

Graduate Catalog Policies Contents

Contents

Advising.....	5
Quarter credit hours.....	5
Semester credit hours.....	5
Graduation Requirements.....	6
Graduation Honors.....	6
Transfer Credit and Course Substitutions.....	6
Transfer Credit.....	6
Course Substitution.....	6
The Grading System.....	6
Incompletes.....	7
Deferred Grades.....	7
Audit.....	7
Grade Appeal Policy.....	7
Grade Appeal Process.....	7
Grounds for Appeal.....	7
Satisfactory Academic Progress Policy.....	8
Course Load per Term.....	8
Academic Dismissal.....	8
Withdrawal from Class.....	8
Repeated Courses.....	9
Academic Honesty Policy.....	9
Academic Accommodation for Religious Observance Policy.....	9
Graduate Student Board of Appeals.....	9
Membership in GSBA.....	10
Normal Procedure for Resolving Academic Disputes.....	10
Appeal Process.....	10

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Communication Skills	11
Mathematical Skills	11
Prerequisites	11
Program Continuity/Time Limit.....	11
Student-at-Large Study	11
Certificate Programs.....	12
Admissions Requirements for U.S. Citizens and U.S. Residents	12
International Admissions requirements - Non-citizens and Non-Permanent Residents of the U.S.	12
Admissions Procedures	13
International Admissions Procedures.....	13
Required Academic Credentials.....	13
English Competency.....	13
Overseas Credentials	13
Graduate Entrance Exams	14
Expenses	14
Tuition and Fees.....	14
Payment in Full - remit payment to:.....	15
Monthly Payment Plans	15
Employer Tuition Reimbursement.....	15
Student Refunds	16
Summer Term	16
Financial Appeal	17
Financial Aid	17
Applying for Financial Aid.....	17
Types of Aid	17
Federal Direct Stafford Loan Programs	18
Federal Direct Graduate PLUS Loan Program	18
Federal Perkins Loan	18

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

I. Overview	18
II. Financial Aid Programs Included Under this Policy	18
III. Students Subject to this Policy	18
IV. Satisfactory Academic Progress Policy for Financial Aid Recipients.....	19
V. Satisfactory Academic Progress Review Process	19
Cancellation	19
Reinstatement	19
VI. Appeal Procedure.....	19
VII. Definitions for Financial Aid Purposes.....	20
Financial Aid Leave of Absence Policy - for Non-Traditional Students.....	20
Required Documentation	20
Length of Approved Leave.....	21
Request for Multiple Leaves of Absence	21
Completion of Coursework Upon Return.....	22
LOA Returns Prior to the Scheduled End Date	22
Failure to Return.....	22
Return of Title IV Funds.....	22
Master of Business Administration (M.B.A.)	23
Master of Science in Accountancy.....	43
Master of Science in Clinical Exercise Physiology	48
Master of Science in Clinical Psychology.....	53
Master of Education (M.Ed.) and Master of Arts in Education (M.A.Ed.)	59
Master of Science in Leadership.....	72
Master of Science in Management Information Systems (M.S. in Management Information Systems).....	91
Master of Science in Nursing (M.S.N.)	106
Master of Science in Nutrition and Wellness.....	110
Master of Public Health (M.P.H.)	116
Introduction	116

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Overview.....	116
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).	117
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.	117
Courses designated as foundation (core) courses, as identified in the course catalog, require a grade of a 'B' or higher to apply toward graduation/certificate requirements. Elective courses require a "C" or higher to apply toward graduation and/or certificate requirements.	117
Master of Science in Science Content and Process	122
Dual Degree Programs	124
M.S. in Accountancy/M.S. in Management Information Systems	124
Master of Business Administration/M.S. in Management and Organizational Behavior	126
Master of Business Administration/M.S. in Management Information Systems.....	127
Master of Education/M.S. in Management and Organizational Behavior	129
M.S. in Management Information Systems/M.S. in Management and Organizational Behavior	131
Master of Public Health/ M.S. in Management and Organizational Behavior	137
Master of Public Health/M.S. in Management Information Systems	139
Master of Public Health/M.S. in Nutrition & Wellness	141
Doctoral Programs.....	143
Ed.D. in Higher Education and Organizational Change	143
Ph.D. in Organization Development.....	146

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Advising

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

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

Quarter credit hours

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

For courses taught in the standard delivery method. One quarter credit hour is counted for each clock hour of class or lecture time - or each two or three clock hours of Laboratory work - per week during the quarter. A three quarter credit hour lecture course, for example, meets three hours per week over ten weeks.

For courses taught in the accelerated delivery, on-line/blended delivery, or other non-standard format. One quarter credit hour consists of not less than twenty-five hours of instruction, individual learning activities [such as pre-course assignments, course assignments, preparation time], and team-based collaborative learning activities. Completion of graded outcomes that measure student achievement of learning objectives are comparable to those achieved via the standard delivery method.

Semester credit hours

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

For courses taught in the standard delivery method. One semester credit hour is counted for each clock hour of class or lecture time - or each two or three clock hours of Laboratory work - per week during the semester. A three semester credit hour lecture course, for example, meets three hours per week over fifteen weeks.

For courses taught in the accelerated delivery, on-line/blended delivery, or other non-standard format. One semester credit hour consists of not less than thirty-eight hours of instruction, individual learning activities [such as pre-course assignments, course assignments, preparation time], and team-based collaborative learning activities. Completion of graded

outcomes that measure student achievement of learning objectives are comparable to those achieved via the standard delivery method.

Graduation Requirements

A student must earn 64 quarter credit hours (51-53 quarter credit hours in the Nutrition and Wellness programs, 33 semester credit hours in all MEd Programs, 38 semester hours in the MAEd Elementary Education track, 37 semester credit hours in the MAEd Secondary Education track and 57 semester hours in the MAEd Special Education track, 40 semester hours in the Clinical Exercise Physiology program and 33 semester credit hours in the Science Content and Process Program) for graduation and must maintain a "B" average (3.00) in all Benedictine coursework.

A student must complete a minimum of 32 quarter credit hours (24 semester credit hours in the semester-based programs) of coursework at Benedictine University at the 500 level or above. This requirement is known as the academic residency requirement. For students in dual degree programs, the residency requirement is 64 quarter credit hours. All coursework with a grade below "C" must be repeated for the course to apply toward graduation and/or certificate requirements. Courses designated as foundation courses, as identified in the catalog, require a grade of a "B" or higher to apply toward graduation/certificate requirements.

Graduation Honors

Benedictine University does not grant degree honors at the Masters or Doctoral degree level.

Transfer Credit and Course Substitutions

Candidates' previous coursework in related areas will be evaluated on an individual basis to determine transfer credit and course substitutions. Requests for transfer credit or course substitution should be discussed with a faculty advisor.

Transfer Credit

In order to qualify for transfer credit, the course must be an appropriate graduate-level course, must have been taken within the last five years and must have resulted in a grade of "B" or higher. Students must submit transcripts for departmental approval prior to the end of the first term after acceptance.

Course Substitution

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

The Grading System

Final grades for courses are as follows: "A," "B," "C," "D" (lowest passing grade) and "F" (failure). Grade point averages are calculated on an A = 4.0 system and are based on all graduate coursework at Benedictine University.

Incompletes

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

Deferred Grades

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

Audit

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

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

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

Grade Appeal Policy

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

Grade Appeal Process

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

If not satisfied with the outcome, either the student or the faculty member may seek consultation with the Department Chair/Program Director, College Dean, and finally the Vice President for Academic Affairs, in that order.

Grounds for Appeal

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

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

Satisfactory Academic Progress Policy

Graduate students are expected to maintain a 3.0 grade point average to remain in good academic standing. Any student whose cumulative grade point average falls below a 3.0 will be placed on academic probation. A notice of academic probation will appear on the student's transcript. Students will not graduate unless the cumulative grade point average is at least 3.0. Students participating in a dual degree program must maintain an overall grade point average that meets the requirements of both programs. Grade point averages will not be computed for each program separately. Students concerned about their academic standing are encouraged to talk to their academic advisor.

Course Load per Term

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

Part-time academic status: 1-8.99 credit hours

Full-time academic status: 9+ credit hours

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

Academic Dismissal

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

Withdrawal from Class

Students wishing to withdraw from a class must submit the proper paperwork to Benedictine Central or use MyBenU by logging into BenU Connect at www.ben.edu/BenUConnect. Students have until the day prior to the second day of class to drop the class. Students who withdraw on or after the second class [and prior to the last day to withdraw] will receive a "W" on both the grade report and transcript. Students may not withdraw from a course after the last day to withdraw [which is 80 percent through the course]. Simply failing to attend class or

notifying the instructor does not constitute an authorized withdrawal and will result in a grade of "F."

Repeated Courses

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

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

Academic Honesty Policy

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

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

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

Academic Accommodation for Religious Observance Policy

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

Graduate Student Board of Appeals

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

If after meeting with the department chair 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 and college dean, then the appellant may file a written notice of appeal.

Appeal Process

If the normal procedure does not resolve the complaint, the appellant may file a written notice of appeal with the Associate Provost within one academic term of the occurrence of the dispute. Upon receipt of the written appeal, the Associate Provost will have 15 working days in which to appoint the GSBA members. The GSBA will meet within 10 working days, select a chair and interview the student, faculty member and any other interested parties. If an informal agreement cannot be reached at this level within 30 working days of the GSBA's first meeting, the appeal process will continue in a formal manner as follows:

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

student, faculty member, program director, dean and chair of the GSBA of his/her action.

Communication Skills

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

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

Mathematical Skills

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

Prerequisites

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

Program Continuity/Time Limit

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

1. Students may choose not to register for a given term and will continue to receive registration materials.
2. Students who do not register for several consecutive terms may be required to reapply for admission.
3. Students are required to complete all coursework within six years.

Student-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. Students must demonstrate proof of a baccalaureate degree from a regionally accredited college or university and submit an application to the Enrollment Center and must have permission from the department chair/program director to register. Graduate students-at-large do not qualify for financial

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

aid. Credits earned as a GSAL may or may not apply toward degree requirements. Students may count a maximum of 16 quarter-hour or nine semester-hour credits earned as graduate students-at-large toward a degree program, however GSAL credits do not guarantee program admission. Graduate students at large are ineligible for any financial assistance.

Certificate Programs

Students seeking a certificate are not considered degree seeking and therefore are not eligible for financial assistance. Certificate Program students are required to submit an application for admission. Students must demonstrate proof of a baccalaureate degree from a regionally accredited college or university. Students will work with the department chair/program director for advising on course selection. Hours earned in a certificate program can be applied toward a graduate degree at the time of acceptance. A minimum grade point average of 3.0 in certificate applicable coursework is required to receive a certificate. Students may count a maximum of 16 quarter hour or nine semester-hour credits earned toward a degree program.

Students interested in Study at Large, Certificate or Degree Seeking Programs should send all questions, applications and documents to the Enrollment Center:

E-mail: admissions@ben.edu

Phone: (630) 829-6300

Fax: (630) 829-6301

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

- Application
- \$40 non-refundable application fee
- Official transcripts from all colleges and universities previously enrolled
- Proof of US Baccalaureate degree or equivalent
- Official ECE (Educational Credential Evaluators) Course-by-Course evaluation of any foreign country transcripts, if applicable. Choose the "Course-by-Course" evaluation for all programs except M.A.E.D/M.E.D. for which a subject analysis is required.
- Official results of Standardized test scores, if applicable
- Letters of references from persons who know the applicant from a professional or academic perspective (4 - Clinical Psychology; 3 - Education; 2 - MBA, MCEP, MIS, MOB, MPH, MSA, MSL, MSNW, MSSCP)
- Resume, if applicable
- Personal Interview (may be required of some programs)

International Admissions requirements - Non-citizens and Non-Permanent Residents of the U.S.

