local or regional professional meetings as part of the learning and feedback process. In the final year of the program, during completion of the dissertation, students would be expected to present their work at national meetings and submit papers for publication.

Scholars:
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
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; John Hopkins, Carey Business School; University of Maryland, R.H. Smith School
Philip Mirvis, Ph.D., Philip H. Mirvis Associates
Susan Mohrman, Ph.D., University of Southern California
Kenneth Murrell, Ph.D., University of West Florida
Dawn 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
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., John 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

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

College: College of Business

Department: Center for Values-Driven Leadership

Student Type: Doctorate

Faculty:
James D. Ludema, Ph.D.
Co-founder and Director, Center for Values-Driven Leadership;
Professor, Global Leadership

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

Academic Administrator:

Associate Director, Center for Values-Driven Leadership

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

Distinguished Visiting Scholars:
Robert Audi, Ph.D., University of Notre Dame
Bruce J. Avolio, Ph.D., University of Washington
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
Ronald Fry, Ph.D., Case Western Reserve University
Mary Gentile, Ph.D., University of Virginia
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
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, Chief Economist of the U.S. Department of State
G. Thomas Lumpkin, Ph.D., Syracuse University
Cindy McCauley, Ph.D., Center for Creative Leadership
Carlos Mora, Ph.D., Center for Positive Organizational Scholarship, 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
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 leaders committed to using the creativity and discipline of business to:

- Create short-term and long-term shareholder value.
- Enrich people's lives and help others 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 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 is designed for senior executives and 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 global.

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.

Curriculum:
The Ph.D./D.B.A. in Values-Driven Leadership is a fully-accredited doctoral program offered by the Center for Values-Driven Leadership in the College of Business at Benedictine University. It is based on the premise that business is the most powerful institution on the planet. Leadership decisions made in the workplace shape the lives of individuals, economies and the world more than any other single institution. Increasingly, smart business leaders are leveraging social, ethical and environmental performance to drive innovation and profitable growth.

The curriculum integrates psychological, sociological, organizational and economic perspectives on responsible leadership in today's global context. Students draw from their experience, action-learning

initiatives, the latest research, and spirited dialogue with faculty and distinguished visiting scholars to advance the fields of strategic leadership, corporate sustainability, and organizational change and to expand their capacity to lead at four levels: personally, interpersonally, organizationally and globally. The curriculum focuses on theory and practice in four core areas: 1. 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 700 Orientation for DVDL Admitted Students
DVDL 725 Leading Self I: Your Career Leadership Legacy
DVDL 735 Leadership Theory, Research and Practice
DVDL 745 Leading Teams
DVDL 750 Organizational Theory and Behavior
DVDL 755 Moral and Ethical Foundations of Leadership
DVDL 765 Leading and Developing Others
DVDL 775 Leadership and Corporate Social Responsibility
DVDL 785 Leading Corporate Sustainability
DVDL 795 Lecture Series Seminar I
DVDL 835 Leading Change and Developing Organizations
DVDL 845 Strategic Leadership
DVDL 855 Leading in the Global Economy
DVDL 865 Research Methods I: Scholar-Practitioner Strategies
DVDL 875 Research Methods II: Quantitative Methods
DVDL 885 Research Methods III: Qualitative Methods

DVDL 895 Lecture Series Seminar II
DVDL 896 Global Exchange/International Trip
DVDL 898 Dissertation
Optional course:
DVDL 900 Dissertation Continuation

Benedictine University

COURSE DESCRIPTIONS - GRADUATE

Academic Discourse Graduate

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

ADG 401 Introduction to the American Graduate Classroom. This ten week course is for international non-native speakers of English concurrently undertaking graduate studies. Students will gain a clearer understanding of what professors expect of them in American graduate level courses. Students will learn advanced reading, writing, classroom interaction and study techniques that are essential for success in graduate academic programs. Prerequisite or co-requisite: ADG 400. 3 quarter credit hours. *Department Consent Required.*

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

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

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

Accountancy

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

MSA 504 Corporate Accounting Theory and Practice I. 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 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 500. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

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

MSA 513 Auditing Theory and Practice. An intensive study of generally accepted auditing standards and procedures as prescribed by the Public Company Accounting Standards Oversight Board. Emphasis is placed on planning of an audit engagement, evaluation of internal controls, 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 506. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

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

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

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

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

MSA 606 Forensic Accounting. A comprehensive study of forensic accounting topics. This course provides students with a background in the field of forensic accounting-fundamentals, tools and accounting applications. 4 quarter credit hours.

MSA 607 Fraud Examination. 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 500 and MSA 601. Elective. 4 quarter credit hours.

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

MSA 609 Computer Fraud. This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer fraud that can occur in organizations and how computer fraud can be prevented. Cross-listed MSA/MIS 609. 4 quarter credit hours.

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

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

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

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

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

Biology

BIOL 502 Stem Cell Biology. Stem cell basic biology, including stem cells, their microenvironment, regulatory control of proliferation/differentiation, clinical applications, FDA regulation, and ethical considerations. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

BIOL 503 Stem Cell Laboratory. 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 quarter credit hours. Typically offered: Fall and Spring Terms.

BIOL 504 Stem Cell Studies. Journal readings and discussions for stem cell studies, cell therapy approaches, novel platform technologies, and clinical laboratory applications. 3 quarter credit hours. Typically offered: Fall and Spring Terms.

Business Administration

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

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

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

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

MBA 520 Leadership & Business Ethics in the Global Environment. 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. Typically offered: Fall, Winter, Spring & Summer.

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

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

MBA 543 Domestic and International Alternative Dispute Resolution. 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 strategy, develop effective arbitration techniques, and respond to obstacles that opposing parties often create. 4 quarter credit hours. Typically offered: Winter Term.

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

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

MBA 550 Business Negotiations. 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. Typically offered: Fall Term.

MBA 551 Strategic Managerial Communications. Focuses on effective design and delivery of speeches and virtual presentations for business. Uses multi-media to assess and develop student's presentation skills in business and related public presentations, through student's actual presentation with multi-media aids. Elective. Learning Team M.B.A. Program only. Prerequisite: MBA 520. 2 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

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

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

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

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

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

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

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

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

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

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

MBA 620 International Accounting. This course integrates International Financial Reporting Standards (IFRS) into financial accounting and highlights the differences and issues related to US GAAP and IFRS. Students will

gain a basic understanding of IFRS which is gaining worldwide acceptance and being considered for adoption within the US. Prerequisites: MSA 500, MSA 601. 4 quarter credit hours.

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

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

MBA 630 Operations Management. 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 530, MBA 541. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

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

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

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

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

MBA 636 Transnational Management and Global Organization. This course focuses on how global firms formulate and implement management strategies addressing issues such as creating solid logistic systems, managing foreign suppliers, building competitive advantage, designing responsible organizations. Students will be able to: (1) understand current models and approaches to strategy formulation and implementation for

multinational business enterprises; (2) Integrate the functional disciplines of designing an effective organizational structure through the application of cross border knowledge transfers and boundary expanding structures like joint ventures and alliances; (3) Identify the key traits of successful management teams that are a core requirement for transnational operations and where the roles of this complex organization will be in the ever expanding global economy; (4) Devise various types of strategy for transportation and logistic systems that are a core requirement for transnational organizations. Prerequisites: MSA 601, MBA 611 and MBA 630. 4 quarter credit hours. Typically offered: Winter Term.

MBA 638 Student Development Challenges and Successes. 4 quarter credit hours.

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

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

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

MBA 651 Financial Management. Develops an understanding of financial theory and its application through case analysis. Topics include capital management, operating and financial leverage, costs of capital, investment, and financing decisions. Techniques for the evaluation of investment alternatives using net present value and internal rate of return concepts are covered including the identification of cash flows relevant for capital budgeting. Emphasis is placed on the application of these concepts to the valuation of a going concern. Extensive use of pro-forma modeling of financial statements is made throughout the course. Prerequisites: MSA 601, MBA 611. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

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

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

MBA 654 Problems in Corporate Financial Analysis. This course employs challenging cases, current events, and readings to create a framework for students to utilize their qualitative and quantitative skills in corporate

finance. Students will be expected to apply techniques learned in MBA 651 and research new techniques. Cross-listed as MBA/MSF 654. 4 quarter credit hours. Typically offered: Spring Term.

MBA 655 Financing New Ventures. (Available through Online program only). 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 651. 4 quarter credit hours.

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

MBA 658 Derivatives and Risk Management. This course covers the ethical issues and compliance with a focus on new rules related to the regulation of derivatives trading. Cross-listed as MBA/MSF 658. 4 quarter credit hours. Typically offered: Spring Term.

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

MBA 661 Marketing Management. Introduces students to both the theory and practice of marketing. Students explore consumer behavior, market research, new product development, pricing, distribution and promotional considerations. Prerequisites: MGMT 530 and MBA 541. Cross-listed as MBA 661/MGMT 561. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

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

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

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

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

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

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

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

MBA 672 Essentials of Sustainable Leadership. This course builds on the Essentials of Sustainable Leadership and Developing Sustainable Leaders courses and takes the student to the next level. This course covers advanced topics in leadership, emotional intelligence and the role of sustainable leadership in organizational change (including working with power and politics and managing covert processes in the workplace). The perspective of the course content is from the role of a senior leader. Sustainable leadership performance and an open systems view of organizations are the foundations of the approach to this course. The course also examines how the worldview of the individual executive influences his or her performance as a leader and executive, and the long term performance of the organizations they lead. The course is designed to be introspective, to facilitate learning about yourself, and highly interactive, to foster learning from each other. The in-class exercises, case analyses, group discussions, lectures, and readings are designed to expand your awareness and range of behavioral options as an executive leader. 4 quarter credit hours. Typically offered: Winter Term.

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

MBA 675 Understanding the New Revolution in Sustainability. This course is designed to connect students to the business opportunities inherent in the emergence of sustainability: the pursuit of economic prosperity, environmental stewardship and social justice in the global business environment. Students will explore current trends, leading literature, and theory and case studies, while participating in experiential exercises and interactive projects in order to gain practical insights into how society's increasing expectations are impacting the firm's social license to operate. The goal of this course is for individuals to better understand how business relates to society, the ways in which sustainable business principles are integrated into all facets of organizational life, and the value that can be created for all stakeholders. Prerequisite: MBA 520. 4 quarter credit hours. Typically offered: Spring Term.

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

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

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

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

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

MBA 683 Project Management. The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects within budget and on schedule. Advanced topics may include critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This

course is appropriate for technology and non-technology managers alike. Cross-listed as MIS/MBA 683. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

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

MBA 687 Multi-Cultural Management. The complex global business arena of the 21st century mandates that managers develop the skills necessary to design and implement global strategies and 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. Online MBA Program only. 4 quarter credit hours.

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

MBA 691 Lecture Series. 3 quarter credit hours.

Clinical Psychology

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

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

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

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

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

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

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

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

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

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

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

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

MCP 607 Counseling Laboratory. 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. Pre-requisite: MCP 629. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. Typically offered: Winter Term.

MCP 616 Stress Management. This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change and techniques of stress management. Pre-requisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

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

MCP 620 Cognitive Therapy. This course provides a survey of a variety of cognitive/behavioral approaches to psychotherapy. Modern techniques will be linked to earlier theories in both cognitive (Adler Kelly, etc.) and behavioral (Skinner, Pavlov, etc.) psychology. Students will be given the opportunity to apply the various techniques and theories to clinical material and will be expected to present and analyze cases within a cognitive-

behavioral framework. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours. *Department Consent Required.*

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

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

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

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

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

MCP 638 Problems in Counseling and Psychotherapy. This course is designed for individual and group study of selected problems and issues. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MCP 683 Social and Cultural Foundations. This course explores issues and trends in a pluralistic society. Areas covered include issues associated with factors such as age, race, religious preference, physical disability, sexual

orientation, ethnicity and culture, gender and socioeconomic status. Ethical implications and considerations are examined. Prerequisites: MCP 601 and MCP 629. 3 quarter credit hours. Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

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

MCP 687 Readings in Counseling Psychology. Readings in Theories of Personality, Readings in Psychopathology or Readings in Psychotherapy Research Individual or group study is carried out in one of the above areas. Prerequisite: Degree seeking student in the Clinical Psychology program. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

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

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

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

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

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

Education

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

EDUC 425 Preclinical: Teaching Mathematics. Directed observation and participation in an off-campus setting. Students participate in a 40 clock-hour experience. Transportation required. Prerequisites: Preclinical application; co-registration in EDUC 525; cumulative GPA of 3.000, and TEP.

EDUC 426 Preclinical: Instructional Strategies Learning Disabilities and Emotional Disorders. Directed observation and participation in off-campus setting. Students participate in a 25 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 625; cumulative GPA of 3.000, and TEP.

EDUC 430 Preclinical: Reading. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 530; cumulative GPA of 3.000, and TEP.

EDUC 431 Preclinical: Secondary Mathematics. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 531; cumulative GPA of 3.000, and TEP.

EDUC 432 Preclinical: Secondary English. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 532; cumulative GPA of 3.000, and TEP.

EDUC 433 Preclinical: Secondary Social Science. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 533; cumulative GPA of 3.000, and TEP.

EDUC 434 Preclinical: Secondary Science. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 534; cumulative GPA of 3.000, and TEP.

EDUC 435 Preclinical Experience: K - 12 Spanish. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience K-12. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 535; cumulative GPA of 3.000, and TEP.

EDUC 436 Preclinical: Secondary Business/Marketing/Computer Education. Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application; co-registration in EDUC 536; cumulative GPA of 3.000, and TEP.

EDUC 455 Preclinical: Classroom Management. Directed observation and participation in off-campus setting. Students participate in a 20 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 555; cumulative GPA of 3.000, and TEP.

EDUC 502 The Differentiated Classroom: A Practical Approach. This course is designed to provide a study of the theory of differentiation and its implementation in the classroom. A focus will be on the understanding what differentiation is, the reasons for differentiation, how differentiation can be integrated in teaching and learning and the results of having a differentiated classroom. 3 semester credit hours.

EDUC 505 Developmental Characteristics of Young Adolescents/Implications for Teaching and Learning. This course will begin examining the developmental characteristics of young adolescents. Cognitive, emotional, physical, social and character development will be viewed in the school setting. Current issues, curriculum,

strategies, and programs in local, state, and national middle level schools will be explored. 3 semester credit hours.

EDUC 506 Overview of Special Education. The purpose of this course is to provide the adult learner with a basic understanding and overview of Special Education in today's schools. This will include characteristics of and various teaching strategies for working with individuals with learning disabilities, emotional and behavior disorders, and mental impairments. This course is intended for classroom teachers and other school personnel who want more information about Special Education population. This is NOT the Survey of Exceptional Child course for Illinois certification. 2 semester credit hours.

EDUC 507 Supervision of Special Education. The organization, administration and operation of special education programs at the local state and federal levels will be reviewed. Emphasis will be given to laws, mandates, and the impact of the Regular Education Initiative on special education personnel. Supervision of teachers, including observation and evaluation will be studied. In addition, all elements of successful case management, including facilitation of small groups, collaboration across disciplines, development of special services and legal aspects will be explored. 3 semester credit hours.

EDUC 512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum. Examines the relationship between reading, writing, oral communication and thinking and explores strategies for integrating these areas across the curriculum. Examines a variety of theoretical perspectives and instructional strategies involving simulation, role-playing, case studies, inquiry, problem-solving, critical thinking and environmental learning. Lesson and unit plan development emphasized. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours. Typically offered: Spring Term.

EDUC 513 Integrating Art into the Elementary Curriculum. This course will provide teachers with tools to integrate art into the elementary curriculum. The course will address the academic, emotional, and social benefits of including art in the academic day. Classes will include hands on projects and art history research. 2 semester credit hours.

EDUC 514 Classroom Management. This course will provide several models of classroom management, based on instructional styles. Find the best management techniques for your style of teaching. 2 semester credit hours.

EDUC 517 Introduction to Technology. Examines various computer programs and applications that can be used to enhance instruction and learning. Topics will include computer-based instruction, multi-media development, internet use for educational purposes, Live Text and electronic portfolio. 1 semester credit hour.

EDUC 518 Survey of Instructional Technology. Covers the selection, production, utilization and evaluation of technologically based instructional media. Prerequisite: EDUC 517 or department consent. 1 semester credit hour.

EDUC 520 Holistic Reading Strategies. Examines the processes of communicating that include reading, writing, speaking and listening. Stresses the interactive nature of reading by examining the relationships between author and reader, decoding and context, and reading and writing. Explores the impact of these relationships on meaning construction. Specific methods and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 521 Technology Topics. This course provides the teacher with a variety of ways in which computer technology can be applied in the classroom. Through exposure to commonly used programs, it will be possible to supplement and enhance an existing curriculum and help teachers be more productive. This course will also

provide teachers ways that students can be provided a richer experience as they create and modify their own materials. Teachers will be introduced to products such as scanners, digital cameras and methods to use them effectively. Strategies to realistically use the World Wide Web will be discussed and then put into practice. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 523 Type and Temperament: Implications for Teaching and Learning. Myers-Briggs Types and Kiersey-Bates Temperaments can give teachers great insight into their personal teaching style as well as learning preferences for all types and temperaments. The Myers-Briggs Type Indicator will be administered. Individual scores and printouts will start the understanding and feelings about preferences and type. Working on that base, teaching and learning will be viewed through the lens of type and temperament. Practical classroom application, strategies, and examples will be examined. 1 semester credit hour.

EDUC 524 Literacy Development from P-12. 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 525 Teaching Mathematics: An Interactive Process (with preclinical 425). 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.*

EDUC 526 A Constructivist View: Understanding and Application for the Reality Classroom. This course is designed for teachers who want to learn more about constructivism in learning and teaching. Discussion about constructivist theory, philosophy, and practice will be the primary focus of this class. Constructivists, experiential learning, cooperative learning and other aspects of constructivist theory will be explored. Participants will develop their own integrated unit or lesson plan to use in their practice. 3 semester credit hours.

EDUC 527 Cognitive Theory/Multiple Intelligences Approach to Teaching. This course is designed for teachers of grades 6-12 who want to understand more about integrating cognitive learning theory and multiple intelligences in the classroom. The goal of the class is to understand the two philosophies and how they relate and ultimately use that understanding to enhance learning in the classroom. Participants will also learn about themselves and their teaching style and reflect on positive ways to engage and connect with other staff and students. The outcome of the course is a unit or lesson plan using the information gained in the course.
3 semester credit hours.

EDUC 528 Science Topics. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 529 Spanish Topics. 2 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 530 Assessment and Corrective Reading. Provides opportunities to assess a reader's strengths and weaknesses by utilizing informal assessment techniques. Diagnosis of reading and writing skills in grades K-2, 3-5 and 6-8 is determined through the use of observational checklists, informal reading inventories, and record

keeping systems. Includes a 40 hour field experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours. *Department Consent Required.*

EDUC 531 Curriculum and Instructional Methods in Mathematics (6-12). Emphasis placed on methods, content and instructional materials utilized in teaching mathematics in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 532 Curriculum and Instructional Methods in English and Language Arts (6-12). Emphasis placed on methods, content and instructional materials utilized in teaching English and Language arts in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 533 Curriculum and Instructional Methods in Social Science (6-12). Emphasis placed on methods, content and instructional materials utilized in teaching Social Science in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 534 Curriculum and Instructional Methods in Science (6-12). Emphasis placed on methods, content and instructional materials utilized in teaching science in the middle/junior and high school. Includes a 40-hour field experience. Transportation needed. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 535 Curriculum and Instructional Methods in Spanish K-12. Emphasis placed on methods, content and instructional materials utilized in teaching Spanish in grades K-12. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 536 Curriculum and Instructional Methods in Business, Marketing, and Computer Education (6-12). Emphasis placed on methods, content and instructional materials utilized in teaching business, marketing and computer education in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 537 Literacy Topics. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 539 Multicultural Literature. Evaluation, selection, and teaching of literature to service the interests and reading needs of students. Emphasizes theory and research in reading comprehension, literary criticism, reader response and curriculum instruction. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours. Typically offered: Periodically.

EDUC 540 Survey of Exceptional Children. Discussion of learners with exceptionalities; characteristics of students labeled as having mental retardation, learning disabilities, behavioral disabilities, sensory deficits, speech disorders and health/physical challenges. Diagnosis, referral, educational strategies and legal implications are reviewed. 3 semester credit hours.

EDUC 541 Reading Research, 30 Years of Knowledge. This course examines the historical development of reading instruction and analyzes reading as a simple perceptual act to current understandings of reading as a sociocultural act of meaning construction. 1 semester credit hour.

EDUC 542 Understanding Reading Process, Comprehension and Instructional Strategies K-5. This course includes exploration of personal literacy to understand the functions and processes of reading for proficient

readers in a literate society. It also includes the idea of linguistic and cultural diversity and their influence on reading process and comprehension. These insights are used to begin observations of students in the classroom. 3 semester credit hours.