- International Graduate Student Application
- \$40 non-refundable application fee
- Official transcripts from all colleges and universities previously attended with English translation.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

- Proof of US Baccalaureate degree or equivalent
- Official ECE (Educational Credential Evaluators) Course-by-Course evaluation of any foreign country transcripts, if applicable. Choose the "Course-by-Course" evaluation for all programs except MAED/MED for which a subject analysis is required.
- Official results of standardized test scores - GMAT, GRE, MAT, TOEFL or IELTS (may be required of some applicants)
- Letters of reference from persons who know the applicant from a professional or academic perspective (4 - Clinical Psychology; 3 - Education; 2 - MBA, MCEP, MSMIS, MSMOB, MPH, MSA, MSL, MSNW, MSSCP)
- Evidence of English proficiency
- Written statement of educational and career goals
- Resume, if applicable
- Personal Interview (may be required of some applicants)
- Confidential Financial Statement of Support - with official bank statement, letter of sponsorship or other supporting documents
- International Student Health form -Students must fully complete the health form that includes evidence of all immunizations and a current TB test.
- Proof of Insurance

Admissions Procedures

International Admissions Procedures

Once all requirements are met and the applicant's file is complete, the file will be reviewed for admission. Requests for admission are considered without regard to the applicant's race, religion, gender, age, national origin or disability. The applicant will be informed of the admission decision in writing. If admitted, the International Student Advisor will issue an acceptance letter along with an I-20 document, pre-arrival and orientation information. All F-1 graduate students are required by law to be enrolled full time (9 or more graduate credit hours) during the academic year. It is the international student's responsibility to maintain the validity of the I-20, passport, visa and I-94. It is the international students responsibility to be aware of all expiration dates and allowing ample time for renewal/extensions. Failure to do so can result in deportation and/or difficulty returning to the United States.

Required Academic Credentials

English Competency

International applicants must present evidence of English competency in one of the following ways:

1. Official transcripts from the Test of English as a Foreign Language (TOEFL) of International English Language Testing System (IELTS).
2. Recent completion of full-time study at the university level, minimum of two years, in a country where English is the native language as well as the language of instruction.

Overseas Credentials

Academic credentials should include:

- A list of all courses studied each year

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

- 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 a U.S. evaluating company. Benedictine University recommends ECE (Educational Credential Evaluators, Inc.) and will provide a form at your request. ECE information and forms also are available at: www.ece.org; choose the "Course by Course" evaluation for all programs except M.A.E.D/M.E.D. for which a subject analysis is required. Read the directions on the evaluation form carefully and send all information needed and payment for the evaluation directly to ECE. Allow four to six weeks for your evaluation to be sent to Benedictine University.

Graduate Entrance Exams

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

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

For international applicants living in the U.S., contact one of the following:

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

Expenses

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 Sallie Mae to provide payment plans through TuitionPay for those students seeking arrangements to balance their tuition payments over an extended period of time.

A Statement of Accounts is generated once each month. This statement reflects only that activity which has taken place on your student account in the last billing cycle (similar to your checking/savings/credit card statements of account). Please note that payments are expected by the due date regardless of whether a statement is received. If you are nearing a payment due date and have not received a statement, please contact Student Accounts at (630) 829-6503 for assistance to determine the amount due. Students are encouraged to view their account information online using [MyBenU](#).

Payment in Full - remit payment to:

Student Accounts
Benedictine University
5700 College Road
Lisle, IL 60532
(630) 829-6503

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

Monthly Payment Plans

Benedictine University has partnered with Sallie Mae to provide interest-free monthly payment options through the TuitionPay Plan. Students may create budgets to manage their tuition costs annually or per term. Students may enroll online at <http://tuitionpay.salliemae.com/ben> or call (800) 635-0120 to speak with a TuitionPay consultant. Be sure to have your estimated expenses ready when you call or visit the Web site. 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 BU, a financial hold and late payment fee may apply.

- Annual budgets - For a fee of \$50, students can make monthly payments toward their full-year's tuition balance (June - May).
- Single Term budgets - For a fee of \$30, students can make monthly payments toward their tuition balance for a single term.

TuitionPay Website: <http://tuitionpay.salliemae.com/ben>
Click on Enroll Now for list of available plans

Employer Tuition Reimbursement

For a fee of \$30, students can arrange with Sallie Mae's TuitionPay, a single tuition payment plan due at the end of the term (plus a grace period) with proper documentation from their employer. Documentation of your employer's reimbursement policy must be submitted to the Student Accounts Office of Benedictine University prior to enrolling in this plan. An updated copy of the policy must be submitted every Fall term thereafter. Students may fax their employer's policy to Student Accounts at (630) 829-6501. After submitting documentation showing eligibility, student may enroll in the plan that best corresponds with their class and program. If the student's enrollment changes after the initial set up of this plan, the student will be responsible for adjusting the payment plan either online or with a TuitionPay consultant at (800) 635-0120. If the student makes a payment directly to Benedictine rather than to TuitionPay, it is the student's responsibility to contact the Student Accounts Office so that we may notify TuitionPay. Due to new legislation, the Student Accounts Office will not

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

have access to enroll students or make adjustments to these accounts. Please note that tuition is due in full according to the deferred due date specified by TuitionPay regardless of when individual employers reimburse their employees.

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

Student Refunds

- Student may drop from a course up to 7 calendar days after the first class meeting for a full refund.
- Student may drop from a course 8 - 14 calendar days after the first class meeting for a 75% refund.
- Students dropping from a course 15 - 21 calendar days after the first class meeting will receive a 50% refund.
- Student dropping from a course 22 calendar days or more after the first class meeting will receive no refund.
- Courses that have a condensed meeting schedule will have no refund available after the first class meeting.

All drops must be done using MyBenU or in person at Enrollment Services (Ben Central).

1. Notifying the instructor that you want to drop a course does not officially withdraw a student from a course.
2. Non-attendance in a course will not constitute a drop.
3. Students who do not officially drop a course in writing will be financially responsible for the entire cost of the course.

Recipients of Federal financial aid who officially withdraw from the university will be subject to Federal Title IV refund guidelines.

Students who are expelled or suspended from the University during the course of an academic term are responsible for all financial obligations.

Summer Term

- Student may drop from a course up to 3 calendar days after the first class meeting for a full refund.
- Student may drop from a course 4 - 6 calendar days after the first class meeting for a 50% refund.
- Students dropping from a course 7 calendar days or more after the first class meeting will receive no refund
- Courses that have a condensed meeting schedule will have no refund available after the first class meeting.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Financial Appeal

This process is designed to address extenuating circumstances that occurred during a given semester that prevented a student from receiving a partial or full refund for a course(s). Students may write a letter of appeal describing the reason(s) and justification for seeking an exception to the University's withdrawal and 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 or fax:

Mail the appeal to:
Benedictine University
Attn: Financial Appeals Committee
5700 College Road, Lisle, IL 60532
Or fax it to:
Financial Appeals Committee
(630) 829-6501 Or email it to:
FinancialAppealsCommittee@ben.edu

For more information on Student Accounts, please visit www.ben.edu

Financial Aid

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

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

Applying for Financial Aid

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

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

Types of Aid

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

Federal Direct Stafford Loan Programs

Graduate students are eligible for up a maximum of \$20,500 in Federal Direct Stafford loans per academic year. There are two types of Direct Stafford loans available:

Direct Subsidized Stafford loans are based on financial need. The federal government will pay the interest while the student is in school, during the grace period, and during authorized periods of deferment.

Direct Unsubsidized Stafford loans are not based on financial need. This loan is available for students who are not eligible or only partially eligible for a Federal Direct Subsidized Stafford loan. The student is responsible for paying the interest from the date the loan is disbursed.

Federal Direct Graduate PLUS Loan Program

Graduate students are eligible to borrow funds from the Federal Direct PLUS Loan program. The Direct Graduate PLUS loan has a fixed interest rate. Graduate students may borrow up to the cost of education minus estimated financial aid. Students should borrow their full Federal Direct Stafford Loan before borrowing from the Federal Direct Graduate 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%. Perkins Loan funds are very limited.

Satisfactory Academic Progress Policy for Financial Aid Recipients

I. Overview

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

II. Financial Aid Programs Included Under this Policy

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

III. Students Subject to this Policy

All students currently receiving federal and/or state financial aid funds are subject to this policy.

Benedictine University students who have not previously received financial aid are required to meet the cumulative grade point average requirement of this policy prior to receipt of financial aid.

IV. Satisfactory Academic Progress Policy for Financial Aid Recipients

Satisfactory Academic Progress includes three criteria:

1. Academic standing based on the student's cumulative grade point average (cgpa);
2. The student's progress towards successful degree completion; and,
3. Degree completion within a maximum timeframe.

In order to maintain Satisfactory Academic Progress, students must:

1. Remain in good academic standing or on academic probation as defined in the University catalog;
2. Maintain a completion rate of coursework equal to at least 67% of the total number of credit hours attempted;
3. Complete their degree requirements within 150% of the required hours to complete their degree (180 credit hours).

V. Satisfactory Academic Progress Review Process

Satisfactory Academic Progress is reviewed at specified times during the award year.

Academic standing (cumulative grade point average), successful progression towards degree completion and maximum timeframe criteria are reviewed at the end of the academic year.

Students failing to meet Satisfactory Academic Progress will be notified in writing of their loss of financial aid eligibility.

Cancellation: If a student fails to meet the requirements of Satisfactory Academic Progress, the student will be ineligible for continued assistance.

Probation: If a student fails to meet the requirements of Satisfactory Academic Progress and submits an approved appeal, he/she can continue to receive Title IV aid for a specified period of time.

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

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

VI. Appeal Procedure

Cancellation of financial aid because of a student's failure to meet Satisfactory Academic Progress may be appealed if extenuating circumstances (illness, family problems, death of a family member, etc.) led to academic difficulties. The appeal must include information explaining why the student failed to meet Satisfactory Academic Progress, and what has changed in the student's situation that would allow the student to demonstrate Satisfactory

Academic Progress at the next evaluation. The student's appeal must be in writing and submitted to the Office of Financial Aid.

An appeal may be approved only if:

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

VII. Definitions for Financial Aid Purposes

Completion of Courses

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

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

Financial Aid Leave of Absence Policy - for Non-Traditional Students

A leave of absence is a process designed to allow students to interrupt their academic program for a limited period of time without requiring them to reapply for admission to the University. During the period of the leave, the student is considered to be on active status with the University awaiting their return to study. A leave of absence is intended for future courses, but may be requested while a class is in session. However, a leave of absence is not the same as a request to withdraw from a single class. Students should not use the leave of absence policy to request a withdrawal from the class in which they are currently enrolled if the intent is to remain registered in the following course of the program. The University's course withdrawal policy, which allows a student to withdraw from a course prior to two-thirds completion of the course, should be pursued in that instance.

Required Documentation

Students requesting a leave of absence must complete and sign an official Leave of Absence (LOA) form and submit it to the Office of Financial Aid to be processed no later than the student's last day of attendance in the course immediately preceding the leave. Students may request a LOA form by contacting their academic advisor. Upon completion, forms may be sent to the Office of Financial Aid by mail, fax or delivered in person. . In addition to the LOA

form, the student must submit a Program Schedule Change (Add/Drop) form to their academic advisor. When completing the add/drop form, students should identify the future class(es) from which they request to be withdrawn. As a general matter of policy, students may not use the leave of absence policy to request a withdrawal from classes that are in process or have already ended.

Once the Office of Financial Aid has received the Leave of Absence form, the request will be processed and notification will be sent to, the student, Benedictine Central, Student Accounts, and the student's academic advisor. Benedictine Central will withdraw the student from any future courses identified on the add/drop form.

If unforeseen, emergency circumstances prevent a student from providing a request for a leave of absence on or before the last date of class attendance as outlined above, the Office of Financial Aid, at its discretion, may approve the LOA retroactively. If not approved, the student may submit a written, signed and dated request to his/her academic advisor with appropriate documentation that substantiates the unforeseen circumstance that prevented the student from providing a leave of absence request on or before the last day of attendance. Unforeseen circumstances may include medical and family emergencies, unexpected business travel, and natural disasters. The academic advisor will submit the student's request to the Appeals Committee for approval. If approved, the student will be granted a leave of absence retroactive to the student's last date of attendance, the student will be notified by Financial Aid and the student's academic record will be adjusted accordingly. Further, if the Appeals Committee approves the student's request, no additional fees will be imposed when the student retakes the course.

Length of Approved Leave

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

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

Request for Multiple Leaves of Absence

The Office of Financial Aid may grant multiple leaves at different times as long as all of the leaves added together do not exceed 180 days in a 12-month period. If students request a leave of absence that would exceed this time period, they will be contacted by the Office of Financial Aid and advised that either the request is denied or the student will need to officially withdraw from the program. Students who withdraw from the program may reapply for admission to the University at a later date.

Completion of Coursework Upon Return

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

LOA Returns Prior to the Scheduled End Date

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

Failure to Return

If a student does not return from an approved leave of absence on the expected return date, the student will be considered as withdrawn from the University and a Return of Title IV Funds calculation will be processed.

Return of Title IV Funds

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws prior to completing 60% of the payment period, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If a recipient of Title IV grant or loan funds withdraws from the University after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

- The amount of financial aid earned by the student is determined by calculating the number of days attended divided by the number of days in the payment period.
- Institutional breaks of five or more consecutive days, excluding LOA's, are excluded from the calculation for purposes of determining the amount of Title IV Aid earned by the student.
- Unearned aid percentage is calculated by subtracting the earned aid percentage from 100%.
- Institutional charges include tuition and school contracted room and board charges.

The procedures followed when a Title IV recipient withdraws from school or requires an LOA that exceeds Federal requirements are:

- Return of Title IV funds is calculated
- Lender is notified of student's status change
- Post-Withdrawal Disbursements are identified (if applicable)
- Excess funds earned are offered to student (if applicable)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

- Refunds and balance due are identified (funds must be returned no later than 30 days from the date Benedictine University determined the student withdrew).
- Exit Interview is conducted (by mail if necessary)
- Refunds are applied according to the order of Return of Title IV Funds:
 1. Federal Direct Unsubsidized Stafford Loan
 2. Federal Direct Subsidized Stafford Loan
 3. Federal Perkins Loans
 4. Federal Direct Grad PLUS

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

Introduction

For over 30 years, Benedictine M.B.A. Programs has been preparing students to prepare 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 MBA has prepared over 5,000 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 Masters in Business Administration (MBA):

Upon completion of the Benedictine's MBA 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 financial, accounting, management, operations, marketing, and economics.

Overview

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

The M.B.A. is widely recognized as a powerful professional credential in business and other organizations. The MBA 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 six M.B.A. programs are:

Traditional M.B.A.

Online M.B.A.

Internship M.B.A.

4+1 M.B.A. Program

International M.B.A Program

Dual Degree (M.B.A./M.S.M.O.B., M.B.A./M.P.H., M.B.A./M.S.M.I.S., M.B.A./M.S.A.)

Weekend M.B.A.

Learning Team M.B.A.

Traditional (evening) M.B.A. Program:

Benedictine University's Traditional M.B.A. Program is designed for working adults with at least two years of significant professional work experience. Evening and weekend classes are ideal for those who seek flexibility in their course schedules, an academic concentration and time to complete their degrees as part-time students. Students usually complete one to two courses per quarter. Classes are conducted one evening per week per class on the main campus in Lisle or in a weekend format. Students may select from more than 17 concentrations to fulfill degree requirements. The M.B.A. program may accept up to 16 quarter credit hours in transfer toward the master's degree for graduate coursework completed at another institution. An additional 16 quarter credit hours may be waived for prior undergraduate coursework taken within the last seven years, pending department chair approval. This means that you can complete your degree in as little as one year, although most students complete the program within two years.

Online M.B.A. Program:

Benedictine University offers a high quality, fully online M.B.A. with seven concentrations: Accounting, Entrepreneurship & 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.

Internship M.B.A. Program:

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

4+1 M.B.A. Program:

Well-qualified Benedictine University students who complete their undergraduate degree in accounting or business administration are eligible to complete the M.B.A. degree with one additional year of graduate study. The full-time 4+1 M.B.A. Program is developed specifically for recent college graduates. Admittance to the M.B.A. program is not automatic and an application must be completed during the student's senior year of undergraduate work. M.B.A. classes are conducted in evenings, weekends and online to meet the needs of students.

International M.B.A. Program:

Benedictine's International M.B.A. Program prepares students to enter today's dynamic global workplace with the assurance of superior personal and intellectual development, along with

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

the important understanding of today's multi-cultural environment. Students complete 64 credits in 13 core M.B.A. courses, plus three courses focusing on international business. Those students interested in a truly international experience have the opportunity to take their concentration courses at Le Groupe Sup de CO Montpellier, France or Copenhagen Business School. Summer sessions at Montpellier or Copenhagen Business School 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 Jainzhu University (formerly Shenyang Architectural and Civil Engineering University). The M.B.A. Program is also being offered in partnership with Vietnam National University (VNU) in Hanoi and Ho Chi Minh City (formerly Saigon) at Binh Dong University. The Higher Learning Commission of the North Central Association approved Benedictine University to offer M.B.A. and Master of Science in Management Information Systems (M.S.M.I.S.) programs throughout China and Vietnam.

Learning Team M.B.A. Program:

Benedictine University's Learning Team M.B.A. Program offers an evening, learning team-style program to working adults. The M.B.A. degree is completed in less than two years while attending evening classes one course at a time, one time per week, at a location close to home or work. Learning Team study group sessions are conducted weekly. New learning teams start regularly throughout the year at various locations throughout Chicagoland and northern Illinois.

Dual Degree M.B.A. Programs:

Benedictine University offers four dual M.B.A. degrees with graduate programs in Management Information Systems (M.B.A./M.S.M.I.S), Management and Organizational Behavior (M.B.A./M.S.M.O.B), and Master of Public Health (M.B.A./M.P.H.) and M.S. in Accountancy (M.B.A./M.S.A.). Dual degree programs require 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.

M.B.A. Certificate Programs

Certificate programs are designed for a concentrated focus for those professionals looking to expand their knowledge in a specific area or introduce professionals to the core M.B.A. curriculum. Courses may be taken throughout the year, in a traditional or on-line format, and may be applied toward the M.B.A. degree for students who are accepted into the degree-seeking program. Students in Certificate programs must meet all enrollment requirements for Student At Large status. Courses must be completed at a Grade Point Average of 3.0 or higher to apply toward the M.B.A. degree. All students entering into a Certificate Program must schedule an advising appointment with the M.B.A. Program Director before they initiate their first Certificate course. Certificates are offered in the following areas: accounting, business administration, entrepreneurship, financial management, marketing, operations management, project management, sustainable business & leadership.

Curriculum

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

M.B.A. Program Curriculum:**Foundation Courses 24 quarter credit hours:**

MBA 520 Leadership and Ethics in a Global Environment
MBA 541 Analytical Tools for Management Decisions
MBA 510 Economics
MBA 530 Organizational Behavior
MBA 500 Financial Accounting
MBA 539 International Business

The Managerial Process 28 quarter credit hours:

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

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

In each of our 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. Most classes require significant written and verbal presentations. Completion of case analysis by teams is frequently required to enhance your skills in team effectiveness and professional presentations. Ability to work in teams is required.

The M.B.A. Program:

The M.B.A. curriculum includes 16 courses, 13 required and three electives, totaling 64 quarter credit hours. M.B.A. students are required to successfully complete the 13 required courses plus twelve hours in elective coursework, at a 3.0 or higher cumulative grade point average. Each of the 13 required courses are offered year round. Traditional evening M.B.A. classes typically meet one evening per week, from 6:30-9:30pm and are scheduled in quarters that last ten weeks. Online M.B.A. classes are offered year round and typically run six sessions a year, with each session lasting eight weeks. Traditional, learning team and online courses require individual academic work and team projects. The Graduate Course Schedule is posted on the Benedictine University Web Site (www.ben.edu). M.B.A. students wishing to take three or more M.B.A. courses per quarter need approval from the M.B.A. Program Director.

Course substitutions and waivers

Course substitutions and waivers for Foundation level courses may be determined by the M.B.A. Program Director, on a case-by-case basis. Students with a graduate business degree or a professional certificate (e.g., Certified Public Accountant, Project Management Professional, etc.) may be eligible for a course substitution/waiver. Students with extensive undergraduate equivalent coursework completed at a 3.0 or higher grade point average taken

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

within seven (7) years from the date of application to the M.B.A. program may be eligible for a course substitution/waiver.

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 a concentration in one or more of over 17 areas. A concentration is earned by completing 12 elective credits from the specific courses designated for each concentration. For example, the student choosing to complete the M.B.A. with Management Information Systems (M.I.S.) concentration must successfully complete at least 12 credits from the courses listed under the M.I.S. concentration. Earning a concentration is optional, although the majority of M.B.A. students select at least one concentration. Students must comply with all course pre-requisites when planning a concentration.

Faculty

Sharon Borowicz, Ph.D., E.A.
Associate Professor and Chair, MBA and M.S. in Accountancy Programs

Marvin Camburn, Ph.D., Professor Emeritus†

John Doyle, Ph.D., P.M.P.
Professor, MBA and M.S. in Accountancy Programs

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

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

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

Lu Zhang, Ph.D.
Assistant Professor, MBA, M.S. in Management & Information Systems Program
and M.S. in Accountancy Programs

James Zoda, Ph.D.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

Academic Administrators

Susan Stackley, M.S. Associate Director

Lecturers

Philip Anderson, Ph.D.
Michael Andrews, M.B.A.
David Baker, M.B.A., C.P.A.
Brian Blazina, M.B.A.
John Carroll, M.B.A.,
George Chakrabarty, M.B.A., M.C.P.M.
Cyril V. Crane, M.B.A., C.P.A.
David Dibblee, M.B.A., C.P.A., Professor Emeritus
Chris Fernandez, Ph.D.
John Frech, M.B.A., C.P.A.
Ann Fulmer, M.S., Senior Lecturer
R. David Fulton, M.S., C.P.A., Senior Lecturer
Kenneth Hansen, J.D.
George Hay, Ph.D.
James Hill, M.B.A.
Ricky Holman, J.D.
Lena Hsiang, M.B.A., C.P.A.
Philip L. Hupfer, M.S.
Thomas Janus, C.P.A., M.T.
Joseph Kocinski, M.B.A.
Robert Lennox, Jr., M.B.A.
Chen Lu, Ph.D.
Kao Lu, Ph.D.
Lee-Hsing Lu, Ph.D.
Richard Magner, Ph.D.
John Malec, M.A., Senior Lecturer
Chang Miao, Ph.D.
Hamid Noorani, M.É.I. M.
Peter Papantos, M.B.A., Senior Lecturer
Vincent Petrini-Poli, M.S., M.B.A.
Ronald Revers, Ph.D.
Greg Sellers, Ph.D.
Bernard Silverman, Ph.D., Senior Lecturer
Mark Sowa, M.A., M.B.A.
Andy Sze, M.B.A., M.S.
Martin Terpstra, M.S., C.P.A.
Joseph Youchison, M.S., M.B.A.
Christopher Yu, Ph.D.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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.

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. Learning Team M.B.A. students accomplish this in MBA 511, Orientation to Graduate Education. Contact the M.B.A. Program Coordinator at (630) 829-6205 to schedule your advising appointment.

Admission application and procedures:

An application to the Benedictine M.B.A. Program will be considered ready when the following items have been received:

1. A completed application form.
2. A non-refundable application fee.
3. Official transcripts from all previous colleges attended. The student should request that all transcripts, including any from Benedictine University, be mailed directly to the Graduate Admissions Office at Benedictine University.
4. Two letters of reference from persons who know the applicant from a professional or academic perspective.
5. A one-page statement of educational and career goals.
6. Resume which includes chronological work history.
7. Interview with the M.B.A. Program Director, at the director's discretion.
8. Test scores.

Applicants having a cumulative GPA of 3.2 or better may be waived from the GMAT requirement. Applicants wishing to apply for a GMAT waiver, but who do not have a GPA of 3.2 or better, may be considered pending successful completion of a specified quantitative and/or qualitative course. Many factors are weighed in assessing an applicant: there is not set admission formula and no predetermined cut-off point for test scores.