EDUC 543 Middle School Philosophy, Curriculum, and Instruction. Analysis of the philosophy and practices in middle level education. Primary emphasis is placed on the unique needs of middle level students and programs and instructional methods and practices designed to meet those needs including content area reading instruction. Examination of the teacher roles in the middle school and curricular reform movements, including strategies for teaching across the curriculum. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 544 Balanced Literacy. This course introduces the idea of workshop learning and what it means to set up a literate environment in the classroom. Organization and management of reading/writing workshops is emphasized along with the role of the teacher in a workshop setting. The following curricular components are thoroughly explored and experienced so teachers can set up effective reading/writing workshops in their classrooms; read aloud, guided reading, guided writing, shared reading, independent reading, conferences, author's circles, and literature discussions, and mini-lessons to guarantee development of strategies, skills, vocabulary development, reading process, writing process and phonemic awareness. Clinical Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 545 Effective Teaching in the Classroom. Teachers who complete this course will develop systematic approaches for their classroom practice. This approach is central to linking student performance to standards. Participants in this course will explore and create applications for effective and accomplished teaching within their classrooms and examine in detail applications to enhance student learning and teaching effectiveness. While in this course, participants will develop a community-wide strategy that will also work to improve classroom instruction. 2 semester credit hours.

EDUC 546 An Introduction to Accomplished Teaching in the Classroom. This course will give participants a working knowledge of what comprises the basics of effective and accomplished teaching and how it can be easily adapted to their specific classroom and subject. In addition, participants in this class will gain an insight regarding how the community beyond the classroom. 2 semester credit hours.

EDUC 547 Understanding Reading Process, Comprehension and Instructional Strategies 6-12. This course continues the key concepts developed in Understanding Reading Process, Comprehension and Instructional Strategies (K-5) as they apply to grades 6-12. In addition, students will continue to examine their own theories and beliefs in relation to reading development and produce a mini-case study. Topics include: linguistic and cultural diversity and their influence on reading process and comprehension, comprehension monitoring, inferencing, summarizing, critical analysis and writing to improve comprehension; relationships among reader, text, context and personal experience; supporting fluency; word meaning; proficient reader profiles and independent instruction; and frustration levels of reading. Students will produce a collection of assessments for at least one student with an accompanying profile and instructional plan for him/her as a reader/writer. 3 semester credit hours.

EDUC 548 Issues and Trends in School Improvement. Designed as a series of mini workshops to study the issues and trends of school improvement such as: leadership and change, research and instructional improvement, curriculum/assessment, choice school funding, technology and school-community partnerships. Examines current theory and research (educational and organizational) and applies it through a variety of course activities. The end product requires each student to develop a detailed strategic plan for their specific school, department, team or special project. 2 semester credit hours.

EDUC 550 Working with Families of Persons with Disabilities. Using a family systems approach, this course is designed to enable professionals to interact in a productive and empowering manner with families. While strategies and methods of interaction with families of learners with disabilities are stressed, the methods taught in this course are applicable to all family systems. 3 semester credit hours.

EDUC 551 Young Adult and Multicultural Literature in the Middle and Secondary School Curriculum. Evaluation, selection and teaching of literature to serve the interests and reading needs of students from the middle-school through high school. The course includes literature which reflects the culture and heritage of America's multiethnic/multicultural population. The course emphasizes theory and research in reading comprehension, literary criticism, including reader response and curriculum and instruction. In addition, the course includes critical analysis, methods of teaching literature and the uses of literature in the curriculum. Prerequisites (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 552 Leadership. Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 1 semester credit hour.

EDUC 553 Multicultural Literature for Children and Adolescents. This course will introduce students to a range of high quality multicultural literature for all grade levels. Students will immerse themselves in the texts as they learn how cultural, linguistic and ethnic diversity influence reading; how breadth and depth of reading experience influence vocabulary and comprehension development; a variety of ways to respond to literature; the analysis and evaluation of material; understanding dialect; and language differences and the implication for reading. Clinical Hours: 5 hours. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

EDUC 554 Strategy and Implementation. Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to profit and nonprofit organizations. 1 semester credit hour.

EDUC 555 Classroom Management. Positive programs for use in classrooms are discussed, with an emphasis on strategies designed to cope with challenging behaviors throughout the curriculum. A case analysis approach is used in conjunction with establishing a knowledge base of a variety of models of discipline. Includes a 20 clock hour field experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 556 Understanding Literacy Assessment. Provides opportunities to explore standardized assessment procedures and their relationship to performance-based assessments: comprehension measures, portfolios, close process observations, anecdotal notes, rubrics, student-involved assessment, checklists, interviews, etc. Students have multiple experiences in the development of performance-based measures and their implementation in the classroom. 3 semester credit hours.

EDUC 557 Organizational Culture. Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 1 semester credit hour.

EDUC 558 Integration of the Language Arts. Builds on the major components of the reading process; phonemic awareness, phonics, fluency, vocabulary development and comprehension and the five components of the writing process: conventions, word knowledge, sentence fluency, idea generation and organization for

composing a wide variety of texts. Enhances knowledge of research-based, instructional strategies that reinforce the inextricable connection between reading, writing, listening and speaking. Promotes reading and writing success for a wide range of learners, including those of varying abilities and from diverse backgrounds. Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 559 School Improvement Trends. Study of issues and trends impacting the quality and performance of schools; use of data collection and analysis as a basis for informing the strategic planning process and identifying areas for improvement; explores the impact of differing socioeconomic groups and multi-ethnic/racial populations on current practice. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation. Reading and discussion regarding learning characteristics of persons labeled with Physical Disabilities and Mental Retardation. Students will develop awareness of the diverse medical, physical, motor, communication, social-emotional and cognitive needs of the population, as well as identify appropriate programming approaches. 3 semester credit hours.

EDUC 562 Educational Policy and Politics. Examines the political economy and bureaucratic politics of educational organizations, with special attention to the policy making, implementation and evaluation process. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 563 Content Area Reading and Writing: Instruction and Assessment. Explores the differences in textbook and other nonfiction genre and the strategies that proficient readers/writers use. Instructional procedures and assessment tools unique to this type of reading are introduced and implemented in teacher's classrooms. The emphasis is on learning content through effective reading and writing in grades 3-12.
3 semester credit hours.

EDUC 564 Content Area Literacy and Learning. Designed for students to develop the knowledge and competencies for teaching in the content areas. It will provide a foundation for content area reading instruction with emphasis on the integration of academic vocabulary and the language arts; reading, writing, speaking, listening and viewing and visualizing. Making reading/writing connections is a key component for a skilled Reading Specialist. Students in this course will learn how to effectively apply relevant strategies to support both classroom teachers and students. 3 semester credit hours.

EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities. Provides students with an introduction to the field of learning disabilities. Emphasis is placed upon characteristics of specific types of learning disabilities and specific issues across the life-span (early childhood through adulthood). 3 semester credit hours.

EDUC 566 Topics in Mathematics: Geometry through a Hyperbolic Lens. Through the study of hyperbolic geometry, this course will explore fundamental concepts of geometry including notions of parallelism, transformational geometry, analytic geometry, trigonometry, and the relationship between two and three dimensional geometry. Also included in this discussion will be the geometry of complex numbers, stereographic projection, mobius transformations, discrete groups, length and area calculations, and the construction of hyperbolic surfaces and three manifolds. Physical models of the hyperbolic plane will be constructed, and software will be employed to visually understand phenomena in two and three dimensional hyperbolic geometry. 3 semester credit hours.

EDUC 567 Literacy and the ELL Learner. This course will provide students with experience using literacy models for bilingual students and simultaneous and sequential models for literacy instruction that supports

bilingual acquisition using the most current bi-literacy research to support bilingual best practices in instruction, assessment and literacy intervention. Includes 20 hours in a bilingual setting. 3 semester credit hours.

EDUC 568 Prairies Above and Below. Through exploration of the flora and fauna of the prairie, K-8 teachers will learn standards based concepts in biology and environmental science. 2 semester credit hours. *Department Consent Required.*

EDUC 569 Characteristics of Children and Adolescents Challenged with Behavior Disorders. Offers a developmental approach to the investigation and study of behaviors evidenced by children who experience social/emotional or behavioral challenges in addressing basic life tasks. Implications of multilingual and multicultural issues on assessment are addressed. Students will develop a working knowledge of psychodynamic, humanistic, cognitive, ecological, biogenic social learning and behavior management intervention models and theories. Special emphasis is directed toward the contexts of school and family as they relate to the development and management of social/emotional and behavioral deviance. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. 3 semester credit hours.

EDUC 570 Learning Behavior Characteristics of Individuals with Emotional Behavior Disorders. A study of the characteristics of learners labeled as having emotional/behavioral disorders. Theories of causation, assessment and best practices for educational programming are discussed. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 572 Special Topics. This will serve as the course number and prefix for all characteristic classes offered through the TIDE program. 1-4 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 573 Performance Appraisal. Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance review interviews and develop an appraisal system. 1 semester credit hour.

EDUC 575 Understanding Matter. Through exploration of electromagnetic radiation K-8 teachers will learn standards based concepts in physics, including light energy & radiation. 2 semester credit hours. *Department Consent Required.*

EDUC 576 Forensic Science. Through exploration of Forensic evidence, K-8 teachers will learn standards based concepts in chemistry and physical science. 2 semester credit hours. *Department Consent Required.*

EDUC 578 Literacy Assessment (K-12). Examines the nature of the reading process and reading problems, the context for using formal and informal assessments, approaches for identifying children with reading and writing challenges, and the process for using assessment to guide instructional decision making and improve reading proficiency. Practicum: 5 hours. 3 semester credit hours.

EDUC 579 Training and Development Overview. Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 1 semester credit hour.

EDUC 580 Inquiry, Technology and Integration. Takes a close look at how teachers and students can use an inquiry cycle to explore and integrate topics using reading, writing and technology. Examples of integrated themes and individual inquiries are demonstrated as teachers across grade levels identify and pursue their own

areas of inquiry. Also addresses the idea of balanced literacy. This course also shows teachers how to select and use high quality technical materials as resources for reading and learning. 2 semester credit hours.

EDUC 581 Team Building. Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 1 semester credit hour.

EDUC 582 Conflict Management. Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes and effective management strategies. 1 semester credit hour.

EDUC 583 Organizational Assessment. Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 1 semester credit hour.

EDUC 584 Strategies for Change. Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 1 semester credit hour.

EDUC 585 Holocaust Curriculum for Young and Middle Adolescents: Practical and Pedagogical Issues. This workshop style course has been designed to assist secondary, middle-level, and upper elementary teachers to better understand the pedagogical and practical issues of teaching the Holocaust in the schools. Participants will receive lots of hands-on opportunities with prepared and purchased materials as well as guidelines for creating their own materials. We will also review national Holocaust education guidelines and talk about ways to infuse these difficult topics into the school curriculum. Participants will be required to review materials on a nightly basis to share with colleagues at each session. The primary project will require participants to design a skeletal unit of instruction for their own teaching situation. 3 semester credit hours.

EDUC 589 Media Literacy, Technologies and Contemporary Cultures Across the Curriculum. This survey course is designed to explore the power and challenges of integrating media, technologies and contemporary cultures into classroom curricula. Participants will explore academic theories surrounding these issues as well as practical classroom applications. Educators will receive classroom-ready resources throughout the course designed to improve teacher knowledge and practice around media, contemporary cultures and new technologies. The course culminates with teachers creating and sharing K-12 lessons that incorporate media, technologies and popular cultures with existing best practices and national standards. Students will read and write for the duration of the course and participate in a Web 2.0 network where they will share and critique participant's final projects. 3 semester credit hours.

EDUC 590 Inclusion of Children with Special Needs in the Regular Classroom - Part II. This class will focus on practical application of skills learned in EDUC 559. Learning will include: identifying learning needs of specific types of disabilities including mildly mentally impaired, ADHD, learning disabled and behavior disordered; creating learning environments that are more inclusive of students with differences in ability and background; adapting lessons based on the variety of needs within the classroom; designing and implementing a variety of data collection and other authentic assessment strategies; developing behavior management techniques; planning with and for a variety of professionals within the classroom. 3 semester credit hours.

EDUC 591 Family, School and Community. This course examines the position of the child in family and community life. Studies the role of the family in American society and the effects of various types of institutions

(political, commercial, legal) on a child's life. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 592 Managing Diversity. Focuses on the cultural shift required in organizations to move from equal employment opportunities, Affirmative Action and understanding diversity to truly manage diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 1 semester credit hour.

EDUC 593 Teaching Middle Level. 3 semester credit hours.

EDUC 595 Survey of Exceptional Children and Adolescents. This course explores laws and regulations (IDEA-P.L. 101-476), current philosophies, practices and critical issues in special education. Characteristics of the major types of exceptionality in children and adolescents are studied. The process of assessment, educational planning, and best practices are introduced. The context of multicultural and linguistic influences are considered throughout. Alternative approaches to direct. 3 semester credit hours.

EDUC 598 Teaching Strategies for Students in the Autism Spectrum. This course will cover the characteristics of students within the autism spectrum, strategies for teaching academic and social skills and the development of behavior intervention plans. Opportunities will be provided to practice teaching strategies, develop lesson plans and create materials. The goal of this course is to provide practical strategies that can be used within the special education or general education classroom from the early childhood level through high school. 3 semester credit hours.

EDUC 599 Special Methods Topics. *Course Repeatable. Maximum number of units allowed 99.*

EDUC 600 Independent Study. 1-4 semester credit hours. *Course Repeatable. Maximum number of units allowed 30.*

EDUC 601 Cultural and Linguistic Diversity for ELL's and Bilinguals. In this course, candidates will develop awareness of cultural and linguistically relevant curriculum and responsive teaching. Candidates will learn cultural and linguistic skills for teaching in a cross-cultural or multicultural setting. Candidates will design instruction and interventions which empower students to maintain cultural integrity, academic success and equitable educational outcomes for all. Candidates will improve personal competence by continually developing awareness of linguistic and cultural diversity to responsively incorporate multiple student beliefs, motivations and social groups and norms. For ESL, 20 clinical hours in ESL or bilingual setting. For Bilinguals, 20 clinical hours in bilingual setting. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 602 Assessment for Diagnosis. This course focuses on the steps in the reading diagnosis process that include the identification of struggling readers and writers, administering a series of formal and informal literacy assessments, analyzing assessment data and finally creating a diagnostic case study to determine the instructional recommendations. 3 semester credit hours.

EDUC 603 From Diagnosis to Instruction. In this course, candidates will use the assessment data and literacy challenges identified in the diagnostic case study as a basis for instructional design and planning for intervention in the classroom and as a tiered intervention system. 3 semester credit hours.

EDUC 604 Theoretical Foundations of Teaching ESL and Bilingual Education. This course will help practicing and prospective teachers to understand current research and theories of second language acquisitions (SLA), specifically as they relate to teaching English as a second language and bilingual education. Through readings,

critical analysis and thoughtful discussion, students will learn about the current theories of second language learning and acquisition and bilingual education. This course is intended to help prospective teachers create a rationale for their teaching by exposing them to a broad range of theory and research in psycholinguistics, applied linguistics, learning theory, sociolinguistics and the various teaching methodologies which are rooted in these fields. Students will examine the major theories, concepts and guiding hypotheses in the field of Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) in terms of English language and bilingual learners' performance. Students will explore the many factors that affect school performance of these learners. Students will investigate and develop useful and relevant models of SLA, engage and debate the merits of various theories, and learn the vocabulary of the field. Includes 20 clinical hours in a bilingual setting. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 605 Ethics, Education and Social Change. Examines major issues impacting today's educational system including cultural and socioeconomic factors, the role of values in education, and the uses of technology; explores philosophies of education relative to each grade level, including middle grades, and the historical development of education; analyzes the current state of education and considers realistic future directions. 3 semester credit hours.

EDUC 606 Linguistics For Educators. Linguistics for educators is a classroom focused introduction to the study of language and linguistics. The purpose of this class is to provide classroom teachers with a practical grasp of social and academic linguistic building blocks inherent in the English language and how they apply to teaching ESL. (Includes 10 clinical hours in an ESL classroom). 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

EDUC 607 Methods and Materials for Teaching ESL. This course focuses on methods and materials to support ELLs. Course content consists of stages of second language learning, introduction of relevant professional standards; evaluating how to align content and language objectives to these standards; introduction of techniques for making content comprehensible; discussion of practical methods of scaffolding language and learning for ELLs; methods of cooperative and group learning; and modifying language objectives into a 3-tiered model. Students will gain practical experience aligning both content and language objectives to relevant professional standards. (Includes 20 clinical hours in a bilingual setting). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 608 Ethical Issues and Social Change. Examines major issues impacting today's educational systems including cultural and socioeconomic factors, the role of values in education and the uses of technology; analyzes the current state of education and considers realistic future directions for ethical school leaders. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 609 Assessment of English as a Second Language and Bilingual Students. Assessment is a systematic process that plays a key role in every aspect of programming for ESL and bilingual learners. Assessment of ESL and bilingual students provides educators with information and hands-on experience in dealing with the subject of formal and informal assessment/evaluation within cross-cultural settings, particularly in the education of ESL and bilingual learners. (Includes 20 clinical hours in a bilingual setting). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

EDUC 610 Learning and Development. Explores the major theories of learning, human growth and development, motivation, and assessment; learning theories and styles are examined and specific principles are applied to the classroom setting; emphasis is placed on developing and enhancing an individual teaching style that maximizes a learner's potential. The developmental characteristics and the nature and needs of the early adolescent are also studied. 3 semester credit hours.

EDUC 611 Literacy Coaching and Collaboration. 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 612 Methods of Organizational Research. Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes qualitative and quantitative research design, data collection, analysis and report writing. 3 semester credit hours.

EDUC 613 Methods and Materials for Teaching Limited-English Proficient Students in Bilingual Programs. 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 614 Sociocultural Studies in ESL and Bilingualism. Considers the impact of social, cultural, and political factors on second language and bilingual learning and teaching in linguistically diverse communities. Examines ways in which the political and social context support language differences and affect literacy practices in P-12 settings. Examines how factors such as ethnicity, gender, and social class affect language and literacy learning. (Includes 10 clinical hours in a bilingual classroom). 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

EDUC 615 Curriculum Development. Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's multicultural and diverse school system. 3 semester credit hours.

EDUC 616 Curriculum Design and Instruction. 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 supplemental and intensive instruction to give layered instruction to students. The course content will help candidates to use coaching techniques to support and extend the literacy curriculum. 3 semester credit hours.

EDUC 617 Curriculum, Assessment and Instruction. Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's diverse school system. Explores the relationship between curriculum, assessment and instruction; aligns curricula to standards; evaluates effectiveness of curricula. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 618 Educational Psychology: The Learner. The purpose of this course is to show individuals how educational psychology can improve their all-important role as an educational decision maker. In this course candidates will explore various theoretical perspectives and research findings on how students develop throughout the elementary, middle, and secondary years, how they differ from one another in ways that affect their classroom performance, how they learn most effectively, what motivates them, and how their learning and achievement can best be measured and evaluated. 3 semester credit hours.

EDUC 619 The Learning Environment. This course presents best practice of effective classroom management, how to establish a productive classroom climate, how to apply a variety of evidenced-based management strategies to help students become responsible for their behaviors and choices. Candidates will learn how to increase student motivation, build positive student-teacher relationships, and develop effective partnerships between parents and school. Techniques to minimize and prevent classroom and behavior management problems utilizing functional behavior assessment and behavior intervention programming will be examined. 3 semester credit hours.

EDUC 620 Instructional Strategies Across the Curriculum. Emphasizes instructional methodology; integrated thematic unit planning in such areas as science, and social studies; and inductive approaches to learning. Students develop strategies for: making effective instructional decisions; diagnosing needs; incorporating technology into the curriculum; and selecting appropriate instructional objectives. Specific methods (e.g. reading in the content areas) and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hours.

EDUC 621 Linking Assessment and Instruction. Provides an in-depth presentation of the complex issues of assessment, including evaluation procedures, from pre-referral intervention, determination of eligibility, and program decision-making to progress monitoring of scientifically-based instructional interventions based upon Response to Intervention (RTI). Content coverage will address an overview of assessment models including authentic, traditional, informal, dynamic, performance, curriculum-based and alternative techniques. 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 622 Theoretical Foundations of Literacy and Language. 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 623 Characteristics of High Incidence Disabilities. Provides students with the comprehensive knowledge base necessary to effectively identify and define high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Students will recognize the importance of the relationship of cognitive, physical, emotional, social, and communication development on learning (ages 3-21). 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 624 Methods of High Incidence Disabilities. A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements. 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional Disorders. Designed to focus on the affective nature of teaching students with learning disabilities and severe/emotional disturbances. Provides teaching strategies, discussions on collaboration and consultation, and general programming for learners with learning disabilities (LD) and severe/emotional disturbances (SED) in the

regular classroom. Requirement for students in MAED program: 25 clock hour practicum experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hours.