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Concentrations

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 (C.P.A.) or Certified Managerial Accountant (C.M.A.) examinations and for a variety of positions in corporate accounting. Students who successfully complete Certificates in Accounting will fulfill this concentration. You may earn this concentration by selecting 12 or more credits from the list below:

- MBA 504 Corporate Accounting Theory & Practice I (4)
- MBA 506 Corporate Accounting Theory & Practice II (4)
- MBA 512 Federal Income Taxation (4)
- MBA 513 Auditing Theory & Practice (4)
- MBA 515 Advanced Accounting (4)
- MBA 545 Business Law (4)
- MBA 603 Cost Analysis, Profit Planning & Control (4)
- MBA 604 Theory and Practice of Financial Reporting (4)
- MBA 605 Tax Influences on Decision Making (4)
- MBA 606 Forensic Accounting (4)
- MBA 607 Fraud Examination (4)
- MBA 608 Fraud and the Legal Environment (4)
- MBA 609 Computer Fraud (4)
- MBA 614 Auditing & Assurance I (4)
- MBA 615 Auditing & Assurance II (4)
- MBA 616 Information Systems Auditing (4)
- MBA 617 Internal Auditing (4)
- MBA 620 International Accounting (4)

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 credits from the list below:

- MBA 656 Investment Analysis (4)
- MBA 658 Derivative and Risk Management (4)
- MBA 659 Investment Accounting & Business Ethics (4)
- MBA 660 Investment Seminar (4)

Entrepreneurship & Managing Innovation:

Entrepreneurship & 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.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

You may earn this concentration by selecting 12 or more credits from the list below (students must successfully complete one of the two * courses):

MBA 532 Organization Development (4)
MBA 545 Business Law (4)
MBA 559 Entrepreneurship (4)*
MBA 622 Creativity & Innovation in Business (4)*
MBA 626 Strategic Managerial Communication (4)
MBA 633 Legal Issues in the Workplace (4)
MBA 634 Strategy, Structure and Decision Making (4)
MBA 655 Financing New Ventures (4)
MGMT 558 Service Management (2)
MGMT 581 Team Building (2)

Financial Management:

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

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

Health Administration:

The health administration concentration examines how financial, legal and marketing activities are transformed when applied in health care organizations. Integration of the systemic view of U.S. health care into the decision-making process prepares students to become mid- and senior level health executives who are able to combine the analytic tools of business with an understanding and appreciation of the human side of health care. You may earn this concentration by selecting 12 or more credits from the list below. (If the Managed Care Certificate is desired, selections must include MPH 671 and MPH 672.):

MPH 602 Public Health System (4)
MPH 605 Environmental Health (4)
MPH 664 Marketing of Health Care Services (4)
MPH 671 Finance in Public Health and Health Care Delivery Systems (4)
MGMT 558 Service Management (2)
MGMT 570 Human Resource Management Overview (2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MIS 648 Information Management in Health Care (2)

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

Human Resource Management:

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

MBA 582 Conflict Management (2)

MBA 633 Legal Issues in the Workplace (4)

MGMT 570 Human Resource Management Overview (2)

MGMT 571 Labor Relations (2)

MGMT 572 Compensation & Benefits (2)

MGMT 573 Performance Management Systems (2)

MGMT 578 Recruitment & Selection (2)

MGMT 579 Training & Development Overview (2)

MGMT 591 Contemporary Trends in Change Management (1)

Information Systems Security:

The world is growing more reliant on the Internet and web services for information and communications. While information and communication opportunities are increasing, security challenges are increasing as well. In 2001, more than 34,000 attacks on Internet computers were reported to the Computer Emergency Response Team (CERT). Every day, we are faced with unleashed computer viruses that distribute 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.

MBA 657 Electronic Commerce (4)

MIS 650 Issues in Health Information Systems (2)

MIS 652 Introduction to Data Mining (2)

MIS 656 Information Systems Security (4)

MBA 609 Computer Fraud (4)

MBA 616 Information Systems Auditing (4)

International Business:

The globalization of business is ongoing and pervasive. International business courses emphasize understanding the cultures and institutions that shape trade and investment decisions. Students may elect to take the Special Topics Course, which offers opportunities to

visit countries abroad to learn directly about business practices and social customs. You may earn this concentration by selecting 12 or more credits from the list below:

MBA 582 Conflict Management (2)
MBA 591 Special Topics (4)
MBA 619 International Economics & Finance (4)*
MBA 620 International Accounting (4)
MBA 626 Strategic Managerial Communication (4)
MBA 632 Supply Chain Management (4)
MBA 636 Transnational Management & Global Organizations (4)
MBA 686 International Marketing (4)
MBA 687 Multicultural Management (4)
MGMT 586 International Organization Development (2)
**Required*

Management Consulting:

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

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

Management Information Systems:

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

selecting 12 or more credits from the list below:

MBA 641 Management of Information Technology (4)*

MBA 657 Electronic Commerce (4)

MIS 557 Web 2.0 Tools in Business (2)

MIS 546 Systems Analysis & 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 650 Issues in Health Information Systems (2)

MIS 652 Introduction to Data Mining (2)

MIS 654 Enterprise-Wide Information Systems (4)

MIS 656 Information Systems Security (4)

MIS 658 Management of IT Facilities (2)

MIS 674 Database Management Systems (4)

MIS 677 Knowledge-Based Systems and Business Intelligence (4)

MIS 681 Network Planning (2)

MIS 682 Network Design (2)

MIS 689 Strategic Information Technologies Mgmt (4)

MIS 691 Management of Information Technology Lecture Series (1-2)

**Required*

Marketing Management:

This concentration is for students interested in a broad range of skills in marketing or more focused skills in data analysis for direct mail, advertising and strategic marketing communication. Roles in marketing management, planning and agency marketing are enhanced with this concentration. You may earn this concentration by selecting 12 or more credits from the list below (students must successfully complete one of the two * courses):

MBA 613 Business & Economic Forecasting (4)

MBA 622 Creativity & Innovation in Business (4)

MBA 657 Electronic Commerce (4)

MBA 662 Brand Management (4)

MBA 663 Marketing Communication (4)*

MBA 665 Marketing Research (4)*

MBA 666 Consumer Behavior (4)

MBA 668 Sports Marketing (4)

MBA 670 Advanced Marketing Theory & Practice (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MBA 676 Marketing Strategies in the Digital Age (4)
MBA 686 International Marketing (4)
MIS 652 Introduction to Data Mining (4)

Integrated Marketing Communications:

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

MBA 626 Strategic Managerial Communications (4)
MBA 657 eCommerce (4)
MBA 670 Internet Marketing Communications (4)
MIS 557 Web 2.0 Tools in Business (2)
MIS 652 Data Mining (2)

Internet Marketing (available through Online M.B.A. program only):

Learn the most effective web marketing tactics and strategies through the Internet Marketing certificate. This certificate delivers continually updated instruction designed to develop your proficiency with current marketing tools. The result is a real-world curriculum that powers your Internet marketing career right now. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. You may earn this certificate by selecting 16 or more credits from the following courses:

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

Operations Management and Logistics:

The design and delivery of goods or services that meet changing customer expectations are the focus of this concentration. Successful organizations continuously strive to improve their new product development, operations, and facilities planning. You may earn this concentration by selecting 12 or more credits (students must successfully complete one of the two * courses):

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MBA 603 Cost Analysis, Profit Planning & Control (4)
MBA 632 Supply Chain Management (4)*
MBA 636 Transnational Management & Global Organizations (4)
MBA 641 Management of Information Technology (4)
MGMT 558 Service Management (2)
MGMT 571 Labor Relations (2)

Organizational Leadership:

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

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

**Required*

Project Management:

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

MBA 591 Special Topics: Finance for Project Managers (4)
MBA 634 Strategy, Structure, and Decision-Making (4)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Sustainable Business & 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 & Leadership concentration provides students with an understanding of the broad impact of sustainability, strategic opportunities to make sustainability profitable, and integrate sustainability principles, thinking and action throughout their organizations. This concentration is earned by selecting 12 or more credits from the list below:

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

Certificate Programs**Accounting Certificates (16 credits)**

Two Certificate Programs in Accounting are designed for those preparing for their Certified Public Accountant examination, and for intensive accounting knowledge. Four courses are required for each Certificate. The Certificate in Accounting must be completed before the Advanced Accounting Certificate. Advanced Accounting Certificate applicants must be accepted as degree-seeking students. Successful completion of either Certificate in Accounting fulfills the Concentration on Accounting. Courses should be taken in the order listed:

Certificate in Accounting:

- MBA 500 Financial Accounting (4)
- MBA 504 Corporate Accounting Theory and Practice I (4)
- MBA 506 Corporate Accounting Theory and Practice II (4)
- MBA 512 Federal Income Taxation (4)

Certificate in Advanced Accounting:

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

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

Business Administration (16 credits):

This Certificate Program in Business Administration is designed for people in management roles who desire basic business skills and knowledge for career mobility and confidence. Four

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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. The courses required to complete the certificate are as follows:

MBA 500 Financial Accounting (4)*

MBA 510 Economics (4)*

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

One other four-credit course (or two, two-credit courses) of your choice in the M.B.A., M.S.M.I.S., M.S.M.O.B. or M.P.H. graduate programs.

**Required*

Derivatives Trading (16 credits):

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. The courses required to complete the certificate are as follows:

MBA 656 Investment Analysis (4)

MBA 658 Derivative and Risk Management (4)

MBA 659 Investment Accounting & Business Ethics (4)

MBA 660 Investment Seminar (4)

Entrepreneurship & Management Innovation (16 credits):

Entrepreneurship is the first of our four new certificate offerings. Whether you are currently a small business owner, just thinking about starting your own business, or involved in the management of a small business, the entrepreneurship certificate will offer you the basics needed in launching and maintaining a successful business. Courses may not be offered each quarter so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below is required to earn the certificate. The courses required to complete the certificate are as follows:

MBA 545 Business Law (4)

MBA 559 Entrepreneurship (4) *

MBA 622 Creativity & Innovation in Business (4)*

MBA 634 Strategy, Structure & Decision Making (4)

MBA 655 Financing New Ventures (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MBA 657 Electronic Commerce (4)

MBA 683 Project Management (4)

**Required*

Financial Management (16 credits):

Government labor projections tell us that the fastest growing profession in the next 7 years will be financial and business analysts. Will you be ready when opportunity knocks? The certificate in financial management offers you the credential many employers will be looking for! Courses may not be offered each quarter so it is important that students meet with the program director to develop a course schedule. Courses may be taken in any order. The only enrollment requirement is evidence of a baccalaureate degree. Please note that successful completion of the starred courses listed below is required to earn the certificate. The courses required to complete the certificate are as follows:

MBA 601 Managerial Accounting (4) *

MBA 603 Cost Analysis, Profit Planning & Control (4) *

MBA 604 Theory & Practice of Financial Reporting (4)

MBA 651 Financial Management (4) *

MBA 653 Investment Theory & Portfolio Analysis (4)

MBA 654 Problems in Corporate Financial Analysis (4)

MPH 608 Financial Planning in Health Care Org (4)

**Required*

Internet Marketing (16 credits) (available through Online M.B.A. program only):

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

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)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Marketing (16 credits):

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

MBA 613 Business & Economic Forecasting (4)
MBA 622 Creativity & Innovation in Business (4)
MBA 626 Strategic Managerial Communications (4)
MBA 657 Electronic Commerce (4)
MBA 662 Brand Management (4)
MBA 663 Marketing Communication (4)*
MBA 665 Marketing Research (4)*
MBA 666 Consumer Behavior (4)
MBA 668 Sports Marketing (4)
MBA 670 Advanced Marketing Theory & Practice (4)
MBA 686 International Marketing (4)
MIS 652 Introduction to Data Mining (4)

**Required*

Operations Management and Logistics (16 credits):

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. The courses required to complete the certificate are as follows:

MBA 601 Managerial Accounting (4) *
MBA 630 Operations Management (4) *
MBA 632 Supply Chain Management(4) *
MBA 635 Advanced Operations Management and Logistics (4)
MGMT 571 Labor Relations (2)

**Required*

Project Management (16 credits):

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

MBA 530 Organizational Behavior (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MBA 683 Project Management (4)
MGMT 580 Group Dynamics (4) or
MGMT 581 Team Building (2) and
MGMT 582 Conflict Management (2)
MBA 591 Special Topics: Finance for Project Managers (4) or
MBA 651 Financial Management (4)

Sustainable Business & Leadership (16 credits):

The green revolution is here. Social responsibility and environmental concerns will shape the way we do business in the 21st century. The Sustainable Business & Leadership certificate provides students with an understanding of the broad impact of sustainability, strategic opportunities to make sustainability profitable, and integrate sustainability principles, thinking and action throughout their organizations. Students may choose any four (4) of the courses listed below to meet the requirements of the certificate.