EDUC 627 Characteristics of Low Incidence Disabilities. Provides an in-depth presentation of the issues in definition and identification procedures and the impact that low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments) have on cognitive, physical, social, and communication development of an individual, and provides opportunities that support the education of intellectual, social, and personal development of all students (ages 3-21). 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 628 Methods of Low Incidence Disabilities. A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated curriculum, curricular enhancements, and environmental accommodations. 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 629 Collaboration and Professional Practice in Special Education. Focuses on home-school partnerships, family issues and professional collaboration. Applies the knowledge of cultural and linguistic diversity in contexts as they relate to the family and society. Addresses the members of educational teams designed to support and optimize learners' educational needs, social-emotional development, network of community services and support, and resources available to individuals, families and groups affected by diverse disabilities. 3 quarter credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDUC 630 Research Methods. Research fundamentals and methods are explored. Opportunities for the critical analysis of current research studies and the planning and development of a research thesis/project are provided. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 631 Action Research and Inquiry. Provides a foundation for educators to become active inquirers in the classroom. Explores techniques and strategies that guide instructional decision making and improves practice. Provides an in-depth study of the process for developing an Action Research Proposal, which includes the following framework: area of focus, research questions, review of related literature, plans for data collection, sources and analysis and action plan. Practicum: 5 hours. 3 semester credit hours.

EDUC 632 Supervision and Staff Development. Examines principles and practices of supervision in schools related to instructional and support personnel and explores various supervisory models. Includes the designing, implementing, and evaluating of effective staff development programs for personnel in educational settings. Internship Practicum Hours: 5 hours. 3 semester credit hours.

EDUC 633 Learning Inquiry. This two-week course prepares candidates for their initial teaching experience with problem-based learning. During Week 3 of the program, candidates will examine learning theories in order to create a philosophical framework for teaching. This will include, but not be limited to constructivism and other inquiry-based paradigms and theories. Students will translate their philosophical framework by planning for the teaching and critiquing of a “mini-lesson” which aligns with the edTPA specifications. Week 4 is an elaboration and extension of Week 3’s activities and objectives in preparation for the Summer Science/Math Camp-Sleuths. 3 semester credit hours.

EDUC 634 Curriculum and Assessment Design. This focus of this course is on deeper learning of curriculum design and assessment strategies and procedures. Students not only need to understand the rationale for various curricula that they will be expected to teach but also be able to create curricula if given the opportunity. The purposes of assessments need to be clearly described and different modes of information gathering and evaluation strategies for formative and summative purposes will be explored. Issues of validity, reliability, and fairness will be discussed. 3 semester credit hours.

EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation. Techniques for arranging the instructional environment to provide for maximum learner participation; design of individualized adaptations and methods of ensuring learner acquisition, fluency, maintenance and generalization for those learners identified with physical disabilities and mental retardation. 40 hour preclinical experience required. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hours.

EDUC 636 High School Summer School Practicum and Analysis of Best Practice. New spring 2015 course. 3 semester credit hours.

EDUC 637 Methods of Reading and Reading in the Content Area. New Spring 15 course. 3 semester credit hours.

EDUC 638 Alternative Licensure Internship I. The Alternative Licensure Internship I course is designed to support the novice teacher during the first year of a two-year internship. Each intern is guided by a qualified onsite mentor, the site's principal, and an appropriately qualified university supervisor. Course Prerequisite: Candidates must successfully complete Checkpoint 3 in order to enter EDUC 638.
• Completion of all 18 credits taken during the Summer Session with minimum GPA 3.000 with no C grades permitted
• Completion of the Dispositional Assessment
• Attainment of a full-time position in a secondary school
• Apply for and receive an educator license with stipulations endorsed for provisional alternative educator.
3 semester credit hours. "

EDUC 639 Alternative Licensure Internship II. The Alternative Licensure Internship II course is designed to support the novice teacher during the second year of a two-year internship. Each intern is guided by a qualified onsite mentor, the site's principal, and an appropriately qualified university supervisor. Upon successful completion of this internship, interns may qualify for initial licensure as a secondary teacher in math or science. Course Prerequisite: Candidates must successfully complete Checkpoint 4
• Evidence of passage of the APT
• Evidence of passage of the edTPA
• Recommendation for continued placement in a school by both school principal and university supervisor (program coordinator). Due to extenuating circumstances, this recommendation does not assure continued employment at the school.
• Minimum grade of B. 3 semester credit hours.

EDUC 640 Assessment Measures. The focus of this course is to provide an in-depth study of assessment relevant to screening, diagnosis of both typical and atypical learners, program development, program evaluation, and accountability in grades K-12. Emphasis is placed upon the critical selection, administration and interpretation of both formal and informal assessment. Included are topics of statistics relevant to measurement, legal and cultural issues, academic and adaptive behavior assessment and appropriate applications of assessment results. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hours.

EDUC 641 Assessment and Diagnosis for Special Education (LBSI). This course provides students with the background and skills essential to utilize diagnostic data to construct appropriate educational recommendations and to prepare comprehensive educational evaluations for students with special learning needs. 3 semester credit hours.

EDUC 645 Collaborative/Consultative Teaching. Provides students with competencies enabling them to work effectively in the design and implementation of collaborative and consultative approaches to facilitate the delivery of instruction to students with disabilities in regular educational programs. 3 semester credit hours.

EDUC 650 Leadership and Motivation. Covers the basic theory and application of administration and management. Emphasizes organizational behavior, including problems of motivation and leadership. 3 semester credit hours.

EDUC 660 Preparing Teachers for Inclusion. Designed to familiarize students with the needs of exceptional children. Students develop specific strategies for teaching children with disabilities in the regular classroom. New ideas for teaching cross-cultural and bilingual students are also explored. 3 semester credit hours.

EDUC 665 Alternative Certification for Preservice Teachers. Provides the alternative certification candidate with an in depth, yet accelerated approach to the pedagogical training necessary to secure a provisional alternative teaching certificate in science or mathematics. The experience consists 320 clock hours of instruction, observation and classroom practice. The problem-based learning model is used as the major mode of instruction during the eight week session. An intensive assessment system is built into the program culminating in a professional portfolio presentation. 18 semester credit hours.

EDUC 670 Student Teaching - Elementary and Middle School. A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles expected of beginning teachers. 6 semester credit hours. *Department Consent Required.*

EDUC 671 Student Teaching - Elementary Special Education, Learning Behavior Specialist I. A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours.

EDUC 672 Student Teaching - Secondary Special Education, Learning Behavior Specialist I. A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours.

EDUC 673 Student Teaching - Middle/Junior and High School. A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 6 semester credit hours.

EDUC 675 Alternative Program/Internship. A paid field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hours. *Course Repeatable. Maximum number of units allowed 6.*

EDUC 680 Seminar/Research in Education. Study of current issues, trends and patterns of organizations affecting the field of education. Includes a research project or thesis as per instructor. 3 semester credit hours.

EDUC 690 Practicum I Corrective Techniques and Interventions for Struggling Readers. 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 691 Practicum II. 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 699 Master's Thesis/Project. Development of a formal study of a given problem/situation which requires investigative procedures that embody the process of scientific inquiry. 2 semester credit hours.

Educational Leadership

EDLD 500 Essentials of Effective School Leadership. This course will examine the nature and complexities of leadership in P-12 schools relative to the behavior of leaders, their influence on followers, the structure of the organization and other factors that influence student academic achievement. School leaders play a crucial role in improving instruction and raising student achievement. An effective school leader must be an instructional leader, data analyst, change agent, facilitator of collaboration, and effective communicator to members of the school and community. In addition, the school leader must manage school finances; keep buildings running along with make hiring decisions. Today's school leaders must understand the complex organizational life of schools, build bridges through relationships, and utilize best practices to improve and enhance teaching and learning. Finally, the principal must be able to create a vision that is communicated to all stakeholders, while building trust among colleagues and providing the resources and support to develop teacher capacity to work collaboratively in purposeful ways. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

EDLD 505 Instructional Leadership for Continuous Improvement. Examines the role of instructional leaders in the continuous improvement of instruction and instructional programs based on research and the effective practices that support increased student learning. Candidates will focus on both the theoretical and practical approaches to improving classroom instruction and programs through a review of current literature and research and an application of effective whole school and individual classroom methods and teaching practices. Specific focus will be given to successful leadership in implementing the ISLLC and IPTS standards, and of the evaluation and the improvement of curricular programs, especially in the areas of literacy and numeracy across the content areas, and the effective use of digital assets. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

EDLD 510 Supervision of Instruction. This course examines an integrated model of instructional leadership, incorporating supervision and evaluation of instruction and professional development. Students will identify and apply effective instructional strategies for diverse environments and use a variety of supervisory strategies intended to guide a teacher's professional development. Students will learn evaluative processes as aligned with PERA proficiency for teaching and data collection methods and will conduct a clinical observation cycle. Students will also understand the latest trends and best practices in teacher evaluation and supervision, recognize impact instructional leaders play on school improvement and student learning, and understand employee recruitment and selection processes. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

EDLD 515 Using Data for Focused School Improvement. Effective school leaders use data that are available to them to support continuous school improvement. This course will focus on the role educators play in utilizing data to inform decisions targeting student achievement. Meeting the needs of all students is a fundamental task of all school leaders and educators, and upon completion of this course, candidates will understand why the use of data is an essential component within the context of education. Topics covered will include establishment of desired outcomes for which stakeholders accept responsibility, definition of questions, collection and organization of data, interpretation of data, action and evaluation, and assessment of actions. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

EDLD 520 Differentiated Instruction for Leaders and P-12 Learners. This course addresses differentiated instruction and its impact on student learning, assessment, pedagogies, and curriculum. Differentiated teaching and learning strategies that support rigorous curricula across all content-areas are explored along with a specific focus on literacy and integrated technology skills. A school environment that is collaborative and focused on learning is needed to support differentiation strategies and processes. Building on the environment, the school leader and faculty work with parents and others to ensure instruction supports the diverse learning needs of all students across the P-12 spectrum, including the gifted, ELL, special education, and those at risk. Strategies and structures for effective leadership to promote, monitor, and support continuous improvement through differentiation are reviewed and practiced. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

EDLD 525 Education Law and Policy. This course examines the legal foundations of public education. Students examine the major categories of education law at the federal, state, and local levels. These categories include tort law; special education, discrimination, school safety, and employment law; and No Child Left Behind. Case studies will be used to illustrate and connect legal content to administrative practice. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

EDLD 530 School Operations for the Aspiring Principal. This course will explore the operational demands of the school principal. The importance of addressing climate, facilities, scheduling, building level finance, human resources, and state reporting will be addressed. Emphasis will be placed on how these issues impact student learning. Ideas to increase understanding and strategies that relate the operations of the school building will be analyzed. Operations leadership in the school will be explored in an effort to improve student achievement and to make informed decisions to understand the complexity. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

EDLD 535 School, Family and Community Leadership. This course will explore the relationship between the school leader and school, family, community stakeholders. Ways to develop, communicate, implement, monitor and evaluate a shared vision will be reviewed. The importance of addressing community needs, valuing diversity among invested parties, and improving the quality of school and community relationships will be addressed. Emphasis will be placed on conveying sensitive and ethical information through open communication with school, family and community stakeholders. Ideas to increase involvement and strategies to promote positive public relations with key constituents will be analyzed. Sharing leadership among all groups vested in the school will be explored in an effort to improve student achievement and to make informed decisions to meet the needs of the school and community. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer.

EDLD 600 Principal Internship I. The consecutive 3-semester Principal Internship requires placement at a school approved by the university. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the candidate will complete state-required assessments along with leadership responsibilities, projects, and assignments designed to strengthen performance as a future school principal who focuses on student learning and collaboration. At the conclusion of the Internship experience, a standards-based

digital portfolio will be submitted for evaluation. Additional information about this series of courses can be found in the Internship Handbook. Prerequisite: Approval of Application for Admission into the Internship a minimum of one semester prior to the beginning of the Internship experience. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. *Department Consent Required.*

EDLD 602 Principal Internship III. The consecutive 3-semester Principal Internship requires placement at a school approved by the university. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the candidate will complete state-required assessments along with leadership responsibilities, projects, and assignments designed to strengthen performance as a future school principal who focuses on student learning and collaboration. At the conclusion of the Internship experience, a standards-based digital portfolio will be submitted for evaluation. Additional information about this series of courses can be found in the Internship Handbook. Prerequisite: Passage of EDLD 601 and by recommendation of the university supervisor. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Department Consent Required.*

EDLD 603 Principal Internship III. The consecutive 3-semester Principal Internship requires placement at a school approved by the university. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the candidate will complete state-required assessments along with leadership responsibilities, projects, and assignments designed to strengthen performance as a future school principal who focuses on student learning and collaboration. At the conclusion of the Internship experience, a standards-based digital portfolio will be submitted for evaluation. Additional information about this series of courses can be found in the Internship Handbook. Prerequisite: Passage of EDLD 602 and by recommendation of the university supervisor. 3 semester credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Department Consent Required.*

Exercise Physiology

EXPH 500 Exercise Physiology. Provides an in-depth overview of how the body's physiological, hormonal, and biochemical systems acutely and chronically respond to various forms of physical activity and environmental conditions in untrained and trained individuals. Prerequisite: BIOL 258 or a human physiology course and CHEM 123. Cross-listed as BIOL 358/EXPH 500/INPH 558 3 semester credit hours. Typically offered: Spring and Summer Terms.

EXPH 521 Fitness Testing. Laboratory exercise testing and training covering, cardiovascular risk assessment, body composition, strength and flexibility, blood pressure assessment at rest and during submaximal exercise and principles of exercise prescription. Skills assessment is emphasized. Cross-listed as EXPH 521/HLSC 321. 1 semester credit hour. Typically offered: Fall Term.

EXPH 522 Electrocardiography. Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Prerequisite: HLSC 321/EXPH 521. Cross-listed as EXPH 522/HLSC 322. Foundational course. 1 semester credit hour. Typically offered: Spring Term.

EXPH 560 Advanced Physiology. In depth study of the normal functioning of the cardiovascular and respiratory systems. Emphasis is placed on the acute effects of exercise as well as the adaptations that occur as a result of exercise. Prerequisite: a human physiology course. Cross-listed as EXPH 560/HLSC 360. 3 semester credit hours. Typically offered: Fall Term.

EXPH 561 Pathophysiology and Prevention. This class is an in-depth study of the basic and clinical pathophysiology and prevention of the human diseases covering cardiovascular, pulmonary, skeletal, nervous and endocrine systems; with particular reference on cardiopulmonary pathophysiology. Emphasis is placed on common clinical entities encountered in the clinical setting. Prerequisite: HLSC 360/EXPH 560. Cross-listed as HLSC 361/EXPH 561. Foundational course. 3 semester credit hours. Typically offered: Spring Term.

EXPH 568 Biomechanics. Principles from the fields of physics, engineering, anatomy and physiology are used to analyze motion of the human body and to describe the forces acting upon the various body segments during normal daily activities. Prerequisite: "C" or better in BIOL 197 OR 297, BIOL 198, BIOL 203, CHEM 123, and MATH 111. Cross-listed as BIOL 368/EXPH 568/INPH 568. 3 semester credit hours. Typically offered: Spring Term.

EXPH 581 Professional Experiences in Clinical Exercise Physiology. This course is an introductory course to clinical exercise physiology, related professional organizations, licensure, and certifications. Research designs and library research resources are covered, providing the basis for literature discussion in other courses. Students will gain exposure to the field through observation visits where clinical exercise physiologists are employed, leading to a class presentation and a paper. Cross-listed with HLSC 381 and EXPH 581. 1 semester credit hour. Typically offered: Fall Term, 1st 8 Weeks.

EXPH 582 Advanced Exercise Physiology I. A study of exercise physiology focusing on bioenergetics, exercise metabolism, hormonal responses to exercise, and immune system response. Prerequisite: BIOL 358/EXPH 500. Cross listed with EXPH 582 & HLSC 382. 1 semester credit hour. Typically offered: Fall Term, 2nd 8 Weeks.

EXPH 591 Human Metabolism. In depth study of energy metabolism of carbohydrates, lipids, and proteins in health and disease. Endocrine regulation of fuel turnover and metabolic techniques to study whole-body and regional energy fluxes, with particular reference to exercise, diabetes and obesity. Prerequisite: A biochemistry course, and EXPH 582/HLSC 382, or instructor consent. Cross-listed with HLSC 392. 3 semester credit hours. Typically offered: Spring Term.

EXPH 623 Graded Exercise Testing. Consideration of the implication of exercise for persons in rehabilitative programs. Discussion of performing diagnostic stress testing and understanding the contraindications involved in these actions. Prerequisite: B or better in HLSC 322/EXPH 522. Co-registration in EXPH 685 is required. Foundational course. 2 semester credit hours. Typically offered: Summer Term.

EXPH 625 Comprehensive Clinical Exercise Physiology Exit Exam and Skills Examination. Comprehensive written and skills based program exam. This exam will be designed so that students can demonstrate prior to graduation, all of the KSA's (knowledge, skills, and abilities) to pass the ACSM Registered Clinical Exercise Physiologist exam. All program class course work must be completed. Pass/fail. 2 semester credit hours. Typically offered: Summer Term.

EXPH 662 Advanced Exercise Physiology II. This course builds on EXPH582 Advance Exercise Physiology I, the course takes an integrated approach to exercise physiology, major topics include: 1) Neural basis of movement; 2) Skeletal muscle; 3) the cardiovascular system; 4) the pulmonary system; 5) Physiology of training; and 6) Clinical Exercise Physiology. Each section covers acute responses and chronic adaptations in in health and disease states. Combined lecture and lab. Prerequisite B or better in EXPH 561/HLSC 361. Foundational course. 4 semester credit hours. Typically offered: Fall Term.

EXPH 663 Exercise Pharmacology. Examination of transmitters, mimetics and blockers. Emphasis on current use of therapeutic drugs and their effects on the various systems and risk factors involved in the exercise state. Prerequisite: B or better in EXPH 561/HLSC 361. 3 semester credit hours. Typically offered: Fall Term.

EXPH 664 Special Populations. Basic assessment and treatment of special populations such as adolescents, geriatric patients, those with neuromuscular disorders, diabetes, pulmonary, renal or orthopedic problems. 3 semester credit hours. Typically offered: Spring Term.

EXPH 681 Behavior Modification and Preventive Complimentary Health Care. Application of current approaches to modifying health impaired habits, lifestyles and beliefs including stress theories of disease, health behavior change and techniques of stress management. Physiological principles of neuromuscular relaxation and other alternative methods of health care also will be investigated. 2 semester credit hours. Typically offered: Summer Term.

EXPH 685 Laboratory Ethics and Laboratory Procedures. A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting. In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc. Co-registration in EXPH 623 is required. Typically offered: Summer Term.

EXPH 686 Program Development and Administration. Policies and procedures for the development of all phases of exercise programs with special emphasis on budgets and management. 2 semester credit hours. Typically offered: Summer Term.

EXPH 690 Internship. Practical experience in exercise physiology in various settings such as hospitals, rehabilitation centers, YMCAs, colleges and corporations under the supervision of an experienced on site professional. Internships available in wellness/fitness, rehabilitation, diagnostics or research. Prerequisite: B or better in EXPH 623. Foundational course. 1-2 semester credit hours. Typically offered: Fall, Spring and Summer Terms. *Department Consent Required. Course Repeatable. Maximum number of units allowed 4.*

EXPH 691 Selected Topics. Special courses on various topics with which the student has not become acquainted in formal course work. May be an extension of or a supplement to material previously encountered, lectures from a completely new area, or independent study. 1-3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

Finance - Graduate

MSF 604 Theory and Practice of Financial Reporting. 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 604. 4 quarter credit hours. Typically offered: Winter and Summer Terms.

MSF 643 Financial Mathematics. 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 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 646 Fixed Income Securities. 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 647 Behavioral Finance. 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 648 History of Regulation. This course gives students the opportunity to learn how the compliant environment came to be through the foundation of the Federal Reserve. The course is broken into four different over-arching topics starting with how the gold standard became the norm. The course discusses from a historical perspective the strengths and weakness of the gold standard. Next, the creation of the Federal Reserve is examined. This section focuses on both the goals of the Federal Reserve and the tools of how those goals are achieved. Additionally, the Federal Reserve is evaluated through history whether those goals have been achieved. Moving forward, students will explore the aftermath of World War 1, focusing on how the United States became the global currency in which other currencies pegged. This section will discuss Bretton Woods, the gold standard and the United States leaving the gold standard. The final section of the course will focus on 1990 through present day. This section evaluates the global financial crashes which increased in both intensity and frequency. 4 quarter credit hours. Typically offered: Fall Term.

MSF 649 Compliance Legislation. Compliance has evolved with the creation of new compliance regulation which has resulted from a financial crisis. As each crisis occurred, new legislation was developed for the purpose of protecting the interests of the public and investors. This course seeks to examine four major pieces of compliance regulation from equities (Sarbanes-Oxley), to banking (Basel 1 & Basel 11), to pensions (ERISA) and finally through Trading Firms (Dodd-Frank). The course is broken into four sections covering each of the four pieces of legislation. The first section focuses on the equities market. The section begins with an understanding of the equities market in general, followed quickly with the scandals in accounting and accountability with upper management. Students will then examine the legislation of Sarbanes-Oxley itself, followed by the implementation on the equities industry. The second section focuses on the banking industry. The section begins with an understanding of the banking industry in general, followed quickly with the associated scandals. Students will then examine the legislation of Basel 1 & Basel 11 themselves, followed by the implementation on the banking industry. The third section focuses on the pension industry. The section begins with an understanding of the pension industry in general, followed quickly with the associated scandals. Students will then examine the legislation of ERISA itself, followed by the implementation on the pension industry. The final section focuses on the trading industry. The section begins with an understanding of the trading industry in general, followed quickly with the associated scandals. Students will then examine the legislation of Dodd-Frank

itself, followed by the implementation on the trading industry. 4 quarter credit hours. Typically offered: Winter Term.