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

Dual Degree Programs

Benedictine University offers four dual M.B.A. degrees with its other graduate degree programs in Management Information Systems (M.B.A./M.I.S.); Management and Organizational Behavior (M.B.A./M.O.B.); M.S. in Accountancy (M.B.A./M.S.A.); and Master of Public Health (M.B.A./M.P.H.). 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 in Accountancy

Introduction

It is a fact that the average adult changes their career three times before retirement. Many undergraduate students focus their studies in areas of finance, economics, and international business only to find that their career path has led them to a career in accounting. This program is structured for individuals who have a business-related undergraduate degree but little previous study or experience in accounting. The program provides an integrated sequence of courses at the graduate level which emphasize topics relevant to the work of a professional accountant, and the background necessary to prepare candidates who wish to take the United States Uniform Certified Public Accountant (C.P.A.) examination, the Certified Management Accountant (C.M.A.) examination and the Certified Internal Auditor (C.I.A.) examination. The M.S. in Accountancy degree is vital in furthering your career in accounting.

Learning Goal for the Masters of Science in Accountancy (MSA):

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

Overview

The M.S. in Accountancy program focuses on broad-based accounting knowledge. 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. Students will gain an 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. The M.S. in Accountancy program provides students with the professional skills, knowledge, and competencies necessary to be successful, professional accountants in today's complex business environment.

Evening M.S. in Accountancy Program:

Benedictine University's Traditional M.S. in Accountancy program is designed for working adults who have a business-related undergraduate degree but limited coursework or experience in accounting. Evening classes are ideal for those who seek flexibility in their course schedules, and plan to register as a part-time student. Students usually complete one to two courses per quarter. Classes are conducted one evening per week per class on the main campus in Lisle or in a Friday evening/Saturday morning format.

The M.S. in Accountancy program may accept up to 16 quarter credit hours in transfer toward the master's degree for graduate coursework completed at another institution. An additional 16 quarter credit hours may be waived for prior undergraduate coursework taken within the last seven years, pending department chair approval. This means that you can potentially

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

complete your degree in as little as one year.

4+1 M.S. in Accountancy Program:

Well-qualified Benedictine University students who complete their undergraduate degree in accounting or business administration are eligible to complete a M.S. in Accountancy degree with one additional year of graduate study. The full-time 4+1 M.S.A. Program is developed specifically for recent college graduates. Admittance to the M.S.A. program is not automatic and an application must be completed during the student's senior year of undergraduate work. M.S.A. classes are conducted in evenings, weekends and on-line to meet the needs of students.

Dual Degree Programs (M.S. in Accountancy /M.B.A., M.S. in Accountancy M.S. in M.I.S.)

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 can be completed in 36 months or less. 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.

Curriculum

The M.S. in Accountancy program requires 64 quarter credit hours of graduate course work. The program consists of four major components:

1. Core Accounting Competency: five (5) courses focused on U.S. accounting standards
2. Advanced Accounting Topics: four (4) courses focused on in depth concepts, theories and issues in accounting
3. Managerial Process: four (4) courses focused on management skills & knowledge necessary for those student seeking managerial positions in accounting
4. Electives: students are required to choose three (3) elective courses suited to their personal or professional interests

Core Accounting Competency:

MBA 500 Financial Accounting (4)
MBA 601 Managerial Accounting (4)
MBA 504 Corporate Accounting Theory & Practice I (4)
MBA 513 Auditing Theory & Practice (4)
MBA 515 Advance Accounting (4)

Advanced Accounting Topics:

MBA 506 Corporate Accounting Theory & Practice II (4)
MBA 603 Cost Analysis, Profit Planning & Control (4)
MBA 604 Theory & Practice of Financial Reporting (4)
MBA 605 Tax Influences on Decision Making (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Managerial Competency:

MBA 510 Economics (4)

MBA 520 Leadership & Ethics in a Global Environment (4)

MBA 530 Organizational Behavior (4)

MBA 611 Managerial Economics (4)

Twelve quarter-credit hours of electives are required for completion of the degree. Electives may be chosen from the M.B.A., M.S. in Accountancy, M.S.M.I.S., or M.S.M.O.B. programs based on students needs.

Faculty

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

Associate Professor and Chair, MBA and M.S. in Accountancy Programs

John Doyle, Ph.D., P.M.P.

Professor, MBA and M.S. in Accountancy Programs

John Draut, M.B.A.

Instructor and Director, M.S. in Accountancy Program

Barbara T. Ozog, Ph.D.

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

Thomas Yu, Ph.D.

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

Lu Zhang, Ph.D.

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

James Zoda, Ph.D.

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

Lecturers

David Baker, M. B.A., C.P.A.

Cyril V. Crane, M.S.A., C.P.A.

David Dibblee, M.S.A., C.P.A., Professor Emeritus

John Frech, M.B.A., C.P.A.

R. David Fulton, M.S., C.P.A., Senior Lecturer

Kenneth Hansen, J.D.

Richard Magner, Ph.D.

Martin Terpstra, M.S., C.P.A.

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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.

Starting the Program

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

ADMISSION APPLICATION AND PROCEDURES:

An application to the Benedictine M.S. in Accountancy Program requires the following items have been received:

1. A completed application form.
2. A non-refundable application fee.
3. Official transcripts from all previous colleges attended. The student should request that all transcripts, including any from Benedictine University, be mailed directly to the Graduate Admissions Office at Benedictine University.
4. Two letters of reference from persons who know the applicant from a professional or academic perspective.
5. A one-page statement of educational and career goals.
6. Resume which includes chronological work history.
7. Interview with the M.S. in Accountancy Program Director, at the director's discretion.
8. Test scores (i.e., TOEFEL).

Applicants having a cumulative GPA of 3.2 or better may be waived from the GMAT requirement. Applicants wishing to apply for a GMAT waiver, but who do not have a GPA of 3.2 or better, may be considered pending successful completion of a specified quantitative and qualitative course.

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

Concentrations

Forensic Accounting:

MBA 606 Forensic Accounting

MBA 607 Fraud Examination

MBA 609 Computer Fraud

MBA 608 Fraud and the Legal Environment

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

Auditing:

MBA 614 Auditing and Assurance I

MBA 615 Auditing and Assurance II

MBA 616 Information System Auditing

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MBA 617 Internal Auditing

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

Certificate Programs**Auditing Certificate (16 credits)**

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:

MBA 614 Auditing and Assurance I (4)
MBA 615 Auditing and Assurance II (4)
MBA 616 Information System Auditing (4)
MBA 617 Internal Auditing (4)

Forensic Accounting Certificate (16 credits)

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:

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

Policies

The M.S. in Accountancy curriculum includes 16 courses, 13 required and three electives, totaling 64 quarter credit hours. Course substitutions and waivers for Foundation level courses may be determined by the M.S. in Accountancy Program Director, on a case-by-case basis. Demonstration of a graduate degree, a professional certificate (such as Certified Public Accountant) or extensive undergraduate completion of equivalent coursework at a 3.0 or higher grade point average is required for any M.S.A. course substitution/ waiver or transfer.

Each of the 13 required courses are offered year round. Traditional, evening M.S.A. classes typically meet one evening per week, from 6:30-9:30pm and are scheduled on a quarter systems that lasts 10 weeks. Selected courses are offered on the weekend each quarter for those students whose professional commitments make it difficult to attend weekday courses. M.S.A. courses require individual academic work and team projects.

M.S. in Accountancy students are required to successfully complete the 13 required courses plus three elective courses, at a 3.0 or higher cumulative grade point average.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Elective courses are offered at least once a year, and advanced academic planning is recommended to incorporate preferred electives.

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

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

Master of Science in Clinical Exercise Physiology

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. Students develop the skills and qualifications to work in the prevention of cardiovascular, pulmonary, and other lifestyle diseases such as obesity and diabetes. Students also receive extensive hands-on training in the rehabilitation of individuals who have experienced problems related to these diseases. The program is academically demanding and requires considerable commitment on the part of the student. If you are a highly motivated person who takes pride in building a sound scientific knowledge base about exercise physiology, we encourage you to contact us to arrange an interview and tour our facilities.

Overview

The M.S. in Clinical Exercise Physiology program is part of the Department of Biological Sciences at Benedictine University. 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 American College of Sports Medicine. 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 different 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 at medical school or at the doctorate level.

Curriculum

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

Students are introduced to the most recent information in the natural sciences through coursework in physiology, pathophysiology, biochemistry, pharmacology and nutrition. Courses in behavioral modification and preventative health care address the mental and spiritual aspects of better health. Additional 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. M.S. in Clinical Exercise Physiology 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.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Students gain expertise in numerous physiological assessment techniques through internships, research, community testing and Benedictine's Young Hearts for Life screening program. Learning is also enhanced through collaborations with Benedictine's Physical Education and athletic programs.

The Human Physiology Laboratory at Benedictine University allows students to assess the physiological responses to the stress of exercise. The new fitness center in the Dan and Ada Rice Center is an additional resource for laboratory-based courses. Additional clinical and research opportunities are available at the Activities of Daily Living Performance Enhancement Research Center at the Villa St. Benedict retirement facility.

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

Clinical Exercise Physiology Recommended Course Sequence

Year One

Fall

- EXPH 521 Exercise Physiology Lab I - Fitness Testing (1)
- EXPH 560 Advanced Cardiovascular and Respiratory Physiology (3)
- EXPH 580 Current Topics in Exercise Physiology (2)

Spring

- EXPH 522 Exercise Physiology Lab II - EKG(1)
- EXPH 561 Cardiopulmonary Pathophysiology and Prevention (3)
- EXPH 591 Exercise Biochemistry and Metabolism (3)

Summer

- EXPH 623 Exercise Physiology Lab III - Graded Exercise Testing (2)**
- EXPH 681 Behavior Modification and Preventive Complementary Health Care (3)
- EXPH 685 Laboratory Ethics/Laboratory Procedures (2)

Year Two

Fall

- EXPH 662 Advanced Exercise Physiology (3)
- EXPH 663 Exercise Pharmacology (3)
- EXPH 690 Internship (2)

Spring

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

Summer

- EXPH 624 Exercise Physiology Lab IV - Comprehensive Exam (1)*
- EXPH 684 Program Development and Administration (3)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

*Students are required to complete and pass (80% or higher on each component) this exam within 6 months of completing the EXPH 624 class.

***Due to the critical patient safety aspects of this course, a "B" grade or higher is required to meet degree requirements.*

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

Faculty

Allison K. Wilson, Ph.D.

Interim Director,

Clinical Exercise Physiology Program;

Professor, Department of Biological Sciences

Ph.D., Physiology and Biophysics, 1990, University of Illinois at Chicago

Regina Schurman, M.S., R.C.E.P., C.P.A.

Administrative Program Director,

Student Internship Coordinator,

Clinical Exercise Physiology Program;

Director, The Activities of Daily Living Performance Enhancement Research Center,

B.S., 1990, DePaul University; M.S., 2007, Benedictine University

Deepa Handu, Ph.D., R.D., L.D.N.

Assistant Professor, Nutrition

B.S., 1995, M.S., 1997 Maharaja Sayajirao University, India; Ph.D., 2005, Michigan State University

Jayashree Sarathy, Ph.D.

Lecturer

Ph.D., Physiology, 1999, University of Illinois at Chicago

Lecturers

Philip DuPont, M.D., Ph.D.

Jenna Eisenberg, D.C.

Aaron M. Saikin, M.S.

Jeffrey D. Samburg, M.S., C.E.S.

Brian Saso, M.S.

David Zanghi, M.S., M.B.A., A.T.C./L., C.S.C.S., F.A.A.C.V.P.R.

*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 information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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.

Starting the Program

Admissions and Prerequisites Clinical Exercise Physiology Program:
Completed undergraduate degree

Completed undergraduate courses in statistics, general chemistry, biochemistry, nutrition, anatomy and physiology. A combined health science organic/biochemistry class may be substituted for biochemistry. Undergraduate courses in exercise physiology and biomechanics/kinesiology are required but may be waived if the applicant has professional experience in exercise physiology.

Applicants may be admitted on a conditional status if they have up to two prerequisites outstanding. Prerequisite courses may be taken at Benedictine University or any accredited university. Time is allotted the first year of the program to take care of these needs. The Graduate Record Examination (G.R.E.) is not required.

Follow the application procedures as found at www.ben.edu/gradapply. A one-page essay discussing your education and career goals is required as is a personal or phone interview with the director of the Clinical Exercise Physiology program. Two letters of recommendation are required; preferably one that can address your academic potential (from a science instructor) and one that can address your interpersonal skills and work ethic (from an employer).

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 his or her acceptance status. Students may apply after the February 1 deadline. All acceptances will be based on a student's qualifications, experience and incoming student space availability.

Master of Science in Clinical Psychology

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.

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:

MCP516 Group Processes (2)*

MCP633 Group Counseling & Psychotherapy (3)*

Professional Practice, Ethics & Law:

MCP601 Professional, Ethical & Legal Issues in Counseling I (3)*

MCP602 Professional, Ethical & Legal Issues in Counseling II (2)*

Psychopathology:

MCP603 Clinical Interviewing and DSM (3)*

MCP651 Maladaptive Behavior and Psychopathology (3)*

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Counseling Techniques:

MCP607 Counseling Laboratory (3)*
MCP560 Principles of Behavior Modification (3)
MCP620 Cognitive Therapy (2)
MCP621 Brief Counseling & Psychotherapy (2)
MCP655 Theory and Practice of Play Therapy with Children (3)
MCP650 Art Therapy (2 hrs)

Counseling Theory:

MCP629 Theory and Practice of Counseling and Psychotherapy (4)*
MCP630 Theory and Techniques of Counseling and Psychotherapy (3)*

Career Counseling:

MCP658 Career Counseling, Testing & Planning (2)*
MCP659 Job Search Strategies (3)*

Psychological Appraisal:

MCP664 Psychological Assessment: Techniques in Clinical Interviewing and Evaluation (2)*
MCP665 Psychological Assessment: Personality Evaluation and Report Writing (3)*

Family:

MCP672 Marriage & Family: Systems Theory (3)*
MCP673 Workshop in Marital Therapy (3)*

Social and Cultural Foundations:

MCP683 Social and Cultural Foundations (3)*
MCP684 Workshop in Counseling the Culturally Diverse Populations (2)*

Human Growth and Development: (2 classes required)

MCP646 Human Development: Infancy and Childhood (3)
MCP647 Human Development: Adolescence (3)
MCP648 Human Development: Adulthood (3)

Substance Abuse:

MCP550 Addiction and the Family (2)*
MCP551 Substance Abuse: Alcoholism & Other Substances of Abuse (3)*

Practical experience & Internship: (10 Quarter Hours required)

MCP690 Supervised Field Experience in Mental Health I (1-6) *
MCP691 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:

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Two tracks are available for completion of the research requirement.

Track A: Non-thesis option:

MCP606 Methods of Research (3)*

MCP635 Research in Counseling and Psychotherapy (2)*

Track B: Requires the two above and:

MCP688 Master's Thesis (4)

MCP688 credit hours are counted against electives.

Master's Thesis (4) MSCP 688 credit hours are counted against electives

Elective courses:

MCP courses not listed under "required courses":

MCP510 The Physiology and Pharmacology of Psychotherapeutic Drugs (3)

MCP580 Psychology of Women (3)

MCP585 Grief and Loss (3)

MCP600 Independent Study (1-4)

MCP 621 Brief Counseling (3)

MCP610 Social, Psychological and Cultural Aspects of Aging (4)

MCP616 Stress Management (3)

MCP638 Problems in Counseling and Psychotherapy (1-4)

MCP649 Human Sexuality (3)

MCP653 Behavior Disorders of Childhood (3)

MCP687 Readings in Counseling Psychology (1-4)

MCP693 Supervised Field Experience in Human Services, Student Personnel, Supervision, Teaching and Research (1-2)

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

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).

Jane Boumgarden, M.S.W., L.C.S.W., A.C.S.W.

Associate Professor, Sociology & Psychology

B.A., 1973, Michigan State University; M.S.W., 1983, The Ohio State University

James Crissman, Ph.D.

Professor and Chair of Psychology, Sociology, Criminal Justice, and MS in Clinical Psychology Department

B.S., 1972, M.A., 1973, East Tennessee State University; Ph.D., 1980, University of Akron

Kelly Kandra, Ph.D.
Assistant Professor, Psychology and Sociology
B.A., Millersville University
Ph.D., 2007, University of North Carolina

Dianne Moran, Ph.D.
Associate Professor, Psychology and Human Development
B.A., 1979, University of Illinois (Chicago); M.A., 1984, Ph.D., 1988, University of Notre Dame

Margaret Salyer, M.S., L.C.P.C.
Program Director, M.S. in Clinical Psychology
B.A., 1971, Northern Illinois University; M.S., 1996, Benedictine University

Alexey Shukin, Ph.D.
Professor, Clinical Psychology
B.S., 1954, M.S., 1956, Springfield College; Ph.D. 1959, University of Chicago

Michael C. Smith, Ph.D.
Associate Professor, Clinical Psychology
B.A., 1984, University of Illinois-Springfield
Ph.D., 1991, Illinois Institute of Technology

Lecturers

Steve Eisenberg, M.S.

Barbara Leiber, L.C.P.C.
Linda Moran, L.C.P.C.
Linda Plachetta, Ph.D.
Nancy Wajler, 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.

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.

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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:

MCP646 Human Development: Infancy and Childhood (3)

MCP647 Human Development: Adolescence (3)

MCP664 Psychological Assessment: Techniques in Clinical Interviewing and Evaluation (2)

From the elective courses:

MCP560 Principles of Behavior Modification (3)

MCP650 Art Therapy (2)

MCP653 Behavior Disorders of Childhood (3)

MCP655 Theory and Techniques of Play Therapy with Children (3)

Clinical field placement:

MCP690 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:

MCP550 Addiction and the Family (2)

MCP551 Alcoholism & Other Substances of Abuse (3)

MCP648 Human Development: Adulthood (3)

MCP672 Marriage and Family: Systems and Theory (3)

MCP673 Workshop in Marital Therapy (3)

From the electives:

MCP580 Psychology of Women (3)

MCP649 Human Sexuality (3)

Clinical field placement:

MCP690 or 691 Supervises Field Experience in Mental Health in a setting treating families and couples.

Declaring a subspecialty is not a requirement.

Policies

All students are required to have satisfactorily completed undergraduate courses in Introduction to Psychology, Personality Theory, Abnormal Psychology and Statistics. Recognizing that there are professional competencies and conduct not measurable by academic achievement, the graduate program and the University reserve the right to discontinue students who, in the judgment of the faculty, do not meet the standards promulgated by professional organizations in the human services field in which the student is studying.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Career Opportunities

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

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

Introduction

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

Overview

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

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

The M.Ed. program is designed for teachers seeking enhancement of their leadership potential and their understanding of methods of teaching to individual needs. The program options familiarize students with models for collaboration, effective communication strategies, methods for addressing unique learning styles and technological advancements in education and school administration. The M.Ed. program requires 33 semester hours of graduate coursework including 11 to 17 semester hours of professional core courses and 16 to 22 semester hours of specialized courses. M.Ed. programs include Leadership and Administration, Curriculum and Instruction, Special Education/Collaborative Teaching, and Reading and Literacy (learning team program only).

With either program, students will learn the skills necessary to shape the lives of those involved in the educational system. From first-grade teachers to administrators in the front office, Benedictine University's School of Education prepares students for the challenges that lie ahead. A master's degree from Benedictine University does not just inform you today; it gives you the power to transform tomorrow.

Master of Arts in Education:

The Master of Arts in Education (M.A.Ed.) program offers three tracks: one for adults seeking a Type 03 teaching certificate in elementary education; a second for those seeking a Type 09 teaching certificate in secondary education; and a third for adults seeking a Type 10 (K-12)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

special certificate leading to the Illinois Learning Behavior Specialist I (LBS I) teaching certificate. The program to teach Spanish is also a Type 10 (K-12) program.

The elementary education track requires a total of 38 semester hours; 37 semester hours are required for secondary education and a total of 57 semester hours is required for the special education option. The additional coursework in the special education track is required for certification as a LBSI (unlimited) teacher.

Elementary track:

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

Secondary track:

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

Special Education track:

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

Students in the Elementary Education track also must have completed 71 semester hours of general education coursework to meet certification requirements for Benedictine's approved program with the Illinois State Board of Education (ISBE). This includes an 18 semester hour concentration or a major in a single academic discipline. Nine of the 18 semester hours must be in upper-division coursework.

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

Students in the special education option must have completed 47 semester hours of general education coursework.

Any of the required general education courses that have not been completed as part of an undergraduate degree program must be completed prior to application for certification.

Middle-grade Endorsements:

Students seeking an elementary or secondary certificate may qualify for middle grade endorsements by completing a minimum of 18 semester hours in the subject area of their major teaching assignment. In addition, coursework relating to early adolescent

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

development, middle school philosophy and methodology is required. These areas are integrated with existing coursework in the program options.

Curriculum

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

Professional Core (semester-hours):

EDUC 400 Preclinical Experience (1)

EDUC 517 Introduction to Technology (1)

EDUC 540 Survey of Exceptional Children (3) or EDUC 660 Preparing Teachers for Inclusion (3)*

EDUC 605 Ethics, Education and Social Change (3)

EDUC 610 Learning and Development (3)

EDUC 630 Research Methods (3)

EDUC 640 Assessment Measures (3)

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

Culminating experiences:

EDUC 670 or 671/672 or 673 Student Teaching (6)

EDUC 699 Master's Thesis/Project (2)

Elementary Education

Certification in K-9 (13 semester-hours):

EDUC 520 Holistic Reading Strategies (3)

EDUC 525 Teaching Mathematics: An Interactive Process (with preclinical 425) (3)

EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)

EDUC 620 Instructional Strategies across the Curriculum (4)

Special Education

Certification in K-12 (32 semester-hours):

EDUC 520 Holistic Reading Strategies (3)

EDUC 525 Teaching Mathematics: An Interactive Process (with preclinical 425) (3)

EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)

EDUC 550 Working with Families of Persons with Disabilities (3)

EDUC 555 Classroom Management (with preclinical 455) (3)

EDUC 560 Learning Behavior Characteristics of Individuals with Physical and Mental Retardation Disabilities (3)

EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)

EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)

EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (with preclinical 426) (4)

EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation (with preclinical 460) (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Secondary Education

Certification in 6-12 (12 semester-hours):

EDUC 531-536 Content Area Methods (with preclinical) (3)

Select one course from the following:

EDUC 531 Curriculum and Instructional Methods in Mathematics (3)

EDUC 532 Curriculum and Instructional Methods in English and Language Arts (3)

EDUC 533 Curriculum and Instructional Methods in Social Science (3)

EDUC 534 Curriculum and Instructional Methods in Science (3)

EDUC 535 Curriculum and Instructional Methods in Spanish K-12 (3)

EDUC 536 Curriculum and Instructional Methods in Business, Marketing and Computer Education (3)

and

EDUC 543 Middle School Philosophy, Curriculum, and Instruction (with preclinical 443) (3)

Electives for secondary education: 6 credits:

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

EDUC 512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum (3)

EDUC 518 Survey of Instructional Technology (1)

EDUC 520 Holistic Reading Strategies (3)

EDUC 530 Assessment and Corrective Reading (with preclinical 430) (3)

EDUC 552 Leadership (1)

EDUC 555 Classroom Management (with preclinical 455) (3)

EDUC 557 Organizational Culture (1)

EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)

EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)

EDUC 573 Performance Appraisal (1)

EDUC 581 Team Building (1)

EDUC 582 Conflict Management (1)

EDUC 583 Organizational Assessment (1)

EDUC 592 Managing Diversity (1)

EDUC 615 Curriculum Development (3)

EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (4)

EDUC 650 Leadership and Motivation (3)

Requirements - Other:**Teacher Education Program Application and Matriculation:**

Candidates seeking a teaching career must have a sincere desire to teach, show intellectual promise, and display personal, professional and academic characteristics indicative of competent teachers.

The School of Education's major goal, according to its conceptual framework, is to create effective practitioners who are committed to scholarship, lifelong inquiry, leadership and social responsibility. These enduring outcomes are developed and nurtured through the curriculum. Educators develop scholarship by acquiring a breadth and depth of knowledge in the field. As scholars, they develop lifelong inquiry by immersing themselves in a process of

on-going questioning and reflection that results in informed thinking and decision-making. They assume leadership roles in a variety of venues where they can affect change and improve practice. Their leadership is guided by a sense of social responsibility to create fair and equitable environments that support and enhance learning in order to maximize each individual's potential.