MSF 650 Risk Management. 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 650. 4 quarter credit hours. Typically offered: Spring Term.

MSF 651 Compliance Systems. Compliance systems' introduces the concepts of the implementation of compliance rules and regulations in a firm. The course is broken into three sections. The first of these sections is the development of the compliance rules and regulations to best suit the needs and requirements of a particular firm. Students have the opportunity to design and develop the appropriate rules and regulations. During the next phase of the course students develop monitoring systems for the compliance rules and regulations which have been developed in the first part of the course. Students gain hands-on experience developing reporting systems and monitoring systems. In the final section, the students are given situations which fall outside of their prescribed rules and regulations. In this sections students are taught how to address these issues and how to manage, mitigate and report the issues. 4 quarter credit hours. Typically offered: Fall Term.

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

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

MSF 655 Securities Regulations. 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 656 Investment Analysis. This course covers the history and rationale of futures and options trading, methods of derivative trading, types of charts, size of contracts and value of each tick. This course covers the concepts covered in the CFTC commodities futures and options trading exam (Series 3). Cross-listed as MBA/MSF 656. 4 quarter credit hours. Typically offered: Summer Term.

MSF 658 Derivatives and Risk Management. This course covers the ethical issues and compliance with a focus on new rules related to the regulation of derivatives trading. Cross-listed as MBA/MSF 658. 4 quarter credit hours. Typically offered: Spring Term.

MSF 660 Investment Seminar Capstone. 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 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.

Graduate Education-Connecting Link

EDCL 503 Collaborative Web Technologies: Transforming Teaching and Learning. This course will provide K–16 educators the opportunity to understand and use global collaborative Web technologies to impact learning and teaching. Social online collaboration; creating and publishing text, images, audio and video to the Web; management of multiple streams of information; social bookmarking; and the practical use of other Web 2.0 tools will be critiqued, analyzed, and evaluated for classroom uses. This course will also allow for examination of the ethics, safety and security involved with the use of these technologies. 3 semester credit hours.

EDCL 504 Creating a Collaborative and Engaged Classroom. Participants in this course will examine collaborative and engaged learning—a significant shift away from the typical teacher-centered classroom. Research suggests that effective communication and collaboration are essential to becoming a successful learner in the 21st century. These threads of collaboration and communication consistently run through the Common Core Standards adopted by most states. Foundational work in this course will include the research base and operational definitions for collaborative learning, engaged learning, and cooperative learning. Participants will synthesize these paradigms and create applications for implementation into their own classrooms. 3 semester credit hours.

EDCL 505 Creating Educational Websites: Increasing Student Achievement with Professional Web Integration. The purpose of an educator's website is to teach, inform, and communicate. This course provides K–16 teachers with the knowledge and skills to expand classroom technology use by designing and publishing a professional educational website. The culminating site can also be used to integrate classroom lessons and projects. Content will focus on the features of an effective educational website, and the use of Web development software tools to design, develop, enhance, and publish the site. 3 semester credit hours.

EDCL 506 Destination Differentiation: How to Meet the Needs of 21st Century Learners. This course is designed to explore the critical need to differentiate instruction for 21st century learners. The philosophy of differentiation will be examined in relationship to cultural needs, learning styles, intelligence theories, and thinking skills. The use of technology and the role of effective feedback will also be addressed. Participants will be provided multiple opportunities to engage in discussions and activities that refine their current differentiation strategies and practices in an effort to meet the needs of all K–16 learners. 3 semester credit hours.

EDCL 507 Disciplinary Literacy: Meeting the Common Core Literacy Standards in History. This course is designed to provide K–12 educators an understanding and breakdown of, as well as strategies for teaching, the English Language Arts (ELA) Common Core Standards in the disciplines: History/Social Science, Science, and Technical (HST). Participants of this course will learn what the ELA HST standards are, what it means to be "literate" in each of the disciplines, and how to create such literacies. Most significantly, participants will learn teaching strategies to embrace the new HST ELA standards, with a particular focus on strengthening classroom practice in the biggest shift areas from old to new literacy standards. 3 semester credit hours.

EDCL 550 Educational Leadership: Organizational Behavior. This course is designed for aspiring and reflective school leaders who want to develop the knowledge and skills required to hold leadership positions in viable, complex organizations. The course focuses on analysis and application of transformational leadership skills and management attributes. 3 semester credit hours.

EDCL 551 The Chromebook Classroom: Google Apps and Productivity Tools for Classroom Collaboration. Educators will learn how to use a Chromebook, Google Apps, and various other applications for delivering any course content to their students. Educators will become skilled on how Chromebooks can promote their content area, differentiate instruction, provide multiple representations, and motivate their own professional development. Educators will gain understanding of Internet resources, Google Chromebook applications, Google Play, Google Classroom, the flipped classroom, videos, and more to maximize the learning environment. 3 semester credit hours. *Department Consent Required.*

EDCL 552 Reaching At- Risk Students and Underachievers. Participants in this course will learn how to build academic success for at-risk students by developing student resilience, designing active learning experiences, motivating underachievers, and fostering social emotional skills. Participants will explore strategies for reaching students of poverty and students with ADHD, and learn how to work effectively with difficult students and parents. 3 semester credit hours.

EDCL 553 Focus on Education: Bullying and Cyberbullying. Educators and support staff at all levels will be provided an overview related to harassment, bullying and cyberbullying. Educators will develop effective tools for the identification and prevention of bullying behaviors. Course Prerequisites: Participants must hold a baccalaureate degree. 1 semester credit hour. *Department Consent Required.* "

EDCL 554 Focus on Education: Brain-Friendly Learning. The following themes will be explored: brain-compatible learning, information processing, memory and retention, transferring learning, and critical thinking. Course Prerequisites: Participants must hold a baccalaureate degree. 1 semester credit hour. *Department Consent Required.*

EDCL 555 Creating Engagement. Participants in this course will examine a student-centered classroom. Topics include creating an environment rich with collaborative and engaged learning. Course Prerequisites Participants must hold a baccalaureate degree. 1 semester credit hour. *Department Consent Required.*

EDCL 556 Differentiating Today. Participants in this course will examine cultural needs, learning styles, intelligence theories, and thinking skills. The use of technology in a student-centered classroom will be addressed. Course Prerequisites Participants must hold a baccalaureate degree. 1 semester credit hour. *Department Consent Required.*

EDCL 557 Finding Balance. Course participants will be exposed to tools for increasing personal and professional resilience, maintaining flexibility, and tending to physical and mental health as a basis to improve classroom experiences for all. Course Prerequisites: Participants must hold a baccalaureate degree. 1 semester credit hour. *Department Consent Required.* "

EDCL 558 The Heart of Teaching. In teacher preparation education, there is very little focus on the personal character and social emotional skills the teacher brings to and practices the learning process. This course exposes and examines these untapped areas of teacher quality. The Heart of Teaching includes an awareness and examination of the educator's personal preparedness for the classroom, as compared to universal norms for quality teaching. Prerequisites: Participants must hold a baccalaureate degree. 3 semester credit hours. *Department Consent Required.*

EDCL 559 Socrates in Social Studies. An online course that empowers social studies teachers to blend philosophical questioning with their content area to inspire critical thinking. Teachers create compelling questions and make a digital portfolio of lesson artifacts modeled after recommendations from the Inquiry Arc of the C3 Framework for Social Studies. Teachers walk away with meaningful evidence for their personal evaluation

plans and membership to an online community of teachers sharing questions and lessons developed from the course. Prerequisites: Available to grade 6-12 educators who hold a baccalaureate degree. 3 semester credit hours. *Department Consent Required.*

EDCL 560 Mindfulness in the 21st Century Classroom. This course is designed to give educators at all levels an overview of recent research on mindfulness practices and to provide step by step guidance on how to integrate these practices into the classroom. Participants in this course will learn what mindfulness is, why it is important, and how to creatively apply research-based mindfulness techniques in meeting the diverse learning needs of students. Attention will also be given to ways educators can use mindfulness to enhance their own professional and personal experience as teachers. Prerequisites: Participants must hold a baccalaureate degree. 3 semester credit hours. *Department Consent Required.*

EDCL 561 Technology Tools for the Digital Teacher. Educators will become skilled on how to use digital resources to collaborate, create, communicate, and assess students. Participants will gain an understanding of internet resources to create an online classroom (using a web-based learning management system), flipped classroom and screen-casting, formative assessments, eBooks, videos, communication options for students and parents, and more to maximize the learning environment and reach students through different learning mediums. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 3.*

EDCL 562 Integrating STEAM into your Curriculum. Participants will learn to develop, create, implement, and assess a STEAM (Science, Technology, Engineering, Arts, and Mathematics) program, lessons and units. A variety of frameworks will be reviewed and discussed to allow for easy replication of STEAM units and activities. Inquiry-based lessons for instruction and assessment will be explored to help gain a better understanding of possible classroom applications and projects. Educators will leave the course with a roadmap to better implement STEAM into their classroom, promote STEAM questioning, and develop STEAM PBL (Project Based Learning) units. (The difference between STEM and STEAM http://dailygenius.com/difference-stem-steam/). 3 semester credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 3.*

EDCL 563 Advanced iPad Applications: Collaborate, Create, Communicate, and Assess. This course is specifically designed to teach educators how to collaborate and communicate with parents and students using the iPad, create lessons, book, videos, and more using the iPad, and how to assess students using the iPad. Educators will leave the course knowing a wide range of applications to maximize the learning environment. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed* 3.

EDCL 564 The Google Infused teacher – Advanced Applications of Google Classroom and Chrome. 3 semester credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 3.*

Integrative Physiology

INPH 503 Ethical and Political Issues in Health Care. 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. 3 semester credit hours. Typically offered: Fall, Winter and Spring Terms.

INPH 520 Great Ideas in Physiology. 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.

INPH 523 Biophysics. This course provides a calculus based introduction to biophysics and physiological modeling. The course is an integrated lecture and computer lab experience that focuses on scientific modeling and hypothesis testing. Topics covered will be selected from: single molecule biophysics, ion channel permeation and the action potential; osmosis, gastrointestinal and renal functioning; statistical thermodynamics and the second law; free energy transduction, passive transporters and active pumps; hemoglobin, oxygen transport and metabolism. 3 semester credit hours. Typically offered: Fall Term.

INPH 540 Advanced Integrative Human Physiology I. 3 semester credit hours. Typically offered: Fall Term.

INPH 554 Immunology. 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.

INPH 555 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. 3 semester credit hours. Typically offered: Periodically.

INPH 571 Molecular Biology. An advanced study of mechanisms controlling gene and genome organization, expression, regulation, and evolution. Includes viral, prokaryotic, and eukaryotic systems. Exposure to fundamental bioinformatics and Python programming, and readings from the primary literature. 3 semester credit hours. Typically offered: Fall Term.

INPH 576 Neurophysiology. 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.

INPH 591 Special Topics. Special courses on various topics with which the student has not become acquainted in formal course work. May be an extension of or a supplement to material previously encountered, or lectures from a completely new area. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 9.*

International Student Orientation

IPO 400 International Student Orientation. This class will introduce international students to practical cultural differences that exist between the United States and many countries. Topics to be discussed include health care, university facilities and resources, income taxes and employment. Prerequisites: Enrollment as an international student. Cross-listed with IPO 100. Typically offered: Fall, Winter, Spring, & Summer. *Course Repeatable. Maximum number of units allowed 0.*

Benedictine University

International Student Orientation Graduate

ISOG 400 International Student Orientation Graduate. ISO provides an introduction to student life, resources, and immigration rules and regulations to all incoming international students/scholars with F-1 and J-1 visas. This course is designed to help new international students/scholars learn about the Student and Exchange Visitor Program (SEVIS), to understand how to maintain status and the required government reporting process, and help new students to adjust at BenU. Visa regulation orientation is required for visa holders. Typically offered: Fall, Winter, Spring, & Summer. *Course Repeatable. Maximum number of units allowed 0.*

Leadership

MSL 501 Developing a Philosophy of Leadership. Developing a Philosophy of Leadership, offers an in-depth examination into the theory and application of leadership from a philosophical perspective. By exploring real world leadership, the integration of ideas and practices will be utilized to develop the conceptual framework that is necessary for acquiring the skills, competencies and insights that are needed to become an effective leader. 4 quarter credit hours.

MSL 510 Critical Thinking for Leaders. This course explores the development and application of critical thinking and the tasks and challenges leaders will face in their professional experiences. Students will explore the concepts of critical thinking, decision-making and problem solving from the women's perspective. Students will also identify their decision-making preference and how it can be adapted as roles and responsibilities change. 4 quarter credit hours.

MSL 522 Community Service and Social Responsibility. This course is designed to demonstrate the fundamental importance of moral and civic education. It challenges students to see themselves as members of a community and as individuals with a responsibility to contribute to the common good of society and their communities. The course also examines various ways in which ordinary people can accomplish extraordinary things through service learning, volunteering, and community outreach. 4 quarter credit hours.

MSL 536 Ethical Leadership and Globalization. Ethical Leadership and Globalization will introduce students to leadership from both theoretical and practical perspectives. By developing an application for the betterment of the common good, students will enhance their conceptual framework for leadership. Students will examine prominent theories and practices of leadership in a communitarian, social and global context and will evaluate competencies traditionally associated with civic engagement. 4 quarter credit hours.

MSL 540 Mentoring and Networking for Leaders. Mentoring and networking are two popular techniques cited in literature to broaden your thinking about your career and your life. Mentoring and Networking for Leaders is designed to provide a base for the skills necessary to coach, mentor, counsel, network, and measure performance to assist others in becoming more committed to performance objectives and increased productivity. 4 quarter credit hours.

MSL 542 Self-Efficacy - The Genesis for Leadership. The course is designed to help develop self-awareness, express personal authenticity and integrate practical leadership skills into the application of providing effective organizational management. These skills include communications, coaching, motivational, and inspirational public speaking and group facilitation, and self-awareness. 4 quarter credit hours.

MSL 550 The Endowment of Religions for Female Leadership. This course uses an innovative approach for studying religions and scriptures. The Endowment of Religions will provide an examination of major world religions and their sacred writings while focusing on the leadership role of women as outlined in the sacred writings and practices of the various world religions. 4 quarter credit hours.

MSL 581 The Gender Awareness Phenomenon: Exploring Interpersonal and Organizational Dynamics. The Gender Awareness Phenomenon will provide students with a framework for understanding, assessing and managing gender differences in their interactions at work and in their personal lives. The course will also address how these interactions affect the organizational culture in general and the day-to-day organizational operations in particular. The methodology involves a plurality of perspectives on the gender variances evident inside and outside the workplace. 4 quarter credit hours.

MSL 586 Power, Politics and Conflict Resolution. The class will incorporate formal and informal methods of conflict resolution, including negotiation and mediation strategies and techniques. Methods include sharing of anecdotes, hypothetical situations that learning teams will work to resolve through negotiation, mediation, and journaling of real life conflicts and applications of methods of resolution, both in and out of the office. 4 quarter credit hours.

MSL 589 Change Agent-A New Leader for Change. The purpose of the course is to identify and incorporate the eight-stage process as a method for successful change agents. This course is designed to provide an introduction and thorough understanding of the eight stages and the steps necessary for successful large-scale transformation led by change agents. The course will provide an examination of real life business scenarios where the need for change has been imminent; identifying strategic business implications for lack of change; breaking through challenges at each of the eight stages; consequences of errors in sequence; lack of leadership or sufficient communication; and successful removal of organizational structural barriers leading to lasting change. 4 quarter credit hours. Typically offered: Annually.

MSL 620 Strategic Planning for Effective Leaders. Strategic Planning will introduce students to the theory and review of practical measures for successfully designing and implementing a business strategy, which is inclusive of all aspects of the organization. Students will develop a strategy that allows measurement of financial responsibility and accountability as well as customer satisfaction, divisional and/or departmental interaction, with the intent of identifying best practices and overall organizational effectiveness. 4 quarter credit hours.

MSL 635 Diversity, Inclusion and Cultural Management for Women Leaders. This course is designed to collaborate with female management and develop an understanding of the complex issue of diversity, and how to address these issues in an effective and highly competitive environment. Students will develop skills that will enhance their organization capabilities with the creation of a truly inclusive culture. They will also learn how to demonstrate inclusive behaviors involving a conscious awareness of inclusion of diverse representation in meetings, training classes, promotions, recognition, and rewards. 4 quarter credit hours.

MSL 650 Financial Management and Business Intelligence. Financial Management and Business Intelligence will provide a foundation that promotes financial literacy and non-financial performance indicators. This foundation will help management/future leaders understand and make informed decisions that maximize corporate performance, which will enhance a student's understanding of the skills that are required to diagnose an organization's financial health. 4 quarter credit hours.

MSL 663 Servant Leadership. Servant Leadership is a management model that is embraced by Fortune 500 companies. This concept in leadership is designed to provide a basic understanding of the theoretical and practical principles of being a servant and elevating others. Students will critically review and analyze current

strategic ideas about servant leadership theory and practice which will focus on servant in leadership perspectives, values, skills and knowledge necessary for successful leaders in the 21st century. 4 quarter credit hours.

MSL 672 Entrepreneurial Management and Leadership. This course is designed to provide the critical information for developing an entrepreneurial mindset that will lead to a better understanding and appreciation for entrepreneurship as an effective tool for organizational development. Students will learn the importance of the type of leadership necessary to drive the success of an entrepreneurial organization. 4 quarter credit hours.

MSL 681 Leadership Capstone. The capstone course in the Leadership program is designed to bring together what students have learned throughout the program. The Leadership Capstone will help students put their own leadership philosophies into action. 4 quarter credit hours. Typically offered: Annually.

Linguistics

LING 501 Introduction to Linguistics. Provides an overview of phonology, morphology, syntax, semantics, and discourse analysis, as well as an introduction to the history of linguistics, and psycholinguistic and sociolinguistic theory. For TESOL students, the course also addresses research in linguistics as it relates to educational theory and practice, specific to teaching and learning of English as a second language. LING 301 and LING 501 are Cross-listed. LING 511 (1 cr. hr lab) must be taken in conjunction with this course. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

LING 502 Second Language Acquisition. Provides an introduction to second language learning and acquisition theories that can be applied in various language learning contexts, including ESL, EFL, and bilingualism. Explores the relationship between language development and the social, emotional, cognitive and physical development of children, and issues in second language learning in adults. LING 302 and LING 502 are Cross-listed. LING 512 (1 cr. hr lab) must be taken in conjunction with this course. 3 semester credit hours. Typically offered: Fall Term. *Department Consent Required.*

LING 503 Methods and Materials for Teaching ESL. 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. LING 513 (1 cr. hr lab) must be taken in conjunction with this course. 3 semester credit hours. Typically offered: Spring Term, Odd Years. *Department Consent Required.*

LING 504 Assessment of ESL and Bilingual Students. Provides a general background in language and academic content assessment issues, opportunities to examine assessment instruments, and practical experience developing and using formal and informal assessment measures. Students critically select and analyze evaluation tools and techniques for measuring ESL students' performance in academic settings. Addresses the relationship between TESOL and state-mandated standards and methods for assessing English Language Learners (ELLs). LING 514 (1 cr. hr lab) must be taken in conjunction with this course. 3 semester credit hours. Typically offered: Fall Term, Odd Years. *Department Consent Required.*

LING 505 Sociocultural Studies in ESL. Considers the impact of social, cultural, and political factors on second language learning and teaching in linguistically diverse communities. Examines ways in which the political and social context support language differences and affect literacy practices. Examines how factors such as ethnicity, gender, and social class affect language and literacy learning. LING 515 (1 cr. hr lab) must be

taken in conjunction with this course. 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

LING 506 World Englishes. Examines the uses of English in a variety of global and local contexts (colonialism and its legacy, English-medium education around the world, business, science, popular culture and social media). Addresses research that problematizes the notions of "native speaker" and "mother tongue" and explores their changing meaning in an increasingly globalized world. LING 516 (1 cr. hr lab) must be taken in conjunction with this course. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

LING 507 Modern English. 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. LING 517 (1 cr. hr lab) must be taken in conjunction with this course. LITR 507 and LITR307 are cross-listed. 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

LING 508 Style. Examines why some textual artifacts are valued over others, why some texts are perceived as more effective than others and how writers and speakers achieve particular rhetorical effects on their audiences. The course explores these questions through the lenses of a number of related sociolinguistic approaches including genre theory, semiotics and pragmatics. Students investigate how the words we choose to use, and the way we put them together in sentences and larger units of text combine to produce stylistic effects. Tools of stylistic analysis such as corpus analysis and systemic functional analysis will be introduced and used in the course. LING 518 (1 cr. hr lab) must be taken in conjunction with this course. 3 semester credit hours. Typically offered: Spring Term. *Department Consent Required.*

LING 509 Literatures and Issues in Translation. Examines primary texts in both translated and native versions, and provides theoretical readings in translation, global studies, and social contexts. LING 519 (1 cr. hr lab) must be taken in conjunction with this course. 3 semester credit hours. Typically offered: Fall Term, Odd Years.