As candidates progress through the program they will develop an understanding of the Illinois Professional Teaching Standards, the Language Arts Standards for All Illinois Teachers, the Technology Standards for All Illinois Teachers, and the Content-Area Standards for Educators. In addition to successful completion of their course work, they will also develop a professional portfolio that demonstrates their growth in teaching and service to education as well as their understanding of the Illinois standards. Similarly, technology will be an integral part of their development through the use of LiveText as a part of their course work along with the preparation of their portfolio. Their preparedness to teach will also be demonstrated through passage of the Illinois Certification Testing System's (ICTS) Basic Skills Test, Content-Area Test, and Assessment of Professional Teaching Test.

Candidates desiring to enter the program for teacher education should consult with their academic advisors early in their academic career to ensure that they enroll for the appropriate courses needed for admission to teacher education. The initial courses are EDUC-400(1), Preclinical Experience, and EDUC-605(3), Ethics, Education and Social Change. Candidates, at this time, should also take the ICTS Basic Skills Test if they have not already passed this test. Likewise, secondary education (graduate) program students need to pass their content area test at this time.

Candidates must successfully meet the requirements through six (6) checkpoints to (a) be admitted to the Teacher Education Program (TEP), (b) to maintain enrollment in the TEP, and (c) to successfully complete the program with Illinois teacher certification. A seventh checkpoint is utilized by the School of Education to follow-up with teacher candidates in their first year of teaching in reference to the Illinois Teaching Standards. This provides the SOE with valuable information for on-going assessment of the program. The seven (7) checkpoints (with their requirements) are as follows:

Checkpoint #1: Admission into the Teacher Education Program

Acceptance into Benedictine University Graduate Program

- EDUC 605, Ethics, Education and Social Change. Completed with minimum grade of "B".
- EDUC 400, Pre-clinical Experience. Completed with minimum grade of "B".
- Successful completion of portfolio artifacts and rationale statements for three of the Illinois Professional Teaching Standards via LiveText.
- Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in EDUC 605 via LiveText.
- Minimum Cumulative Grade Point Average of 3.0 based on Benedictine University courses.
- Successful completion of ICTS Basic Skills Test.
- Three Supportive Letters of Recommendation.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

- Background Check (clearance).
- Completion of Undergraduate Basic Skills Courses ("C" or higher in Written and Oral Communication, 9 sh, Mathematics, 3 sh).
- For Secondary Education Only: Successful completion of ICTS Subject-Matter Knowledge Test.

Checkpoint #2: Application to Student Teaching

- Successful completion of Pre-clinical Experiences.
- Successful completion of graduate education coursework.
- 3.0 Cumulative GPA.
- Successful completion of 18 Semester Emphasis (Elementary); Subject Area Specialization (Secondary); and General Education Requirements.
- Approved for Admission into the Teacher Education Program
- For Elementary and Special Education Students: Successful completion of ICTS Content Area Test/s.
- Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in all Methods courses via LiveText.
- Successful completion of portfolio artifacts for six of the Illinois Professional Teaching Standards via LiveText.

Checkpoint #3: Admission into Student Teaching

Completion of portfolio artifacts for all eleven Illinois Professional Teaching Standards via LiveText.

- Successful completion of all requirements for Checkpoint #2.

Checkpoint #4: Completion of Student Teaching

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

Checkpoint #5: Completion of Degree/Program Requirements

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

Checkpoint #6: Completion of Certification Requirements*

- Successful completion of the Assessment of Professional Teaching (APT) Test
*The candidate for a certificate must also be a U.S. citizen (or declaration of intent); be 19 years of age; no felony conviction

Checkpoint #7: First Year Teaching

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Master of Education (M.Ed.)

Professional Core (11 to 17 semester-hours):

Select courses in A or B to total 11 to 17 semester hours, as per program requirement:

- A. EDUC 605 Ethics, Education and Social Change (3)
OR
- B. EDUC 522 Ethics and Social Responsibility in Management (1)
EDUC 557 Organizational Culture (1)
EDUC 592 Managing Diversity (1)

- A. EDUC 640 Assessment Measures (3)
OR
- B. EDUC 573 Performance Appraisal (1)
EDUC 583 Organizational Assessment (1)
Approved elective as needed (1)

- A. EDUC 610 Learning and Development (3)
OR
- B. EDUC 516 Adult Learning Strategies (1)
EDUC 517 Introduction to Technology (1)
EDUC 518 Survey of Instructional Technology (1)

A. and B. EDUC 630

Culminating experiences (as required):

EDUC 680 Seminar/Research in Education (3)

EDUC 681 Administrative Internship (3)

EDUC 699 Master's Thesis/Project (2)

**EDUC 630 and 699 are not required for the Leadership and Administration option.*

Leadership and Administration Administrative certificate

(22 semester hours):

EDUC 501 Organization and Administration of Schools (2)**

EDUC 509 School Law (2)**

EDUC 511 School Finance (2)**

EDUC 548 Issues and Trends in School Improvement (2)**

EDUC 552 Leadership (1)

EDUC 557 Organizational Culture (1)

EDUC 581 Team Building (1)

EDUC 582 Conflict Management (1)

EDUC 584 Strategies for Change (1)

EDUC 591 Family, School and Community (3)**

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

EDUC 615 Curriculum Development (3)

EDUC 650 Leadership and Motivation (3)

****Students may transfer up to 12 semester hours of coursework completed through Benedictine University's Teacher Inservice for DuPage Educators/TIDE program. This option leads to a Type 75 administration certificate (general administrative endorsement), which requires a minimum 100 clock-hour internship (EDUC 681).**

Curriculum and Instruction

(19 semester hours):

EDUC 552 Leadership (1)

EDUC 581 Team Building (1)

EDUC 582 Conflict Management (1)

EDUC 591 Family, School and Community (3)**

EDUC 615 Curriculum Development (3)

EDUC 620 Instructional Strategies Across the Curriculum (4)

EDUC 645 Collaborative/Consultative Teaching (3)

EDUC 660 Preparing Teachers for Inclusion (3)

****Students may transfer up to six semester hours of related coursework completed through Benedictine University's Teacher Inservice for DuPage Educators/TIDE Program. Additional coursework is available (EDUC 501 and EDUC 515) for persons who hold a special certificate and want to add a supervisory endorsement.**

Special Education/Collaborative Teaching

(19 semester hours):

Recommended for teachers certified in elementary or secondary education.

EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional/Behavioral Disorders (4)

EDUC 645 Collaborative/Consultative Teaching (3)

EDUC 650 Leadership and Motivation (3)

EDUC 660 Preparing Teachers for Inclusion (3)

Select two courses from the following:

EDUC 560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation (3)

EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities (3)

EDUC 570 Learning Behavior Characteristics of Individuals with Emotional/Behavioral Disorders (3)

EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation (4)

**Students may transfer up to nine semester hours of related coursework completed through Benedictine University's Teacher Inservice for DuPage Educators/TIDE program.*

***This program can be integrated into a Type 10 (K-12) Learning Behavior Specialist I certificate for certified teachers.*

Preclinical experiences for certified teachers enrolled in this program will be individually determined based on the teacher's background and experience in consultation with the academic advisor.

Field-Based Graduate Programs:

Margaret and Harold Moser College of Adult and Professional Studies offers three M.Ed. programs for teachers who are interested in an accelerated master's degree in a learning team format. The following programs of study are available:

- Leadership and Administration (Type 75 certificate)
- Reading and Literacy (Type 10 certificate)

All M.Ed. degree programs are 33 semester hours, are completed in 15 to 17 months, and are designed for teachers seeking enhancement of their leadership potential and their understanding of methods of teaching to individual needs. Programs also are technology-integrated and based on constructivist learning perspectives. Students must have ongoing access to a computer equipped with Microsoft Office Suite.

Leadership and Administration: Type 75

General Administrative Certificate:

This program is based on the Illinois Professional School Leader Standards and the Illinois Principals Standards and leads to the Type 75 General Administrative Certificate. The faculty in this program are recognized as being among the finest in the Chicago area and are practicing superintendents, assistant superintendents, principals and other full-time administrators. Students are required to complete a (minimum)100 hour internship and a professional portfolio based on the standards.

Leadership Administration Course List

EDUC 682 Internship in Leadership and Administration*

*Total for all seminars 3 credits

EDUC 651 Leadership Theory (3)
EDUC 503 Schools as Organizations (3)
EDUC 682 Internship Seminar #2*
EDUC 617 Curriculum, Assessment and Instruction (3)
EDUC 559 School Improvement Trends (3)
EDUC 632 Supervision and Staff Development (3)
EDUC 682 Internship Seminar #3*
EDUC 519 Financing Education (3)
EDUC 586 School and Community Stakeholders (3)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

EDUC 508 Legal Issues in Education (3)
EDUC 682 Internship Seminar #4*
EDUC 562 Educational Policy and Politics (3)
EDUC 608 Ethical Issues and Social Change (3)
EDUC 682 Internship Seminar #5*

Reading and Literacy:

Type 10 Reading Specialist Certificate:

The M.Ed. in Reading and Literacy is based on the Illinois Content Standards for a Reading Specialist and leads to a Type 10 K-12 certificate. The reading specialist endorsement is valid not only for teaching reading to students but also for providing technical assistance and/or professional development to other teachers. The program offers students a focus on reading as a process and a strong research/inquiry base as technology is integrated throughout the curriculum. Completion of a capstone and professional portfolio are included in the program. These courses are open only to degree seeking students only.

Reading and Literacy Course List

EDUC 631 Action Research and Inquiry (3)
EDUC 524 Emergent Literacy (3)
EDUC 564 Content Area Literacy and Learning (3)
EDUC 558 Integration of the Language Arts (3)
EDUC 567 Literacy and the English Language Learner (3)
EDUC 553 Multicultural Literature for Children and Adolescents (3)
EDUC 578 Literacy Assessment (K-12) (3)
EDUC 602 Assessment for Diagnosis (3)
EDUC 603 From Diagnosis to Instruction (3)
EDUC 611 Literacy Coaching and Collaboration (3)
EDUC 616 Curriculum Design and Instruction (3)

Alternative Certification:

Benedictine University offers an alternative route to teacher certification program in the areas of mathematics and science. This program is designed for individuals who have earned at least a bachelor's degree in science, math, or related fields; who possess five years of related work experience; and who are interested in teaching in grades 6 through 12.

The program is 12-14 months in duration and includes an orientation, an intensive course of study in educational theory, instructional methods and teaching practices during an eight-week summer session, and a yearlong paid internship in a middle school or high school. Successful completion of the program leads to an Illinois type 09 High School certificate and 24 semester hours of graduate course credit toward a master's degree in education at Benedictine University.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Alternative Certification Program Course List

EDUC 665 Alternative Certification Program Pre-Service Summer Term (18)

EDUC 675 Alternative Certification Program/Internship Fall Term(3)

EDUC 675 Alternative Certification Program/Internship Spring Term(3)

Faculty

Richard Campbell, Ed.D.

Certification Officer/School Administration

B.A., M.A., Eastern Illinois University;

Ed.D., Illinois State University

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

Professor and Chair, Public Health

Dean of the College of Education and Health Services

B.A., University of Iowa; M.A., University of Toronto; M.P.H., University of Illinois; Ph.D., University of Iowa

MeShelda Jackson, Ph.D.

Associate Professor/Special Education, Department Chair

B.S., Alabama A&M University; M.S., Nova South Eastern University; Ph.D., University of Pittsburgh

Joyce Jeewek, Ed.D.

Assistant Professor/Elementary/Reading

B.S., Northern University; M.S. Ed., Northern University; Ed.D., Northern University

Eileen Kolich, Ph.D.

Professor, Dean of the College of Adult and Professional Studies

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

James Pelech, Ed.D.

Assistant Professor/Math Education

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

Fr. David Turner, O.S.B., Ph.D.

Associate Professor, Assistant to the Provost

A.B., St. Procopius College (now Benedictine University); M.A., Ph.D., University of Minnesota; M.Div., Mount Angel Seminary; D.Min., Princeton Theological Seminary

Alandra Weller-Clarke, Ph.D.

Associate Assistant Professor/Educational Psychology, Special Education

B.A., Elmhurst College; M.Ed., Benedictine University; Ph.D., Loyola University

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Ovid Wong, Ph.D.