LING 511 Intro to Linguistics Lab. This lab, required to be taken in conjunction with LING 501, deepens and applies students' understanding of phonology, morphology, syntax, semantics, discourse analysis, history of linguistics and psycholinguistic and sociolinguistic theory. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

LING 512 Second Language Acquisition Lab. This lab, required to be taken in conjunction with LING 502, deepens and applies students' understanding of second language learning and acquisition theories that can be applied in various language learning contexts, including ESL, EFL and bilingualism. 1 semester credit hour. Typically offered: Fall Term. *Department Consent Required.*

LING 513 Methods and Materials for Teaching ESL Lab. This lab, required to be taken in conjunction with LING 503, deepens and applies students' understanding of current methods and materials which can facilitate second language learning. 1 semester credit hour. Typically offered: Spring Term, Odd Years. *Department Consent Required.*

LING 514 Assessment of ESL and Bilingual Students Lab. This lab, required to be taken in conjunction with LING 504, deepens and applies students' understanding of evaluation tools and techniques for measuring ESL

students' performance in academic settings. 1 semester credit hour. Typically offered: Fall Term, Odd Years. *Department Consent Required.*

LING 515 Sociocultural studies in ESL Lab. This lab, required to be taken in conjunction with LING 505, deepens and applies students' understanding of social, cultural, and political factors on second Language learning and teaching in linguistically diverse communities. 1 semester credit hour. Typically offered: Spring Term. *Department Consent Required.*

LING 516 World Englishes Lab. This lab, required to be taken in conjunction with LING 506, deepens and applies students' understanding of the uses of English in a variety of global and local contexts. 1 semester credit hour. Typically offered: Periodically. *Department Consent Required.*

LING 517 Modern English Lab. This lab, required to be taken in conjunction with LING 507, deepens and applies students' understanding of the structure and functions of contemporary English language. LITR 307 and LITR 517 are cross-listed. 1 semester credit hour. Typically offered: Spring Term. *Department Consent Required.*

LING 518 Style Lab. This lab, required to be taken in conjunction with LING 508, deepens and applies students' understanding of tools of discourse analysis such as corpus analysis and systemic functional analysis that can be applied in stylistics. 1 semester credit hour. Typically offered: Spring Term. *Department Consent Required.*

LING 519 Literatures and Issues in Translation Lab. This lab, required to be taken in conjunction with LING 509, deepens and applies students' understanding of theory and practice in translation, global studies and social contexts. 1 semester credit hour. Typically offered: Fall Term, Odd Years. *Department Consent Required.*

LING 520 Research Methods: TESOL. 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. Typically offered: Spring Term. *Department Consent Required.*

LING 521 TESOL and the Adult Learner. 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. Typically offered: Periodically. *Department Consent Required.*

LING 522 Issues in Second Language Writing. 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 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. Typically offered: Fall Term, Odd Years. *Department Consent Required.*

LING 523 English for Specific Purposes. 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. Typically offered: Periodically. *Department Consent Required.*

LING 530 Research Methods Context Studies. 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. Typically offered: Fall Term.

LING 535 Global Literary Theory. Examines the impact of globalization on literary and critical theory. LING 536 (1 cr. hr lab) must be taken in conjunction with this course. Cross-listed with LITR 305, Critical Theory. 3 semester credit hours. Typically offered: Fall Term, Odd Years. *Department Consent Required.*

LING 536 Critical Theory/Global Literary Theory Lab. This lab, required to be taken in conjunction with LING 535, deepens and applies students' understanding of the impact of globalization on literary and critical theory. 1 semester credit hour. Typically offered: Fall Term, Odd Years. *Department Consent Required.*

LING 537 Advanced Literary Studies in a Language Other than English. 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). LING 547 (1 cr. hr lab) must be taken in conjunction with this course. 3 semester credit hours. Typically offered: Periodically. *Department Consent Required.*

LING 547 Advanced Literary Studies in a Language Other than English Lab. This lab, required to be taken in conjunction with LING 537, deepens and applies students' understanding of and critical analysis of texts in their linguistic and cultural context. 1 quarter credit hour. Typically offered: Fall Term, Odd Years. *Department Consent Required.*

LING 549 Language TA Lab. This lab provides students the opportunity to apply principles learned in the MA Linguistics to supervised classroom teaching.1 1 quarter credit hour. Typically offered: Fall Term, Odd Years. *Department Consent Required.*

LING 597 MA Fieldwork. 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. Typically offered: Periodically. *Course Repeatable. Maximum number of units allowed 4.*

LING 598 MA Thesis Continuation. Students who need additional hours to complete the Master's Thesis may extend the time using this option (0 credits, registration fee). Typically offered: Periodically. *Department Consent Required.*

LING 599 MA Thesis. One-on-one work with a faculty supervisor, with the production of the Master's Thesis as outcome. Where necessary: LING 598 MA Thesis continuation may be taken. 1-4 semester credit hours. Typically offered: Periodically.

Management and Organizational Behavior - Graduate

MGMT 500 Accounting for Managers. Surveys a broad range of financial techniques applied to business and organizational problems. Emphasizes understanding rather than mathematical rigor. Stresses interpretation and analysis of problems. Credit will not be given if MSA 500 is also taken. 4 quarter credit hours.

MGMT 501 Accounting for Non-Financial Managers. This course is designed to teach students how to make better business decisions using financial data. Students will learn to interpret and analyze financial statements. Students will examine the accounting process, the role of the auditor, and the basics of income tax. Students will explore specific accounting methods and how these choices affect earnings. Finally, students will gain

knowledge about using financial information for decision making as illustrated through ratio measures, make/buy (break/even) analysis, discounted cash flow concepts and budgeting concepts. Required (option). 4 quarter credit hours.

MGMT 521 Career & Human Resource Planning. Covers current theory and research in career and manpower planning, including techniques of career planning and individual organization, problems such as women in the career cycle, affirmative action and career planning, career choice and change, age-30 crisis, mid-career crisis, dual career couples, and retirement. 2 quarter credit hours.

MGMT 522 Ethics and Social Responsibility in Management. Examines important ethical theories and considers the need for social responsibility in business and other organizations. Studies the ethical dilemmas faced by managers in such areas as marketing, product safety, the environment, job discrimination, and dealing with people in an organization. Credit will not be given if MBA 520 is also taken. 2 quarter credit hours.

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

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

MGMT 546A Statistics for Organizational Analysis. This class introduces students to basic statistics and their application within organizational research. The students will learn the core concepts with descriptive and inferential statistics – measures of central tendency, measures of dispersion, correlations, t-tests, ANOVA and select multivariate techniques (regression). These techniques will be explored with a computer statistical package, SPSS. Also covered are basic techniques of data tabulation. 4 quarter credit hours. Typically offered: Summer Term.

MGMT 552 Leadership. Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 2 quarter credit hours.

MGMT 553 Organization Design. Focuses on the design of organizations to perform optimally for various environments and purposes. Reviews ways to move organizations toward a desired structure. 2 quarter credit hours.

MGMT 555 Power Strategies. Surveys contemporary perspectives and measures of power, influence, and control as they relate to motivation, interpersonal relations and organizational climate. 2 quarter credit hours.

MGMT 557 Organizational Culture. Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 2 quarter credit hours.

MGMT 558 Service Management. Focuses on the management and delivery of effective service. Covers service strategy, development of service systems, human resource strategy, and implementation of the service management concept. Prerequisite: MCP Degree seeking student. 2 quarter credit hours.

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

MGMT 561 Marketing Concepts and Planning. Discusses and analyzes the major components of a well integrated marketing plan. Emphasizes products and services in both the for-profit and not-for-profit sectors. Students will be expected to write a marketing plan for a specific product or service. 4 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer.

MGMT 570 Human Resource Management Overview. Introduces students to strategic human resource management. Covers the relationship of business and human resource planning, and the changing character of the workforce. Provides systemic overview of recruiting, training, compensation, affirmative action, and employee relations. For those students presently in Human Resource Management positions, contact your program advisor; MGMT 633 (4 credits) may be a better option. 2 quarter credit hours.

MGMT 571 Labor Relations. Covers the basic concepts relevant to laws governing labor relations. Focuses on contracts, including recognition of the union, negotiation and administration, patterns of contracts currently in existence and their negotiation process, and issues that arise during contract administration. 2 quarter credit hours.

MGMT 572 Compensation and Benefits. Examines the importance of benefits and compensation to the U.S. employer. Focuses on the elements of total compensation, including welfare and qualified retirement benefits, salary administration, performance management, executive compensation and incentive pay plans. 2 quarter credit hours.

MGMT 573 Performance Management Systems. Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance appraisal, conduct performance review interviews, and develop an appraisal system. 2 quarter credit hours.

MGMT 578 Recruitment and Selection. Examines the steps in the recruitment and selection process from the perspectives of the human resource manager, line manager and job applicant. Focuses on skill building and understanding of issues, including cost/benefit analysis and integration of the process with strategic human resource planning and career management. 2 quarter credit hours.

MGMT 579 Training and Development Overview. Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 2 quarter credit hours.

MGMT 580 Group Dynamics. Deals with dynamics of group and interpersonal relationships. Uses unstructured group experience to help students become more aware of how their actions affect and are affected by others, more capable of giving and receiving personal feedback, and more cognizant of the dynamic process by which groups are created, maintained and transformed. Studies major concepts in group and interpersonal relations,

including communication patterns influence in power dynamics, conflict management, interpersonal perception, trust formation, leadership and task group dynamics. 4 quarter credit hours.

MGMT 581 Team Building. Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 2 quarter credit hours.

MGMT 582 Conflict Management. Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. 2 quarter credit hours.

MGMT 583 Organizational Assessment. Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 2 quarter credit hours.

MGMT 584 Strategies for Change. Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 2 quarter credit hours.

MGMT 585 High Performance Work Systems/Large Group Interventions. Covers the development of appropriate levels of employee participation, increasing the psychological rewards of the employee and the quality and productivity of the organization. Emphasizes the design of high-performance work systems utilizing large group interventions. 2 quarter credit hours.

MGMT 586 International Organization Development. Examines and analyzes OD values and their relationship with national and cultural values in countries around the world. Consists of an overview and case studies involving application and adaptation of management and OD practices to local situations differing by organizational and national culture. 2 quarter credit hours.

MGMT 591 Contemporary Trends in Change Management. A one-day workshop with nationally known professionals and practitioners in the field of organization development. 1 quarter credit hour. *Course Repeatable. Maximum number of units allowed 12.*

MGMT 592 Managing Diversity. Focuses on the cultural shift required in organizations to move from Equal Employment Opportunities, Affirmative Action and understanding diversity to truly managing diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 2 quarter credit hours.

MGMT 593 Process Consultation. Covers the concepts, methods and philosophy of process consultation and its role in organization development. Emphasizes the application of this key activity in consulting to organizations, groups and individuals. Presented in a context useful to consultants and managers alike. 2 quarter credit hours.

MGMT 600 Independent Study. Provides students with a variable option for exploring a topic in depth under faculty supervision. Generally, faculty request a two to three page proposal which outlines the project objectives, expected learning outcomes and assessment criteria. 2-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 99.*

MGMT 612 Methods of Organizational Research. Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes ethics, qualitative and quantitative research design, data collection, analysis and report writing. 4 quarter credit hours.

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

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

MGMT 671 Strategic Management. This course requires management students to use the disciplines and techniques learned during their degree programs. Strategy formulation and implementation concepts are discussed using cases and readings. This course is to be taken as the last core class or with permission from the program director. 4 quarter credit hours.

MGMT 690 Management Internship. Consists of experience in a field setting in collaboration with a trained professional. 4-8 quarter credit hours. *Course Repeatable. Maximum number of units allowed 16.*

MGMT 691 Advanced Topics in Organization Development. Designed to provide Organization Development students and practitioners with access to leading edge interventions, research and professionals. This workshop will introduce theory and practice of innovative work in Organization Development. 1-2 quarter credit hours. *Course Repeatable. Maximum number of units allowed 12.*

Management Information Systems

MIS 545 Computer Organization and Architecture. 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. Typically offered: Spring Term.

MIS 546 Systems Analysis and Design. Tools and techniques associated with the analysis and design of application systems are studied and evaluated. Traditional and state-of-the-art system development life-cycle methodologies are examined. Specific topics include construction and evaluation of user interviews, data flow diagrams, data dictionaries, decision tables and trees, and use of prototyping techniques and computer-aided software engineering tools. The course project requires a team analysis and design of a new application system. 4 quarter credit hours. Typically offered: Fall Term.

MIS 600 Independent Study. This course allows an opportunity for a student to concentrate on a specific topic related to an existing course or to explore a timely topic not covered in an existing course. A proposal is

required, outlining the nature of the problem and scope of the investigation. A research paper or project is required, as appropriate to the problem under investigation. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MIS 609 Computer Fraud. This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer fraud that can occur in organizations and how computer fraud can be prevented. Cross-listed as MSA/MIS 609. 4 quarter credit hours. Typically offered: Annually.

MIS 616 Information System Auditing. Since the introduction of the Sarbanes-Oxley Act of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Prerequisite: MSA 513. Cross-listed as MSA/MIS 616. 4 quarter credit hours. Typically offered: Annually.

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

MIS 648 Information Management in Health Care. The objective of this course is to examine information technology applications in health care. Case studies are used to analyze systems currently in place and to explore systems on the horizon within health care organizations. Discussion includes the roles of providers and payers; it also includes issues of patient records and quality assurance and quality management as well as administrative and patient-related systems. Students are expected to propose a solution and implementation plan to an information management problem in a health care organization. Prerequisite: MPH 602 and either MIS 546 or MBA 641. 2 quarter credit hours. Typically offered: Spring Term.

MIS 649 Advanced Topics in Health Information Systems Management. The objective of this course is to examine emerging technologies and new information technology applications in health care. Topics include information systems for an integrated local delivery system, issues in building clinical data warehouses, health care information system standards, telemedicine, as well as the implications of strategic information-based alliances among the managed care and hospital communities. Techniques include case analysis and review of current literature. A course project to select a technology direction and to evaluate its fit with the strategy of a health care organization is expected. Prerequisite: MIS 648. 2 quarter credit hours. Typically offered: Spring Term.

MIS 650 Issues in Health Information Systems. Changes in information technology in the health care field are occurring at an increasing rate. Accelerated growth is expected as the focus of information technology uses shifts from operational or tactical uses to more strategic uses. A related challenge is to provide open, flexible technology solutions that effectively support the current organization demands and provide the foundation for growth around unknown, future business requirements. A course project examining strategic issues in information technology in the student's organization is expected. Prerequisite: MIS 649. 2 quarter credit hours.

MIS 654 Enterprise-wide Information Systems. Application systems supporting business areas such as finance, sales and marketing, manufacturing, distribution and human resources are studied. Special features and information sharing issues within and across functional areas are analyzed and developed. Topics include appropriateness of an information system as a business solution, the unique aspects of each business functional area, special design and implementation considerations and integration issues with the enterprise model. Assignments include interviews with a user manager and a corresponding systems manager as well as a multiple application systems integration plan and design. Prerequisite: MIS 674. 4 quarter credit hours. Typically offered: Winter Term.

MIS 655 Computer and Network Systems Security. Topics discussed include network infrastructure security issues, including perimeter security defense, firewalls, virtual private networks, intrusion detection systems, wireless security, network security auditing tools, honeypots, incident response, forensics, as well as ethical considerations. Also discussed is the development of an enterprise security policy. Prerequisite: MIS 546. 4 quarter credit hours. Typically offered: Summer Term.

MIS 656 Information Systems Security. Information is a vital corporate resource. The integrity, accuracy, timeliness, confidentiality and physical security of this resource is essential to maintain its value to the organization. Topics discussed include security considerations as they apply to information systems analysis and design, vulnerability assessment, security audits and access controls. Also discussed are disaster recovery, business continuity, as well as legal and social issues. Prerequisite: MIS 546. 4 quarter credit hours. Typically offered: Winter Term.

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

MIS 658 Management of IT Facilities. The support side of information systems is studied, focusing on physical needs and ongoing production support. Facilities issues, including requirements for physical space, voice and data, servers, networks, emergency equipment 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 659 Business Analytics. 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 541. Cross-listed as MSBA/MIS 659. 4 quarter credit hours. Typically offered: Winter Term.

MIS 663 Machine Learning. This course introduces the topics of data and text mining and business intelligence. Data and text mining is the process of discovering new patterns from large data sets involving methods at the

intersection of artificial intelligence, machine learning, statistics and database systems. The overall goal of the data mining process is to extract knowledge from a data set in a human understanding structure. Business Intelligence systems combine data gathering, and data storage with analytical tools to present complex corporate and competitive information to planners and decision makers. The objective is to improve the timeliness and quality of the input to the decision process. Deliverables include article reviews, case analyses, course project and presentations. Prerequisite: MIS 674. Cross-listed as MSBA/MIS 663. 4 quarter credit hours. Typically offered: Fall Term.

MIS 671 Strategic Management. This course requires students to use the disciplines and techniques learned in previous required courses. Strategy formulation and implementation concepts are discussed using cases and readings. This course is to be taken within two courses of completion of the required courses. Cross-listed as MBA/MGMT/MIS 671. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

MIS 674 Database Management Systems. Database technology has evolved from simply being a better way to organize and access data to being an information systems keystone, required to effectively support the enterprise. This course introduces database technology, emphasizing effective database design. Specific topics include components, roles, and functions in a database environment; importance of data security; integrity and recovery; strengths and weaknesses of data models, focusing on the relational model. A course project requires the design of a personal computer-based database application. A research paper is also expected. Prerequisite: MIS 546. Required. 4 quarter credit hours. Typically offered: Spring Term.

MIS 677 Decision Support and Knowledge-based Systems. This course introduces the use of knowledge-based systems, including decision support systems, group decision support systems, expert systems and executive information systems within the functional structure of the firm. Decision support and expert systems will be discussed in depth. Topics include analysis of decision criteria and modeling techniques, the system development process, business applications and evaluation of existing software. Deliverables include a course project and presentation. 4 quarter credit hours. Typically offered: Fall Term.

MIS 681 Network Planning. In this course, students are asked to describe and evaluate networks as part of an organization's strategic and tactical plans. Business needs are evaluated and students offer feasible network solutions meeting these needs. Students analyze network opportunities, considering competitive forces, strategic advantages, strengths and opportunities. Students evaluate network requirements and alternative solutions, selecting the most appropriate, given the current and projected business environment. Network management and security issues are reviewed and appropriate policies and procedures recommended. Students also investigate the future of enterprise-wide networks. Prerequisite: MIS 545, MIS 546. 2 quarter credit hours. Typically offered: Winter Term.

MIS 682 Network Design. In this course, students evaluate network topologies, protocols, network components, current technology standards and interoperability issues. Students design a physical network solution that includes current physical environment, growth requirements, network solution requirements and business constraints. Students design a logical network solution, which includes how the application will work across the physical network and how the data travels within and across networks. Distributed network models are also examined, looking at presentation, processing and data placement within the network structure. Tools for network management are reviewed, documentation standards are defined and network solutions provide production criteria for managing an implemented network solution. Prerequisite: MIS 681. 2 quarter credit hours. Typically offered: Winter Term.

MIS 683 Project Management. The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects within budget

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

MIS 689 Strategic Information Technology Management. This course requires students to use all disciplines and techniques learned. Strategy formulation and implementation concepts focusing on information technology are discussed using cases and readings. This course should be taken within two courses of completion or with permission of the program director. 4 quarter credit hours. Typically offered: Spring Term.

MIS 690 Management Information Systems Internship. An internship offers practical work experience within which the student has the opportunity to apply and test theoretical learning while developing executive skills. The internship experience may be an apprenticeship in which a less experienced student learns about the organization, the business unit and a variety of information systems projects in which the supervisor is involved, or a project in which the student has major responsibility for a specific assignment and exposure to other areas of responsibility or interest. The Management Information Systems internship may be repeated in different settings. 1-6 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MIS 691 Management of Information Technology Lecture Series. Timely information technology topics are presented in the form of 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 500-level course sequence. Topics are announced in advance. 1-4 quarter credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

Master of Science in Taxation-Graduate Business

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

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

MST 623 Taxation of Corporations and Shareholders. This course focuses on U.S. federal income taxation of Subchapter c corporations and their shareholders. Emphasis is places on understanding the nuances of corporate tax laws and tax planning scenarios. Prerequisites: MSA 605 & MST 624. 4 quarter credit hours. Typically offered: Fall Term.

MST 624 Federal Tax Research. This course focuses on the complexity of the United States Tax System and the impact of global competition on income and transfer tax preparation and reporting. Students will be exposed to the Internal Revenue Code, Circular 230, Treasury Regulations, and IRS organizational structure and enforcement functions. Prerequisites: MSA 504, MSA 506, MST 512, and MSA 515 and MST 605. 4 quarter credit hours. Typically offered: Winter Term.

MST 625 Federal Taxation of Partnerships. This course focuses on taxation of partnerships and the nuances of the benefits and risks attached to this form of business enterprise. Key concepts involve aggregate and entity theories, partnership distributions and liquidations, disposition of partnership interests and other related topics. The course will expose students to The Internal Revenue Code, Treasury Regulations, Case Law and ITS Rulings. Prerequisites: MST 605, MST 623 and MST 624. 4 quarter credit hours. Typically offered: Spring Term.

MST 688 Estate and Gift Taxation. This course consists of a detailed review of the federal estate and gift tax laws. In the area of estate taxation, assets included and deductions allowed are reviewed in detail by reference to law, regulations and cases. Recognition of gifts and gift tax deductions and exclusions are also covered throughout course material. Prerequisites: MSA 504, MSA 506, MST 512 & MSA 515. 4 quarter credit hours. Typically offered: Winter Term.

MST 689 Seminar in Current Problems in Taxation. This course focuses on the recent significant developments in the future of legislation, regulations, administrative rulings and case law on federal income, estate and gift taxation. Emphasis is placed on specific tax planning in light of these current developments. Topics are discussed against background of leading Supreme Court cases. Prerequisites: MSA 504, MSA 506, MST 512 & MSA 515. 4 quarter credit hours. Typically offered: Summer Term.

MST 692 Tax Accounting - Periods and Methods. This course deals with federal income tax rules concerning the choice of utilization of tax accounting periods and methods. The course material will focus on the determination of inventory values, introduction to time value of money and OID, and certain other special tax accounting concepts available to taxpayers including: Accounting Periods, Changes in Accounting Methods, Inventories-- General and UNICAP, Inventories--LIFO, and Installment Sales. Prerequisites: MST 605 and MST 624. 4 quarter credit hours. Typically offered: Spring Term.

MST 693 Federal Income Tax Procedures. This course deals with federal income tax rules, communicating with the Internal Revenue Service, ethical responsibilities of a tax practitioner, statute of limitations, and the appeals process for tax returns. The course material will focus on the core aspects of the United States Tax code and its enforcement by the I.R.S. It will provide a unique perspective of the methods, procedures, and techniques employed by the I.R.S in reaching fair tax treatment for all tax payers. Prerequisite: MST 605 and MST 624. 4 quarter credit hours. Typically offered: Winter Term.

MST 694 Overview of State Income Taxation. This course identifies and examines the various types of income and capital stock taxes imposed on corporations and "pass through" entities by state and local governments. The main topics will focus on "nexus" and the key impacts of P.L. 86-272, sales and use tax, conformity to the Internal Revenue Code, business and non-business income, varying methods of reporting, allocation and apportionment, and basic tax credit and incentive concepts. Prerequisites: MST 623, MST 624, MST 625 and MST 692. 4 quarter credit hours. Typically offered: Summer Term.

MST 695 Taxation of Closely held Corporations. This course identifies and examines the core federal income tax issues that arise in connection with the ownership and operation of a closely held corporation. The course material will focus on primarily subchapter "S" corporations. Topics include: nuances of distributions for owners and the effects of liquidating a company and its subsequent tax ramifications. Prerequisites: MST 623. MST 624, MST 625 and MST 692. 4 quarter credit hours. Typically offered: Fall Term.

MST 696 Corporate Reorganizations. This course will examine and discuss the nuances of the Federal Income Tax implications for transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations. This course is mainly concerned with the tax consequences to corporate parties to reorganizations and their shareholders. Emphasis is given to determining the taxability of transactions. See

outline for detail of topics covered. Prerequisites: MST 623, MST 624, MST 692 and MST 693. 4 quarter credit hours. Typically offered: Spring Term.

MST 697 Consolidated Returns. This course deals with the principles and mechanics of the consolidated return regulations which include eligibility, intercompany transactions, inventory adjustments, basis of property and subsidiaries, net operating losses and limitations on their utilization, earning and profits, and loss disallowance provisions. Prerequisites: MSA 504, MSA 506, MST 512 & MSA 515. 4 quarter credit hours. Typically offered: Summer Term.

MST 698 Taxes and Property Transactions. This course is concerned mainly with the federal income tax implications of income and losses derived from sales and other dispositions of property. Emphasis will be given to the determination and recognition of gain or loss, nature of gain or loss (capital or ordinary), basis and holding period. Prerequisites: MSA 504, MSA 506, MST 512 & MSA 515. 4 quarter credit hours. Typically offered: Spring Term.

MST 699 US Taxation and Its International Aspects. This course covers federal income taxation of United States persons investing or doing business outside the United States and nonresident aliens and foreign corporations having nexus with the United States. Topics covered include, among others, the foreign tax credit, Subpart F income, controlled foreign corporations, sourcing rules and expatriate taxation. Prerequisites: MSA 504, MSA 506, MST 512 and MST 515. 4 quarter credit hours. Typically offered: Fall Term.

Master of Science, Business Analytic

MSBA 600 Independent Study. This course allows an opportunity for a student to concentrate on a specific topic related to an existing course or to explore a timely topic not covered in an existing course. A proposal is required, outlining the nature of the problem and scope of the investigation. A research paper or project is required, as appropriate to the problem under investigation. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MSBA 623 Web Analytics. This course introduces the topics of web analytics for making better business and marketing decisions. Web analytics is the measurement, monitoring, and analysis of Internet traffic data for the purpose of optimizing websites. The increasing complexity of today's e-business environment has resulted in the implementation of many web analytics tools. These tools turn raw Internet data into valuable business insight through the use of advanced analytics. Web analytics combines data collection, marketing research, mathematical model building, statistical software, and key performance indicators (KPIs) monitoring tools. Deliverables include literature reviews, case analyses, and course projects. Prerequisite: MBA 541. 4 quarter credit hours. Typically offered: Annually.

MSBA 641 Optimization Techniques for Management Decisions. This course introduces the topics of optimization techniques for management decisions. Optimization is the process of discovering the best business solution from many feasible solutions using mathematical and statistical methods. The increasing complexity of today's business decision-making has resulted in the development of many optimization techniques. These techniques have provided a wealth of solutions to facilitate business planning and execution. Optimization combines data transformation, mathematical model building, and optimization software with analytical tools to present the recommended solutions to planners and decision makers. Deliverables include literature reviews, case analyses, and course projects. Prerequisite: MBA 541 and MBA 630. 4 quarter credit hours. Typically offered: Annually.

MSBA 659 Business Analytics. Business analytics 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 541. Cross-listed as MSBA/MIS 659. 4 quarter credit hours. Typically offered: Winter Term.

MSBA 663 Machine Learning. This course introduces the topics of data mining and business intelligence. Data mining is the process of discovering new patterns from large data sets involving methods at the intersection of artificial intelligence, machine learning, statistics and database systems. The overall goal of the data mining process is to extract knowledge from a data set in a human-understandable structure. Business Intelligence systems combine data gathering, and data storage with analytical tools to present complex corporate and competitive information to planners and decision makers. The objective is to improve the timeliness and quality of the input to the decision process. Deliverables include article reviews, case analyses, course project, and presentations. Prerequisite: MIS 674. Cross-listed as MSBA/MIS 663. 4 quarter credit hours. Typically offered: Fall Term.

MSBA 685 Data Visualization. This course introduces data visualization, that is, communicating information clearly and effectively through graphical means. Visualization tools go beyond the typical tables, histograms, pie charts and bar graphs by displaying data in more sophisticated ways such as dials and gauges, geographic maps, time-series charts, tree maps, heat maps and detailed bar, pie and fever charts. The goal is to expose patterns that might not have been noticed otherwise. Visualized data is often displayed in business Intelligence dashboards which provide users with high-level views of corporate information and key performance indicators. Deliverables include article reviews, several software-based exercises, projects and presentations. Prerequisite: MIS/MSBA 663. 4 quarter credit hours. Typically offered: Winter Term.

MSBA 686 Analytics for Big Data. This course introduces the concept of big data, that is, data sets so large that traditional relational database management systems, statistics, and visualization tools are insufficient. Organizations today are inundated with data, gathered from both inside and outside the organization. Analytics for data-at-rest and data-in-motion will be explored. The problem of solving problems which involve complex and structured data will be explored using the Hadoop platform. Deliverables include article reviews, several software-based exercises, several projects and presentations. 4 quarter credit hours. Typically offered: Fall Term.

MSBA 687 Data Warehousing. This course introduces data warehousing, which combines data from varied sources into one comprehensive and easily manipulated database. Access methods include queries, reporting and analysis. The goal is to analyze trends over time, thereby contributing to business forecasting, strategic planning and making smarter decisions faster. Deliverables may include article reviews, several software-based exercises, projects and presentations. Prerequisite: MIS 674. 4 quarter credit hours. Typically offered: Spring Term.

MSBA 689 Business Analytics Capstone. This course requires students to use and integrate the disciplines and techniques learned in business analytics program coursework to address a real-world problem, strategy formulation and implementation concepts are discussed using cases and readings. Deliverables include article reviews, several software-based exercises, a course-length project and presentations. This course should be taken within two courses of completion or with permission of the program director. 4 quarter credit hours. Typically offered: Spring Term.

MSBA 690 Business Analytics Internship. An internship offers practical work experience within which the student has the opportunity to apply and test theoretical learning while developing executive skills. The internship experience may be an apprenticeship in which a less experienced student learns about the organization, the business unit, and a variety of 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. Typically offered: Fall, Winter, Spring & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MSBA 691 Business Analytics Lecture Series. 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 pre-requisites, but graduate students are encouraged to have completed the 500-level course sequence. Topics are announced in advance. 1-4 quarter credit hours. Typically offered: Periodically. *Department Consent Required. Course Repeatable. Maximum number of units allowed 12.*

MS Values Driven Leadership

MSVDL 600 Your Leadership Journey. 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. Typically offered: Fall, Winter, Spring & Summer.

MSVDL 605 Your Leadership Impact. 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. Typically offered: Fall, Winter, Spring & Summer.

MS Values Driven Leadership for Executives

EMSVDL 600 Your Leadership Journey. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 605 Your Leadership Impact. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 610 Leadership Theory and Practice. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 615 Moral and Ethical Foundations of Leadership. 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 the role they play in shaping the vision, mission, priorities, and strategies of their organizations. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 620 Leading Teams. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 625 Leading Change and Innovation. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 630 Leading and Developing Others. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 635 Leading Appreciative Inquiry. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 640 Organizational Leadership Practicum. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 650 Organizational Behavior. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 655 Business Decision Making. 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. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 665 Global Leadership. This online course focuses on enhancing global leadership competencies, beginning with core concepts and personal assessments, and concluding with a global leadership development project proposal where students demonstrate their ability to move from concept to practice. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

EMSVDL 675 Leadership Legacy Capstone. 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. Typically offered: Fall, Winter, Spring & Summer.

Nursing and Health

NRHL 501 Health Promotion and Interprofessional Collaboration. This course provides an in-depth review of approaches to health promotion as well as effective collaboration among members of the health care community. Students explore the problems and issues in using behavioral and social science theories, concepts and data to inform health promotion and health education research and interventions. The course emphasizes developing appreciation for the diversity of expertise in interprofessional collaborative teams as well as establishing basic concepts of effective teamwork. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 381. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 502 Ethical and Culturally Competent Health Care Professional. This course draws upon philosophy, ethics and the social sciences to examine key concepts of professional practice that form the foundations for leadership, including professional obligations, duties, rights and cultural competence. Coursework leads to an increased understanding of interplay among socio-cultural contexts, ethics and cultural beliefs about health and illness. Basic principles of epidemiology, community-based assessment and evaluation, issues of equity and the risks to vulnerable populations are explored. Students also study the role of the educator, administrator and social change agent to explore what it means to be a culturally competent, ethical health care professional and leader in health systems or education. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 382. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 503 Evidence-Based Nursing Practice: Research and Process Improvement. This course provides students with skills required to systematically research and evaluate current nursing knowledge to promote evidence-based nursing practice. Coursework emphasizes critical analysis of the current literature and proposed research methods, including quantitative and/or qualitative approaches to research, sampling procedures, data collection methods and data analysis planning. Research topics such as ethical and cultural issues, methodological procedures associated with scientific investigation, and potential barriers to evidence-based practice are also course themes. Students are encouraged to critically analyze differing research paradigms as well as current issues surrounding evidence-based research. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 383. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms. "

NRHL 504 Health Care Informatics and Emergent Technologies. This course teaches nurses to consider technical, user and environmental factors in the selection and use of clinical information systems that support nursing care and decision-making processes in various settings. Students gain an understanding of technology, data, human processing and standards related to clinical information systems, and how these elements are used to make evidence-based decisions in health care systems and services. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 384. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 505 Health Care Policy and Advocacy. This course provides an overview of health care policy, organization and financing with emphasis on current industry trends. Students assess the atmosphere in which policy is created and how compromise and bargaining shape policy decisions. Current policy initiatives involving health care delivery as well as nursing are analyzed. Coursework emphasizes the role of the nurse as a health care leader and advocate in the health care policy formation process. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 385. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 506 Quality Improvement and Safety in Health Care Systems. This course analyzes problems caused by the varying levels of health care quality and strategies for improving them using models of evaluation and process improvement. Students learn to apply principles of quality and regulatory management with an emphasis on defining, measuring and evaluating outcomes within organizations and systems to become effective leaders and change agents. Students are expected to participate in the development of actual quality measures and explain how such measures could be used in a defined health or educational system. This is a foundational course requiring a minimum letter grade of "B". Cross-listed with NRHL 386. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 507 Advanced Health Assessment. This course builds upon the student's previous health assessment experience to provide the foundation for advanced roles in nursing. The course emphasizes physical, psychosocial, spiritual and functional assessment among diverse populations. Advanced assessment topics include focused health histories, advanced physical assessment techniques, differentiation of assessment findings and health assessment documentation standards. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

NRHL 508 Advanced Pathophysiology. The course focuses on the application of advanced knowledge of the complex physiological functions and pathophysiological processes to the care of individuals with health care problems. Course content examines alterations in function as well as adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels. The course is designed to enable the graduate nursing student to recognize and analyze these physiological changes and to apply this knowledge in a wide

variety of clinical settings. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

NRHL 509 Advanced Pharmacology. This course provides the graduate nursing student with the necessary knowledge to develop a greater understanding of pharmacology and application. The course content builds upon the student's current understanding of pharmacology. Students will explore the principles of pharmacology as they apply to various disease processes with consideration of medication selection factors, client adherence and ethical implications. Clinical application of pharmacological management, adverse reactions and patient education implications are presented through case studies and scenarios. Prerequisite: NRHL 508. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 605 Environmental Health. Studies environmental factors including biological, physical and chemical factors that affect the health of the community. Cross-listed with MPH 605. 3 semester credit hours. Typically offered: Spring Term.

NRHL 620 Building Effective Communication and Relationships. This course covers knowledge and skills related to effective communication and relationship-building across various health care settings. Students study communication strategies to address nursing and organizational issues and conflicts, as well as advanced communication skills related to diversity in the workplace, generational benefits, recruitment and retention, collaborative decision-making and shared governance. Building trust and credible organizational relationships with key stakeholders is also emphasized. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

NRHL 621 Instructional Strategies in Nursing Practice. This course focuses on teaching and learning strategies in nursing education. Students examine frameworks for analyzing pedagogical philosophies, adult learning theories, ethical issues and professional values related to nursing education, as well as the integration of new technology in instructional design and delivery. The course emphasizes best teaching practices for nurse educators. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

NRHL 622 Professionalism and Executive Career Development. Students focus on the knowledge, skills and tools to effectively coach and further the professional development of others within the healthcare organization. Coursework emphasizes the concepts of professionalism, personal and professional accountability, transparency, advocacy and ethical standards. Students complete a comprehensive executive leadership career assessment, conduct a gap analysis and develop an executive career plan for the future. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

NRHL 624 Advanced Knowledge of Health Care Systems. This course explores the skills and knowledge nurse executives need to effectively lead in a variety of health care systems. Students study the unique needs of health care settings such as hospitals, ambulatory facilities, community-based services, long-term care and private practice as well as financial, operational, regulatory and clinical aspects of management specific to a range of healthcare systems. Factors such as reimbursement, technology, staffing, leadership, organizational design and complexity and for-profit and not-for-profit aspects of the system will also be addressed in the context of nursing leadership strategies. Prerequisites: NRHL 501, NRHL 502, NRHL 503, NRHL 504, NRHL 505 and NRHL 506. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms. "

NRHL 625 Learning and Curriculum Development in Nursing Practice. This course focuses on curriculum development and the role of the nurse educator through the examination of a variety of conceptual frameworks relating to curriculum and instructional design. Students investigate the process of curriculum development,

program evaluation, regulatory and accreditation standards and curriculum trends. The components of course development, including course objectives, learning activities, teaching strategies and course evaluation are examined. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 507, NRHL 509 and NRHL 621. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 626 Nursing Leadership and Systems Thinking. This course focuses on theoretical foundations and conceptual principles of nursing leadership and the skills required for nurse executives to function effectively in complex health care environments. Students develop leadership self-awareness and investigate leadership traits necessary to effectively lead organizational change, build strong cultures, develop effective teams and resolve conflicts. The course examines change processes in contemporary health care organizations, as well as the evolving roles of management and transformational leadership. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 620, NRHL 622. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 628 Financial Management and Resource Allocation in Health Care Systems. Students will learn how to contribute to the ethical financial decisions of health care organizations. Topics include strategic financial planning, financial statement analysis, budgeting and financial decision-making strategies. Students also explore issues with funding sources and constraints, reimbursement, cost containment and marketing. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 626. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 630 Evaluation Strategies and Methods in Nursing Practice. Students focus on the theories and strategies of measurement and evaluation as they apply to nursing education. Content includes strategies to assess and evaluate learning in the cognitive, psychomotor and affective domains. Topics such as test construction, evaluation of personal teaching effectiveness, program evaluation and accreditation processes are addressed, as well as ethical and legal issues related to student evaluation. The course includes 30 hours of a practicum experience with a selected preceptor. Prerequisites: NRHL 625. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 635 Evidence-Based Nursing Practice Capstone Project. In this capstone course, students have the opportunity to apply the knowledge and skills learned through the program into practice. They further develop the role components of the nurse educator or nurse executive with the guidance of a preceptor within a selected practicum setting. With the assistance of the faculty and preceptor, each student develops a project that demonstrates their cumulative learning, teaching abilities and professional growth. The project should demonstrate the student's ability to synthesize and apply the knowledge and skills acquired to real-world issues and problems. This final project validates a student's ability to think critically and creatively, to solve practical problems, and demonstrate mastery of the application of leadership or education skills. The capstone course requires 60 hours of a practicum experience with a selected preceptor. Pre-requisites: NRHL 630 (Nurse Educator Concentration) or NRHL 628 (Nurse Executive Leader Concentration). 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 651 Emergency Preparedness and Planning. Introduces the core principles and practices of emergency preparedness and planning for all types of hazards, threats and disasters. Cross-listed with MPH 650. 3 semester credit hours. Typically offered: Fall, Spring and Summer Terms.

NRHL 654 Psychology and Sociology of Disasters. Examines the immediate and long-term effects that natural and man-made disasters have on survivors, their communities and first responders; and methods to assist survivors in their recovery. Cross-listed with MPH 654. 3 semester credit hours. Typically offered: Summer Term.

NRHL 656 Emergency Response and Recovery. Focuses on the principles and practices to guide communities and other entities in managing immediate response and long-term recovery from all types of hazards, threats and disasters. This course builds upon the concepts learned in NRHL 651. Cross-listed with MPH 656. 3 semester credit hours. Typically offered: Fall, Spring, and Summer Terms.

Nutrition

NUTR 542 Applied Nutritional Physiology. This class is designed to provide a detailed survey of the literature related to the nutrition and physical activity aspects of Metabolic Syndrome Related Diseases. Students will be expected to have a comprehensive understanding of the epidemiology and scientific basis of Metabolic Syndrome. Detailed discussions will include CVD, diabetes, hypertension, obesity, hyperlipidemia, and systemic inflammation as they relate to nutrition and physical activity. Pre-requisite: NUTR 200 or 201 or 241; NUTR 315 or BCHM 261 or 361; and BIOL 258. Cross-listed as NUTR 542. 3 semester credit hours. Typically offered: Spring Term.

Nutrition - Graduate

NTR 501 Health Promotion and Wellness. 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 planning management concepts and skills, outcome assessment and evaluation, and budgeting principles. Must be admitted to the MA/MS programs in nutrition. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

NTR 515 Medical Nutrition Therapy Advanced Concepts and Outcome Measurement. Application of clinical assessment techniques, data gathering methods, care planning, and documentation for patients with complex disease states. Use of waivered point of care techniques will be taught and require student demonstration of competence. Critical analysis and application of current issues in the clinical nutrition case arena. Student skill in gathering and applying information from a variety of sources is enhanced. Requirements related to patient confidentiality and professional conduct are emphasized. Pre-requisite: 570. 4 quarter credit hours. Typically offered: Fall Term.

NTR 521 Fitness Testing. Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Cross-listed as HLSC 321/EXPH 521/NTR 521. 2 quarter credit hours. Typically offered: Fall Term.

NTR 522 EKG Lab. Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Prerequisite: NTR 521 or consent. 2 quarter credit hours. Typically offered: Spring Term.

NTR 523 Current Issues in Dietetics Seminar. 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 570 or Instructor Consent. 1 quarter credit hour. Typically offered: Winter and Spring Terms. *Course Repeatable. Maximum number of units allowed 2.*

NTR 524 Portfolio and Professional Issues. 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 570 or Instructor Consent. 2 quarter credit hours. Typically offered: Fall Term.

NTR 530 Science of Sports Nutrition. The course examines the metabolic and physiologic basis for macronutrient and micronutrient recommendations during training, competition/performance, and recovery. Includes disease applications and case studies. Prerequisites: physiology, biochemistry, and nutrition courses. Cross-listed with NUTR 345. 4 quarter credit hours. Typically offered: Spring and Summer Terms.

NTR 539 Health and Wellness Research Planning. Principles and application of the research process with a focus on community-based research and evaluating outcomes of health educational programs. 4 quarter credit hours. Typically offered: Fall Term.

NTR 542 Applied Nutritional Physiology. This class is designed to provide a detailed survey of the literature related to the nutrition and physical activity aspects of Metabolic Syndrome Related Diseases. Students will be expected to have a comprehensive understanding of the epidemiology and scientific basis of Metabolic Syndrome. Detailed discussions will include CVD, diabetes, hypertension, obesity, hyperlipidemia, and systemic inflammation as they relate to nutrition and physical activity. Pre-requisite: NUTR 200 or 201 or 241; NUTR 315 or BCHM 261 or 361; and BIOL 258. Cross-listed as NUTR 542. 3 semester credit hours. Typically offered: Spring Term.

NTR 557 Nutrition Communications through Technologies. This course applies new and emerging technologies for collaboration, communication and dissemination of nutrition services and innovations. Prerequisites: NTR 530 or RD (by consent). 4 quarter credit hours. Typically offered: Fall and Spring Terms.

NTR 560 Advanced Cardiovascular and Respiratory Physiology. In depth study of the normal functioning of the cardiovascular and respiratory systems. Emphasis is placed on the acute effects of exercise as well as the adaptations that occur as a result of exercise. Cross-listed HLSC 360. 4 quarter credit hours. Typically offered: Fall Term.

NTR 561 Maternal and Child Nutrition. Study the physiological and metabolic changes that occur in pregnancy, and infancy through early childhood. Examine the nutrition and cultural factors impacting growth and development. Evaluate and critique nutrition programs and strategies for this population. Pre-requisite: NTR 530 or NTR 570 or RDN or RN [or by consent if undergraduate or graduate nutrition and physiology courses taken]. 4 quarter credit hours.

NTR 563 Nutrition in Aging. Study the physiological and metabolic changes that occur in in the aging population. Examine the nutrition and cultural factors impacting health and independence. Evaluate and critique nutrition programs and strategies for this population. Pre-requisite: NTR 530 or NTR 570 or RDN or RN [or by consent if undergraduate or graduate nutrition and physiology courses taken]. 4 quarter credit hours.

NTR 564 Nutrition Health Policy. Study the approach and aspects of policy making processes that address nutrition problems and issues. Analyze and develop polices 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 570 DI Orientation. This course will provide the student with information regarding the program policies, procedures, and expectations of the Dietetic Internship; an exploration of Benedictine University's resources to foster Dietetic Intern success in the program; and experience focused on increasing skills in gathering and

interpreting information as it relates to applying the Nutrition Care Process during Dietetic Internship rotations. Prerequisite: completion of DPD and separate acceptance into Dietetic Internship program. 1 quarter credit hour. Typically offered: Fall Term.

NTR 571 DI Foodservice. 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. Pre-requisite: NTR 570. 2 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

NTR 572 DI Maternal and Child Nutrition. The goal of the Maternal and Child nutrition course is that the dietetic intern will develop his/her competencies and knowledge regarding nutrition education programs for pregnant and postpartum women, pregnant and postpartum teens, infants, children and parents of infant children. Students will conduct supervised practice activities at WIC facilities as part of this course. Transportation is required. Pre-requisite: NTR 570 1 quarter credit hour. Typically offered: Fall, Winter, Spring & Summer.

NTR 573 DI ENP. 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. Pre-requisite: NTR 570 1 quarter credit hour. Typically offered: Fall, Winter, Spring & Summer.

NTR 574 DI Community. 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. Pre-requisite: NTR 570 1 quarter credit hour. Typically offered: Fall, Winter, Spring & Summer. "

NTR 575 DI Clinical. 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. Pre-requisite: NTR 570 3 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

NTR 576 DI Clinical (LTC/Sub Acute). 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. Pre-requisite: NTR 570 2 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

NTR 577 Nutrition Clinic Management. 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. Pre-requisite: NTR 570 2 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer.

NTR 578 DI Skill and Practice Competence. 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. Pre-requisite: Concurrent registration or completion of NTR 575 or Instructor Consent Typically offered: Fall Term.

NTR 581 Obesity: Theory & Practice Applications. 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. Pre-requisites: NTR 530, OR credit or co-registration in NTR 570, OR RDN (consent). Cross listed with NTR 581. 4 quarter credit hours. Typically offered: Fall Term. "

NTR 585 Complementary Nutrition Therapies. 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 530 or 581. 4 quarter credit hours. Typically offered: Spring Term.

NTR 591 Human Metabolism. In depth study of energy metabolism of carbohydrates, lipids, and proteins in health and disease. Endocrine regulation of fuel turnover and metabolic techniques to study whole-body and regional energy fluxes, with particular reference to exercise, diabetes and obesity. Prerequisite: A biochemistry course, and EXPH 582/HLSC 382, or instructor consent. Cross-listed with HLSC 392. 3 semester credit hours. Typically offered: Spring Term.

NTR 600 Independent Study. Arranged on a specific topic by teaching/learning contract with instructor. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 30.*

NTR 615 Medical Nutrition Therapy Advanced Concepts and Outcome Measurement. Application of clinical assessment techniques, data gathering methods, care planning, and documentation for patients with complex disease states. Use of waivered point of care techniques will be taught and require student demonstration of competence. Critical analysis and application of current issues in the clinical nutrition case arena. Student skill in gathering and applying information from a variety of sources is enhanced. Requirements related to patient confidentiality and professional conduct are emphasized. Pre-requisite: 570. 4 quarter credit hours. Typically offered: Fall Term.

NTR 619 Laboratory Ethics & Laboratory Procedures. A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting. In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc. Co-registration in NTR 623 is required. Cross listed as EXPH 685/NTR 619. 3 quarter credit hours. Typically offered: Summer Term.

NTR 623 Graded Exercise Testing. Consideration of the implication of exercise for persons in rehabilitative programs. Experience in writing and implementing individualized exercise prescriptions, performing stress testing, and understanding the contraindications involved in these actions. Co-registration in NTR 619 is

required. Prerequisite: NTR 522. Cross-listed at EXPH 623/NTR 623. 3 quarter credit hours. Typically offered: Summer Term.

NTR 640 Community Engagement. 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. Prerequisite: NTR 570 or NTR 564 or MPH 610; AND one of the following courses - NTR 571 or 573 or NTR/MPH 581 or RD or RN or MPH 611. 4 quarter credit hours.

NTR 644 Advanced Metabolism: Lipids and Carbohydrates. Scientific examination and applications of the nature, role, digestion, absorption and metabolism of lipids and carbohydrates in human health and disease. Prerequisite: NTR 530 or 581. 4 quarter credit hours. Typically offered: Spring Term.

NTR 658 Venture Planning in Nutrition. This course examines the process of planning a successful launch for a new venture. Students in this class will examine actual business ventures they intend to launch or that they are already operating. Prerequisites: MBA 559; and NTR 581 or RD (by consent). Online 4 quarter credit hours. Typically offered: Annually.

NTR 662 Advanced Exercise Physiology. An integrated approach to the study of various physiological systems functioning in the human during exercise. 4 quarter credit hours.

NTR 664 Special Populations. Basic assessment and treatment of special populations - such as adolescents, geriatric patients and those with neuromuscular disorders - and diabetes, pulmonary, renal or orthopedic problems. Prerequisite: NTR/EXPH 662. 4 quarter credit hours.

NTR 688 Research Internship. Practical research applications in planning, data collection, entry and/or analyses. Transportation may be required. Pre-requisite: NTR 539, MPH 511 2-4 quarter credit hours. Typically offered: Summer Term. *Department Consent Required. Course Repeatable. Maximum number of units allowed 8.*

NTR 693 Data Analysis & Interpretation. Students complete a review of current literature and actively participate in research processes, including examination of surveys, planning and implementing a survey to collect, tabulate, analyze and interpret data. Students are required to purchase a specific SPSS program. A grade of "B" or better is required to advance to NTR 695. Pre-requisite: A grade of "B" or better is required in the following courses: NTR 539 and MPH 511. 4 quarter credit hours. Typically offered: Spring Term.

NTR 695 Applied Research. Students conduct research, with a focus on data entry, development and testing of research hypotheses through data analyses, interpretation of statistical data and outputs and compare findings to the literature. In addition students develop appropriate graphics and develop a research manuscript. Students must take the NTR 695 and 696 sequentially (i.e., two terms in a row) with the same Research Supervisor (Course Instructor) and same cohort of students to meet M.S. in Nutrition and Wellness program research competency requirements for graduation. Fee: $160. A grade of "B" or better is required to advance to NTR 696. Prerequisite: A grade of "B" or better is required in the following courses: NTR 539, NTR 693, and MPH 511. For students in online program only. 4 quarter credit hours. Typically offered: Summer Term.

NTR 696 Research Communications. Students refine the manuscript for publication and develop a professional continuing education seminar to report methods and outcomes. Students must take the NTR 695 and 696

sequentially (i.e., two terms in a row) with the same Research Supervisor (Course Instructor) and same cohort of students. Fee: $160. Pre-requisite: A grade of "B" or better is required in the following courses: NTR 539, NTR 693, NTR 695 and MPH 511. For students in the online program only. 2 quarter credit hours. Typically offered: Fall Term.

NTR 697 Research I. Students complete a review of current literature and actively participate in research processes, including planning, project implementation, data collection, data entry and initial data analyses. Students must take NTR 697 and 698 in the same calendar year with the same Research Supervisor (Course Instructor) to meet MS in Nutrition and Wellness program research competency requirements for graduation. Transportation may be required. Students are required to purchase a specific SPSS program. Pre-requisite: A grade of "B" or better is required in the following courses: NTR 539 and MPH 511. 4 quarter credit hours. Typically offered: Winter and Spring Terms. *Course Repeatable. Maximum number of units allowed 12.*

NTR 698 Research II. Students will continue the research process through analyses and interpretation of statistical data and outputs, development of appropriate graphics, and oral and written dissemination of the research results and conclusions. Prerequisites: A grade of "B" or better is required in NTR 697. A grade of "C" in NTR 698 will result in the requirement for repeat registering for NTR 698 as IS (independent study) for 4 credits to complete NTR 698 with required grade. 4 quarter credit hours. Typically offered: Fall Term.

Public Health

MPH 511 Biostatistics. Applies statistical reasoning and methods in addressing, analyzing, and solving problems in public health, healthcare, and biomedical, clinical and population-based research. Prerequisite: Algebra or equivalent. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MPH 600 Independent Study. Arranged on a specific topic by teaching/learning contract with instructor. 1-4 quarter credit hours. *Department Consent Required. Course Repeatable. Maximum number of units allowed 16.*

MPH 601 Behavioral and Social Aspects of Public Health. Addresses behavioral and social factors and theories related to individual and population health. Cross listed with NUTR 381. 4 quarter credit hours. Typically offered: Fall and Summer Terms.

MPH 602 Public Health System. Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. 4 quarter credit hours. Typically offered: Fall, Winter and Spring Terms. *Department Consent Required.*

MPH 603 Ethical and Political Issues. Applies basic principles of ethical analysis (e.g. Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. Cross listed with NUTR 383. 4 quarter credit hours. Typically offered: Winter and Spring Terms.

MPH 604 Epidemiology. Studies the patterns of disease and injury in human populations and applies findings to the control of health problems. 4 quarter credit hours. Typically offered: Fall, Winter and Spring Terms.

MPH 605 Environmental Health. 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 606 Methods of Research in Public Health. Explores research design, collection and reporting of data, interpretation of findings, inferential procedures and current public health research. Pre-requisites: MPH 511 and MPH 604. 4 quarter credit hours. Typically offered: Fall Term. *Department Consent Required.*

MPH 607 Community Health Analysis. Demonstrates the collection of data on and setting priorities for improving the health of a defined population. It involves field work and utilization of research skills. This culminating experience requires the synthesis and integration of knowledge from previous coursework. Pre-requisites: MPH 511, MPH 604 and MPH 606. 4 quarter credit hours. *Department Consent Required.*

MPH 609 Cultural Context of Health. Addresses cultural factors related to individual and population health and health disparities over the life course. 4 quarter credit hours. Typically offered: Fall and Winter Terms.

MPH 610 Health Policy. Addresses the development and advocacy processes for public health policies; provides tools for policy analysis; and application to important public health issues. 4 quarter credit hours. Typically offered: Fall and Summer Terms.

MPH 611 Biological Aspects of Public Health. Explores the biological and molecular context of public health and its incorporation into public health practice and articulates how biological, chemical and physical agents affect human health. 4 quarter credit hours. Typically offered: Fall and Spring Terms.

MPH 616 Stress Management. This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change and techniques of stress management. Pre-requisite: Degree seeking student in the Clinical Psychology program. 3 quarter credit hours.

MPH 621 Obesity: Theory & Practice Applications. 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. Pre-requisites: NTR 530, OR credit or co-registration in NTR 570, OR RDN (consent). Cross listed with NTR 581. 4 quarter credit hours. Typically offered: Fall Term.

MPH 632 Public Health Education Methods. Presents evidence-based methods of health education and promotion addressing major risk factors for death, injury and disability. 4 quarter credit hours. Typically offered: Spring Term.

MPH 634 Public Health Programs and Skills. Focuses on health education programs and the skills required for the Certified Health Educator Specialist (CHES) examinations. Pre-requisites: MPH 601 and MPH 632. 4 quarter credit hours. Typically offered: Winter Term. *Department Consent Required.*

MPH 650 Emergency Preparedness and Planning. Introduces the core principles and practices of emergency response and recovery from all types of hazards, threats and disasters. Cross-listed with NRHL 651. Typically offered: Online only. 4 quarter credit hours.

MPH 654 Psychology and Sociology of Disasters. Examines the immediate and long-term effects that natural and man-made disasters have on survivors, their communities and first responders; and methods to assist survivors in their recovery. 4 quarter credit hours. Typically offered: Summer Term.

MPH 656 Emergency Response and Recovery. Focuses on the role of the public health system in responding to all types of hazards, threats, and disasters. This course builds upon the concepts learned in MPH 650 and MPH 654. Cross listed with NRHL 656. Typically offered: Online only. 4 quarter credit hours.

MPH 662 Management of Health Services Organizations. Explores basic management principles and practical tools for health management professionals in a variety of public health and health care organizations. 4 quarter credit hours. Typically offered: Winter and Spring Terms.

MPH 664 Marketing of Public Health. Explores concepts of marketing theory, planning, strategy, research and implementation of marketing plans including social media plans. 4 quarter credit hours. Typically offered: Winter Term.

MPH 680 The Business of Healthcare. Explores current topics in the business of delivering health services including insurance, privacy of information, accountable care organizations, and financing structures and implications of the U.S. Affordable Care Act of 2010. 4 quarter credit hours. Typically offered: Annually.

MPH 690 MPH Internship/Capstone. The internship is a capstone experience that allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. 2-10 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Department Consent Required. Course Repeatable. Maximum number of units allowed 10.*

MPH 693 Global Health. Explores issues in global health including the burden and distribution of disease, mortality and social and cultural risk factors. Emphasizes the challenges of population health in developing countries. 4 quarter credit hours. Typically offered: Summer Term.

MPH 694 Grantwriting for Public Health. Provides an overview of the grant writing process and funding sources for research, practice, and administration/planning grants; and requires development of a full grant proposal. 4 quarter credit hours. Typically offered: Annually.

MPH 696 Applied Epidemiology. Focuses on the processes involved in epidemiologic investigations with application to sample cases. Prerequisite: MPH 511, 604, and 606. Typically offered Online only. 4 quarter credit hours.

MPH 697 Advanced Research Methods. 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. Typically offered Online only. 4 quarter credit hours. *Department Consent Required.*

Science Content and Process

MSSCP 501 Pedagogy of Inquiry in Science Teaching. This course will introduce inquiry techniques and constructionist learning for the classroom teacher. Instructors will model these methods and students will participate in science classroom activities to develop an understanding of inquiry science as the foundation for implementing the NGSS. Students will develop lessons consistent with the NGSS that they can use in their own classrooms and learn to enhance existing activities for better student understanding. 3 semester credit hours.

MSSCP 503 Nature of Science. This course investigates the nature of scientific knowledge. Students will learn about science as a human endeavor, gain a historical perspective of science and learn how to recognize the characteristics of "good" science. 3 semester credit hours.

MSSCP 504 Research Internship. Students will participate in research internships to learn the processes used by researchers in the area of specialization. Working in the laboratory environment of a scientist, interns will learn the overall scope of a research project and have the opportunity to assist in some aspect of the research commensurate with their background knowledge and abilities. Interns will assist in some aspect of planning, executing and/or analyzing data. An intern will be expected to complete a final paper describing the overall research project and the work completed. Interns will present the results of their experience at a mini-symposium during the spring term. 3 semester credit hours.

MSSCP 510 Zoology. Basic principles of zoology, the biology of animals, will be explored in the manner in which students learn about animals through their own developmental stages and through the grades. Starting from the beginning concepts of animals as living, moving, reproducing beings that a child can relate to, we will move into further levels such as animal classification by body coverings, by skeletal or dental features, by life styles and by habitats. Comparative structures, evolutionary concepts and genetics will be covered. The animal collection at Brookfield Zoo enables observation of many of the major animal groups. This course is offered at Brookfield Zoo. 3 semester credit hours.

MSSCP 512 Animal Behavior. This course is designed to help teachers build skills in the study of animal biology -- learning about animals, their behavior, completing behavioral observations and contributing to the pool of research on animal behavior. Emphasis will be placed on the practical applications of behavioral research--including its relationship to conservation, human impact on natural populations, and the methods of behavioral research. The course serves as an entree into the scientific method using inquiry: asking questions, seeking answers by collecting data and formulating answers by interpreting data. 3 semester credit hours.

MSSCP 515 Field Ecology. This course is designed to provide a compact, focused overview of the natural history of the northeastern Illinois landscape (exclusive of Lake Michigan and its shoreline communities). Topics include organismal, population, community and ecosystem ecology; how recent geological events and biological history shaped the land; how the relationships of latitude, mid-continent longitude and patterns of botanical features define local wild communities so as to make them unique in the world; how the ecological features and characteristic plant and animal species define wetlands, prairies, forests and savannas; and how people and wildlife interact in the landscape. 3 semester credit hours.

MSSCP 517 Environmental Science. This interdisciplinary course provides environmental science content to enhance understanding of current, complex, environmental issues. Methods of teaching environmental science in a balanced and objective manner are explored. Emphasis will be placed on planning effective outdoor field trips and lab opportunities. 3 semester credit hours.

MSSCP 518 Prehistoric Life. This course focuses on what is known about the environment and life of northeastern Illinois throughout Earth's history. Students will become grounded in geological and evolutionary processes and then will review, for each period in the 5-billion-year history of the planet: what forms of life existed on Earth, what the Illinois environment was like, and to the extent known, what living forms existed in Illinois. 3 semester credit hours.

MSSCP 520 Basic Physics. Through exploration of experiments they can use in the classroom, teachers will learn the basic concepts of physics covered by the National Science Standards. These concepts will include motion, simple machines, heat & light and electricity & magnetism. Participants will receive materials that they can use in the classroom. Physicists from Fermilab will be guest facilitators. Participants will:
1- Successfully construct apparati that can be used and copied for classroom use.
2- Learn basic physics concepts, including energy, motion, forces, heat, light, electricity, magnetism, matter and atoms, as well as relationships among them, in a context appropriate to their classroom use.

3- Include basic physics concepts in their science curriculum, either independently or in conjunction with other topics. Course will be taught at Fermi National Accelerator Laboratory. 3 semester credit hours. "

MSSCP 522 Astronomy. This course focuses on astronomy concepts which appear in the National Science Standards. Students will utilize inquiry activities for teaching students physical concepts required of students to comprehend astronomy related natural phenomena such as the appearance of the night time sky, reasons for the seasons, phases of the Moon, motion of the stars, and planets, surface features of the Moon, and nature of eclipses. Group activities, laboratory exercises and open class discussions based on inquiry pedagogy will be used. This participant-centered course provides a variety of investigations and activities relating to the understanding and teaching of astronomy. No previous knowledge of astronomy or math is assumed, but teachers at all grades and knowledge levels will gain a better understanding of the subject and its pedagogy. This course will be offered at Benedictine University. 3 semester credit hours.

MSSCP 524 Human Biology and Nutrition. Course designed for K-8 teachers to introduce the principles regulating the function of the human body and nutrition to prepare teachers to teach these principles in the K-8 curriculum. 3 semester credit hours.

MSSCP 591 Topics. Special topics as it relates to the pedagogy and science content. 1-3 semester credit hours. *Course Repeatable. Maximum number of units allowed 9.*

COURSE DESCRIPTIONS - DOCTORAL

Doctorate in Values-Driven Leadership

DVDL 700 Orientation for DVDL Admitted Students. 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 725 Leading Self I: Your Career Leadership Legacy. This course has three primary objectives: (1) build strong working relationships among cohort members, (2) reinforce the initial introduction to leadership theory and research and (3) allow each cohort member to strengthen their leadership vision and capacity by identifying and leveraging their unique strengths as a leader. Students complete a series of assessments and personal development activities to help clarify their leadership point-of-view, strengthen their individual leadership capacity and engage in activities to create cohesion in the cohort group. 4 quarter credit hours.

DVDL 735 Leadership Theory, Research & Practice. This course focuses on understanding the major streams of thought in leadership theory, research and practice. Emphasis is placed on comparing and contrasting historical trends such as trait, behavioral, contingency and charismatic theories of leadership and also exploring contemporary approaches such as transformational leadership, servant leadership, authentic leadership, positive leadership and shared leadership. Personal assessment instruments and practical application projects allow students to develop and apply their personal leadership theory.
4 quarter credit hours.

DVDL 745 Leading Teams. Although most of us have been on various kinds of teams throughout our lives, we seldom take time to systematically observe and analyze how teams function and consider how they could be shaped and structured to function better. Yet observation and analysis are the first steps in understanding teams, shaping their dynamics, and ultimately improving their performance. In this course, students have the opportunity to analyze their own team processes, while learning from and applying the best of the team process and development literature. 4 quarter credit hours.

DVDL 750 Organizational Theory and Behavior. This course focuses on identifying theory and research that frames the current study of organizations from the macro and micro perspectives. The first weekend examines competing schools of organizational theory that facilitate our attempts to understand organizations and key issues/topics. The second weekend focuses on micro issues of organizational behavior, including topics such as human needs and motivation, emotions, conflict, work stress, trust, and cross-cultural issues; as well as more recent positive deviance topics that capitalize on human strengths and capacities (peak performance; thriving and human flourishing; resilience; positive identity, meaning, emotions, and relationships; creativity; compassion). 4 quarter credit hours.

DVDL 755 Moral & Ethical Foundations of Leadership. This course explores social, moral, and ethical philosophy as it relates to leadership in the corporate arena. Specific attention is paid to comparing and contrasting theories on the purpose of business, human nature and relationships, ethical decision making, and the meaning of sustainability and relational accountability on an organizational, societal, and global level. Students relate these theoretical perspectives to their own purpose, values, and commitments as leaders, their approach to leading and enriching the lives of others, and the role they play in shaping the vision, mission, priorities, and strategies of their organizations. 4 quarter credit hours.

DVDL 765 Leading & Developing Others. This course provides an in-depth exploration of the theory and practice of leadership development. It focuses on three primary areas: (1) human development theory, particularly from the perspective of the new and emerging field of positive psychology and strength-based leadership, (2) leadership capacity building, and (3) the dynamics of executive coaching. Students put theory into practice via application projects both in class and in their organizations.
4 quarter credit hours.

DVDL 775 Leadership & Corporate Social Responsibility. This course provides an overview of the origins, evolution, and leading thinking around the theory and practice of socially responsible business and social entrepreneurship. Students explore current trends, leading literature, theory, and case studies while participating in experiential exercises and interactive projects in order to gain practical insights into how society's increasing expectations are driving innovation and impacting the firm's social license to operate. The goal of this course is for students to better understand how business relates to society and the ways in which corporate social responsibility can be integrated into all facets of organizational life to drive the creation of shared value. 4 quarter credit hours.

DVDL 785 Leading Corporate Sustainability. This course focuses specifically on turning sustainable business practices into a competitive advantage. It is designed to cover a range of issues on the topic of sustainability that are central to leaders in today's economy, including how to maximize business and environmental objectives while managing complex stakeholder relationships and how to gain competitive advantage through environmentally sustainable practices such as strategic alignment, product and process innovation, and sustainable supply chain management. It also explores best practices across industries in the area of environmentally sustainable business and the leadership skills to enable action. 4 quarter credit hours.

DVDL 795 Lecture Series Seminar I. Through the lecture series, we invite the world's top scholars to Benedictine to present to the broader business community and interact personally with our Ph.D./D.B.A. students on leading-edge topics around global leadership, strategic change, and corporate sustainability. 2 quarter credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 4.*

DVDL 835 Leading Change & Developing Organizations. This course examines the theories and research regarding organizational culture, design, and change. Attention is devoted to understanding the structural and cultural leverage points that allow leaders to create sustainable value and build highly-ethical, highly-reliable, high-performing organizations. Attention is also paid to the processes and dynamics of leading successful large-scale organizational change from a senior executive position.
Case studies, simulations, and application projects are used to translate theory into practice. 4 quarter credit hours.

DVDL 845 Strategic Leadership. This course focuses on the role of senior leadership in developing and executing corporate strategy. It examines historical and contemporary approaches and the underlying theories that support them. It addresses governance, market, organizational, and process issues that affect successful strategy formation and implementation. Particular emphasis is placed on the unique challenges and opportunities of developing corporate strategy for sustainable value creation. 4 quarter credit hours.

DVDL 855 Leading in the Global Economy. This course explores the application of economic, legal, and political theory to the task of leadership in today's global context. Included are discussions of historical and current economic and political trends and their relationship to corporate sustainability, corporate strategy and leadership decision-making. Specific emphasis is placed on the future of global business, approaches to successful economic development of organizations, risk assessment and management, issues relating to governmental regulations and leading in cross-cultural settings. Case studies of successful and unsuccessful global leadership are analyzed. 4 quarter credit hours.

DVDL 865 Research Methods I: Scholar-Practitioner Strategies. This is the first of three research methods courses including (1) scholar-practitioner strategies, (2) quantitative research methods and (3) qualitative research methods. This course is designed to help students develop an initial familiarity with statistics and quantitative, qualitative and mixed-methods approaches to research. Attention is also given to understanding the unique requirements of applied and scholar-practitioner approaches to research and writing. The remaining research courses are held in year two. 4 quarter credit hours.

DVDL 875 Research Methods II: Quantitative Methods. A companion to Scholar-Practitioner Strategies and Qualitative Research Methods, this course is designed to help students develop proficiency in quantitative analysis for interpreting social and organizational data. It includes experimental, quasi-experimental, and several multivariate designs as well as analysis of quantitative studies and an examination of the ethics involved in research. Appropriate statistical techniques are discussed, critiqued and applied. 4 quarter credit hours.

DVDL 885 Research Methods III: Qualitative Methods. A companion to Scholar-Practitioner Strategies and Quantitative Research Methods, this course is designed to develop proficiency in collecting, analyzing and reporting qualitative data, using a variety of qualitative tools. It includes phenomenology, ethnography, narrative, case studies, grounded theory and generative theory. Attention is given to their history, traditions, conceptual bases and applications. In addition, students conduct a mini-qualitative research project from start to finish equipping them with the tools they need to use qualitative methods in their dissertation research. 4 quarter credit hours.

DVDL 895 Lecture Series Seminar II. Building on year one, the lecture series seminars continue by bringing in the world's top scholars to interact personally with our Ph.D./D.B.A. students on leading-edge topics around leadership, sustainability, and strategic change. 2 quarter credit hours. Typically offered: Fall and Spring Terms. *Course Repeatable. Maximum number of units allowed 4.*

DVDL 896 Global Exchange/International Trip. Students are required to participate in a global exchange in which they travel internationally with faculty and fellow students to engage in dynamic learning activities with top scholars and executives from other countries and cultures. This global exchange can be done anytime during the program (year 1, 2, or 3), but credit is given in the Winter Quarter of the third year. 8 quarter credit hours.

DVDL 898 Dissertation. Students in the Ph.D. track earn their degree by completing a scholarly dissertation based on original research, while students in the D.B.A. track earn their degree by completing an applied dissertation based on the implementation and analysis of an application project. While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon acceptance into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics consistent with the major research themes within the program. In addition, throughout the program students are expected to contribute to the field and gain feedback on their work by presenting at conferences and publishing in journals. 8 quarter credit hours. Typically offered: Fall, Spring and Summer Terms. *Course Repeatable. Maximum number of units allowed 24.*

DVDL 900 Dissertation Continuation. A course designed to enroll students who did not complete their dissertation during year 3 of their program. 4 quarter credit hours. Typically offered: Fall, Winter, Spring & Summer. *Course Repeatable. Maximum number of units allowed 48.*

Higher Education and Organizational Change

HEOC 705 Issues in Higher Education. Students will review major issues and events influencing the history and development of US education. Considerations include its purposes, variety, curriculum, diversity of students and personnel, governance, oversight, funding, and quality. Particular attention will be directed to current and emerging issues, including global and online developments, which students will analyze and address in the contexts of policy and practice. 3 semester credit hours.

HEOC 715 Research Methods. Students will learn about quantitative and qualitative methods for conducting meaningful educational enquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. They will review the use of organizational and social science theory to analyze postsecondary education. 3 semester credit hours.

HEOC 725 Policy, Politics and the Law. Students will study aspects of education law and legal issues particularly pertinent to leadership. They will explore the design, intent, development, function and effect of policy within educational institutions. They will gain appreciation of the roles of political forces, political and governance organizations and other entities involved in policy development. 3 semester credit hours.

HEOC 735 Organizational Development, Change and Innovation. Students will gain an understanding of organizational culture and explore the impact of leadership on the change process. They will explore group evolution, and the transmission and management of cultural change especially in times of increasing diversity.

Students will be introduced to frameworks, techniques, and perspectives that expand current beliefs and assumptions about ways to transform practice through a strategically planned process. 3 semester credit hours.

HEOC 745 Institutional Planning and Accountability. Students will be introduced to accreditation, assessment, institutional effectiveness and self-study issues and processes. Students will explore some of the challenges related to assessing institutions, academic programs and non-academic programs and support services. They will examine various state, regional, national and international recognition and accreditation systems and discuss their effectiveness relative to overall improvement and accountability. 3 semester credit hours.

HEOC 755 Qualitative Research Methods. Students will study qualitative research design appropriate to doctoral research. Topics include theory and applications with practice in selected qualitative methods, benefits, limitations and use of qualitative design, selection of a design appropriate to the study and procedures for applying the methodology. 3 semester credit hours.

HEOC 765 Organizational Strategy and Student Services. The student body results from both organizational strategy and social forces. Attracting, admitting, retaining, developing, graduating and tracing its particular students are essential responsibilities of a college. Studies include theories, practices and assessments of student services, especially practices that align services for students with the mission of the college, promote student success and engage them in community. Students will recognize the range and complexity of the organization and delivery of such services, and study best practices that promote institutional mission. 3 semester credit hours.

HEOC 775 Emerging Technologies. Technology affects every phase of education, from learning and communicating to MIS, automated procedures and green controls. Students will consider the impact of technology relative to enhancing student learning and engagement and will be introduced to major academic and administrative functions. They will explore commercial and creative applications and their potential. Cost, outsourcing and infrastructure issues are included. 3 semester credit hours.

HEOC 803 Dissertation Seminar: Dissertation Research. Students will focus on dissertation planning and development. They will develop focus statements for their dissertations, with a draft of possible outcomes, develop plans for the literature review, identify a possible research design, and secure dissertation committee members. 3 semester credit hours.

HEOC 805 Curriculum Planning and Evaluation. Students will be introduced to processes for planning, implementing and evaluating curriculum in higher education institutions, including the particular needs of community colleges. They will examine the social, philosophical and historical roots of curriculum planning and development in higher education and explore assessment and evaluation practices that ensure program quality. 3 semester credit hours.

HEOC 815 Teaching and Learning. Students will gain a perspective on the impact of the Scholarship of Teaching and Learning in post-secondary education. They will be introduced to current research in higher education in the areas of instructional methodologies and will gain an understanding of teaching and learning as a field of study. Students will become familiar with leading researchers and their work and will explore best practices that reflect the norms, tools and conventions that have remained current within this area of inquiry. 3 semester credit hours.

HEOC 825 Quantitative Research and Mixed Designs. Students will develop an understanding of quantitative and mixed research designs for doctoral work. Topics include quantitative and mixed design theory, applications and benefits, selection of a design appropriate to the study, and procedures for

applying the methodologies. Students will be introduced to a statistical package. 3 semester credit hours.

HEOC 835 Financial Management and Budgets. Students will study the development, structure and management of college budget; the course investigates financial analysis, capital management, investments and risk analysis with the purpose of developing skills necessary for sustaining institutional quality and growth. 3 semester credit hours.

HEOC 855 Personnel, Performance and Accountability. Students will study practices in human resource management with a focus on how to attract and retain talent, develop and work through teams, and require optimum performance in both organized and right to work environments. Topics include workforce planning, performance evaluation including tenure reviews, discipline, personnel development, academic careers, and succession planning. Students will review and develop personal career materials, plans and strategies. 3 semester credit hours.

HEOC 865 Management of Change. Students will study the loci and management of power and influence in the academy, including strategies for negotiating and managing agendas successfully. They will develop skills in board, labor and administrative relations, and in conflict prevention and resolution. Emphasis is placed on strategies for change management, including communication, and on appreciation of the many resources available for resolution. 3 semester credit hours.

HEOC 875 Dissertation Seminar II. Successful completion of this course is required before advancing to degree candidacy. Students will prepare and present their dissertation Proposals to their Committees. They will defend their Proposals before their doctoral Committees. Following Committee approval, students will apply for and receive IRB approvals, and will then be advanced to degree candidacy status. 3 semester credit hours.

HEOC 876 Dissertation Candidacy Ed.D. This course enrolls students with incompletes in the HEOC 875 Dissertation Seminar - Proposal Defense. It permits students to complete that course while maintaining active status in the Ed.D. Upon completion of HEOC 875 students may enroll in HEOC 885 Internship and HEOC 895 Dissertation. Typically offered: Fall, Spring, and Summer Terms. Course Repeatable. Maximum number of units allowed 0.

HEOC 885 Internship. 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 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 895 Dissertation. 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 897 Dissertation Extension Ed.D. This course enrolls students with the X grade in HEOC 885 Internship and/or HEOC 895 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 900 Dissertation Continuation. 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 895, 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 1.5.*

Benedictine University

Organization Development

PHDOD 731 Environmental Trends - Global. This course reviews major global environmental trends including economic, demographic, political, legislative as well as other global trends influencing organizational effectiveness. The course focuses on the identification of major global problems and the role of organization development. 4 quarter credit hours.

PHDOD 732 Environmental Trends - Evolution. This course reviews the history and evolution of the field of O.D. with particular emphasis on major historical and contemporary approaches as well as a review of potential contributions to the knowledge base of the field. 4 quarter credit hours.

PHDOD 734 Organization Strategy. This course integrates O.D. into the concept of organizational strategy. The focus on the role of O.D. in the development and implementation of organization strategy. The course reviews traditional management strategy concepts and approaches along with O.D. approaches including Integrated Strategic Management (ISM), Open Systems, Planning and Transorganizational Development. 4 quarter credit hours.

PHDOD 735 Philosophy of Science. This course is devoted to understanding the construction, development, and refinement of knowledge in the social organizational sciences. It seeks to help students strengthen conceptual skills in advancing knowledge in the social sciences, to navigate through the process of structured inquiry, to understand the different goals of scientific inquiry (understanding, explanation, generativity, and prediction). 6 quarter credit hours.

PHDOD 736 Organization Research and Theory. This Organization Theory (OT) seminar is a doctoral level introduction to some key perspectives (both traditional and contemporary) in organization theory and research. Organization Theory is closely intertwined with Organization Development in the sense that it provides the theoretical fodder for the practice of change. The aim of the course is to examine a number of perspectives in OT, consider the strengths and weaknesses of each, and to look at the comparative ability of these models to explain a variety of organizational phenomena and examine their implications for practice. 6 quarter credit hours.

PHDOD 791 Lecture Series (Contemporary Trends in Change Management). This series brings to campus top national academicians and consultants to address state-of-the-art issues in Organizational Behavior, Organization Development and Human Resources Management. 2 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*

PHDOD 812 Qualitative Methods. This course explores the philosophical roots of qualitative research such as phenomenology, hermeneutics, deconstructionism and postmodernism. Emphasizes grounded theory, participant observation and case study. 4 quarter credit hours.

PHDOD 813 Quantitative Methods. This course emphasizes the understanding of the connection between research design, measurement, data reduction and analysis. Focuses on the evolution of a quantitative study from research questions, hypotheses and conceptual understanding top variable operationalization, data collection, data reduction and the resulting data files used in statistical analysis. 4 quarter credit hours.

PHDOD 880 Group Process. This course uses group experience to help students become more aware of how their actions affect and are affected by others. Studies major concepts in group and interpersonal relations, including perceptions, leadership, trust, and power dynamics. 4 quarter credit hours.

PHDOD 881 Organizational Change and Design. This course focuses on organization change, with a particular emphasis on the emerging area of positive approaches to change. The course reviews alternative models of organizational change including Action Research and evaluation of change outcomes. 4 quarter credit hours.

PHDOD 884 Organization Consultation. This course is an overview of organizational consultation tools and methods. Emphasizes assessment, diagnosis, style, techniques, strategies, approaches, knowledge base and power. 4 quarter credit hours.

PHDOD 890 Dissertation Progress. Progress toward dissertation completion beyond 3 years of coursework. 4-48 quarter credit hours. Typically offered: Fall, Winter, Spring, & Summer. *Course Repeatable. Maximum number of units allowed 48.*

PHDOD 891 Advanced Topics. Advanced Topics Seminar: These seminars are advanced courses which faculty offer independently or in collaboration with a visiting scholar depending on contemporary research/theory interests. Content topics and convening faculty may change from cohort to cohort. These advanced seminar topics may involve new theoretical frameworks, methodological innovations, and/or intervention activities. Previous seminars have included topics such as International Organization Development and Advanced Socio-Technical Systems Theory. 4-12 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*

PHDOD 899 Dissertation. Completion of Research, Chapter Writing, and Dissertation Completion. 10 quarter credit hours. *Course Repeatable. Maximum number of units allowed 99.*

FACULTY DIRECTORIES

Daniel L. Goodwin College of Business

Ron Baiman, Ph.D., Assistant Professor, Business Administration (2013)
B.Sc., Hebrew University, Israel
M.A.; Ph.D., New School for Social Research

Marvin E. Camburn†, Ph.D., Professor Emeritus, Business Administration (1978)
B.A., 1960, Albion College
M.A., 1964, University of Detroit
Ph.D., 1971, Michigan State University
M.B.A., 1987, Illinois Benedictine College

Deborah Cernauskas, Ph.D. Associate Professor, Undergraduate Business (2011)
B.S., 1978, M.S., 1979, Northern Illinois University
M.B.A., 1987, Illinois Benedictine College
Ph.D., 2003, Illinois Institute of Technology

Joseph D. Cursio, M.S., Instructor of Finance, Graduate Business Administration (2017)
B.S., 1988, Illinois Institute of Technology
M. S. Finance, 2011, Illinois Institute of Technology

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B.A., 1965, Aurora College
M.B.A., 1979, University of Illinois at Urbana-Champaign

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M.B.A., 1981, DePaul University

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B.S. in Management 1972; M.B.A., 1976;
Ed.D., 1994, Northern Illinois University

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

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B.B.A., 1986, University of Texas at Austin
M.A., 1991, George Washington University
Ph.D., 1998, University of Texas at Dallas

Donald Henschel, M.B.A., CPA, Instructor, Undergraduate Business and Finance (2002)
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M.B.A., 1970, The University of Chicago

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

Vicki Jobst, D.B.A., CPA, Assistant Professor, Undergraduate Business (2007)
B.S., 1979, University of Nebraska
M.B.A., 1985, Illinois Benedictine College
D.B.A., 2012, Argosy University

Todd Kelsey, Ph.D., Assistant Professor, Undergraduate Business (2014)
Ph.D., Illinois Institute of Technology

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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

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B.S., 1966, West Virginia State College
M.A.T., 1968, Indiana University
M.B.A., 1976, Roosevelt University
Ph.D., 2000, Walden University

Soyon Lee, Ph.D., CPA, Professor Emeritus, International Business and Economics (1974)
B.A., 1960, Yonsei University
M.A., 1963, National University
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Benedictine University is located in Lisle, Illinois, just 25 miles west of Chicago, and has branch campuses in Springfield, Illinois, and Mesa, Arizona. Founded as a Catholic university in 1887, Benedictine enrolls more than 5,000 students in 59 undergraduate and 23 graduate programs.

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