Associate Professor/Science Education

B.S., University of Alberta; M.Ed., University of Washington; Ph.D., University of Illinois

John Zigmond, Ed.D.

Secondary Education/Director of Alternative Certification

B.A., St. Procopius College (now Benedictine University); M.A.T., John Carroll University;

Ed.D., National Louis University

Lecturers

Glennon Acksel Ed.D.

Bruce Bandy M.A.

Maria Carter M.Ed.

Tracey Cook M.S.Ed.

Anne Durst M.Ed.

Cherie Esposito M.A., M.S.

Mark Flood M.A.

Janice Grossi M.S.

Paula Hennessey M.Ed.

Mary Kulaga M.A.

Kathleen Liace Ed.D.

Patricia Mansfield M.B.A.

John Meggesin M.S.

Adrienne Murphy Ed.D.

Linda Murphy M.S.

Kelly Neylon M.S.

James Polzin Ed.D.

William Renner Ed.D.

Trevor Steinbeck Ed.D.

Gene Swierczewski

Deborah Tyrrell M.S.

William Ward M.A.Ed.

Craig Weber M.Ed.

Attila Weninger Ph.D.

Mary Winiecki

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

Certificate Programs

Benedictine University offers a certificate program in advanced studies in education. This program has been developed for those individuals who:

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

1. Already have a master's degree and wish to do further graduate work without committing to another degree program
or
2. Wish to engage in graduate study beyond the baccalaureate degree with no commitment to a master's degree program.

This program is especially suited for educators who wish to enhance previously gained skills, acquire new skills and keep abreast of the latest educational theory and practice. There are no specific course requirements. Rather, a program of study specific to the needs of each student is developed (15 semester hours for Certificate I, 30 semester hours for Certificate II). All coursework for the certificate must be at the graduate level. Up to six semester hours of transferred graduate credit can be applied to the certificate program.

Career Opportunities

State of Illinois Reports Demand for Teachers

According to the Illinois State Board of Education, through 2008, it is estimated that Illinois will need 37,000 regular and 8,500 special education teachers. Historically, re-entries have filled more than 40 percent of teacher vacancies each year, so Illinois schools will need approximately 18,400 re-entries and 27,500 first-time teachers over the next four years. In that same period, Illinois is expected to need about 2,700 administrators and 3,500 other certified staff.

Master of Science in Leadership

Program Overview

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

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

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

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

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

The program is distinctive because it is taught in flexible accelerated formats by women who are experts and leaders in their professions. Highly-esteemed female and male guest speakers and panelists provide their expertise in various courses. Each student is assigned an academic advisor and a mentor who is a proven leader. All students are provided an opportunity to engage in internships and externships.

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)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MSL 542 Self Efficacy: The Genesis for Leadership (4)
MSL 510 Critical Thinking for Leaders (4)
MSL 663 Servant Leadership (4)
MSL 586 Power, Politics and Conflict Resolution (4)
MSL 620 Strategic Planning for Effective Leaders (4)
MSL 635 Diversity, Inclusion and Cultural Management for Women Leaders (4)
MSL 522 Community Service and Social Responsibility (4)
MSL 581 The Gender Awareness Phenomenon: Exploring Interpersonal and Organizational Dynamics (4)
MSL 540 Mentoring and Networking for Leaders (4)
MSL 650 Financial Management and Business Intelligence (4)
MSL 672 Entrepreneurial Management and Leadership (4)
MSL 536 Ethical Leadership and Globalization (4)
MSL 589 Change Agent: A New Leader for Change (4)
MSL 550 The Endowment of Religions for Female Leadership (4)
MSL 681 Leadership Capstone (4)

Students must maintain a G.P.A. of 3.0 for degree completion.

Learning-Team Program

The Master of Science in Leadership program is offered in a learning-team format at the Moser Center in Naperville, Illinois. Most courses meet for four weeks (weekends) or six weeks (weeknights). Students progress through the program at the same rate. The weekend program meets on Saturdays and Sundays every other weekend, and the weeknight program meets one night per week. The flexible and accelerated program schedules make earning a degree more convenient for students with busy lifestyles.

Online Program

Benedictine University now offers a fully online Master of Science in Leadership program. The interactive online format allows students to complete their coursework around busy work and personal schedules. The online courses are scheduled during six 8-week sessions per year. Students taking one course per 8-week session will finish the program in a little over two and a half years.

Master of Science in Management and Organizational Behavior

Introduction

[Program Home Page](#)

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

Overview

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

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

Dr. Peter F. Sorensen, Jr., became director of the program in 1970 and was instrumental in shaping and implementing this new direction. In 1986, the program moved to Benedictine University, where it has flourished. Not only does Benedictine's Management and Organizational Behavior program boast world-renowned faculty members, it is ranked among the top three programs of its kind by the Organization Development Institute.

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

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

Curriculum

The Master of Science degree in Management and Organizational Behavior requires 64 quarter-hour credits. It consists of a general management foundation and a choice of seven concentrations. A minimum of 12 credits is required in a concentration; the management foundation requirements contain 34 credit hours.

Management Foundation Courses:

MGMT 500 Accounting for Managers (4)

MGMT 521 Career and Human Resource Planning (2)

MGMT 522 Ethics and Social Responsibility in Management (2)

MGMT 530 Organizational Behavior (4)

MGMT 540 Data Processing and Management (4) or MBA 641 Information Technology

Management (4) or MBA 683 Project Management (4)

MGMT 591 Contemporary Trends in Change Management (1) (students must successfully complete a minimum of two MGMT 591 classes during the program)

MGMT 612 Methods of Organizational Research (4)

MGMT 634 Strategy, Structure and Decision Making (4)

MGMT 671 Strategic Management (to be taken as last foundation course) (4)

MPH 511 Introduction to Statistical Analysis (4) or MBA 541 Analytical Tools for Management Decisions (4)

Faculty

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

Therese F. Yaeger, Ph.D.

Academic Administrator(s):

Bryan Frederick, M.S., Associate Director

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Lecturers

Philip T. Anderson, Ph.D. .
Mark Bennett, J.D.
Kathleen M. Buchman, Ph.D.,
Christopher L. Fernandez, Ph.D.
Connie Fuller, Ph.D.,
George W. Hay, Ph.D.
Gina Hinrichs, Ph.D..
Ida M. Kisiel, Ph.D
Jennifer Smith, M.S.M.O.B.
John Morrow, Ph.D.,
Cheryl Richardson, Ph.D.,.
Christopher A. Robinson-Easley, Ph.D.,
Marilyn J. Runkel, Ph.D.,
Donald Strauss, M.A.
Patricai A. Svehla, M.B.A.
Richard Magner, Ph.D.
Stephen H. Treacy, M.S.
Steven DiBiase, Ph.D.
Robert Verner, Ph.D.,
Matthew G. Vosmik, M.B.A., M.A.
Nancy Voss, M.S.

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.

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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 M.O.B. courses may be substituted with the approval of the M.O.B. program director. To earn the managed care certificate within the Health Administration concentration, selections must include MPH 671 and MPH 672:

MGMT 558 Service Management (2)
MGMT 561 Marketing - Concepts and Planning (2)*
MGMT 635 Business Process Redesign (2)
MPH 602 Health Systems (4)
MPH 603 Ethical & Political Issues in Public Health (4)
MPH 605 Environmental Health (4)
MPH 632 Public Health Education Methods (2)
MPH 634 Professional Health Education Preparation(4)

MPH 662 Management of Health Service Organizations (4)
MPH 664 Marketing of Health Care Services (4)

MPH 671 Finance in Public Health & Health Care Delivery (4)
MIS 542 Foundation of Information Technology (4)
MIS 648 Information Management in Health Care (2)
MIS 650 Issues in Health Information Systems (2)
*Highly Recommended

Concentration in Human Resource Management:

Objectives:

This concentration emphasizes developing skills and knowledge in the human resource function. Coursework addresses core areas such as strategic human resource planning, training, and compensation and benefits, as well as such current critical areas as diversity, labor realtions, and performance management.

This curriculum is most appropriate for students who are preparing for entry into or career advancement in this field. In addition, the emphasis on human resource management offers key skill development for line managers who are increasingly responsible for human resource functions such as recruitment or performance evaluation.

MGMT 570 Human Resource Management Overview (2)**

MGMT 571 Labor Relations (2)*

MGMT 572 Compensation & Benefits (2)*

MGMT 573 Performance Management Systems (2)

MGMT 574 Affirmative Action (2)*

MGMT 578 Recruitment & Selection (2)*

MGMT 579 Training & Development Overview (2)*

MGMT 592 Managing Diversity (2)

MBA 633 Legal Issues in the Workplace (4)

*Highly Recommended

**Online course only

Concentration in Human Service Administration:

Objectives:

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

MGMT 527 Funding & Grantsmanship (2)*

MGMT 552 Leadership (2)*

MGMT 553 Organization Design (2)

MGMT 556 Strategy & Implementation (2)*

MGMT 557 Organizational Culture (2)

MGMT 558 Service Management (2)

MGMT 559 Entrepreneurship (2)

MGMT 561 Marketing - Concepts & Planning (2)*

MBA 633 Legal Issues in the Workplace (4)

MBA 668 Services Marketing (2)

MPH 664 Marketing of Health Care Services (4)

*Highly Recommended

Concentration in Management and Organizational Behavior:

Objectives:

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

MGMT 552 Leadership (2)*
MGMT 553 Organization Design (2)*
MGMT 555 Power Strategies (2)*
MGMT 556 Strategy & Implementation (MBO) (2)*
MGMT 557 Organizational Culture (2)*
MGMT 558 Service Management (2)
MGMT 559 Entrepreneurship (2)
*Highly Recommended

Concentration in Management in a Professional Technical Environment:

Objectives:

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

MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)
MGMT 553 Organization Design (2)
MGMT 556 Strategies & Implementation (MBO) (2)
MGMT 557 Organizational Culture (2)*
MGMT 573 Performance Appraisal (2)
MGMT 578 Recruitment & 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 542 Foundations of Information Technology (4) MIS 657 Electronic Commerce (4)
MIS 691 Management of Information Technology Lecture Series (1-2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

*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 & Development Overview (2)

MGMT 580 Group Dynamics (4)**

MGMT 581 Team Building(2)*

MGMT 582 Conflict Management (2)*

MGMT 583 Organizational Assessment(2)*

MGMT 584 Strategies for Change (2)**

MGMT 585 High Performance Work Systems/Large Group Interventions (2)**

MGMT 586 International Organization Development(2)**

MGMT 593 Process Consultation (2)**

MGMT 635 Business Process Redesign(2)

MGMT 691 Advanced Topics in Organization Development (1-2)**

*Highly Recommended

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

Accelerated Program:

Objectives:

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

Designed in a cohort, weekend format, the Accelerated program furnishes instruction and

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

professional supervision to present and future O.D. practitioners for leadership roles as consultants (internal and external) and managers in a variety of settings.

MGMT 500 Accounting (4)

MGMT 521 Career and Human Resource Planning (2)

MGMT 522 Ethics and Social Responsibility in Management (2)

MGMT 530 Organizational Behavior (4)

MGMT 540 Data Processing and Management (4)

MGMT 581 Team Building (2)

MGMT 585 High Performance Work Systems/Large Group Interventions (2)

MGMT 586 International Organization Development (2)

MGMT 591 Contemporary Trends in Change Management (1) - (Students will complete three classes during the program)

MGMT 593 Process Consultation (2)

MGMT 600 Independent Study/Conference Attendance (2)

MGMT 612 Methods of Organizational Research (4)

MGMT 634 Strategy, Structure and Decision Making (4)

MGMT 671 Strategic Management (4)

MGMT 690 Management Internship ("Independent Study") (4) - Each quarter students will complete four credit hours devoted to field experience.

MGMT 691 Advanced Topics in Organization Development (1) - Students will complete three classes during the program.

Certificate Programs

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

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

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

Health Administration (16 credits):

This program is designed for both current health administrators who want to increase their

career mobility and functional specialists desiring career advancement in health administration. The courses are as follows:

MGMT 500 Accounting for Managers (4)*

MGMT 527 Funding and Grantsmanship (2)

MGMT 530 Organizational Behavior (4)*

MGMT 558 Service Management (2)

MGMT 561 Marketing - Concepts and Planning (2)*

MPH 602 Health Systems (4)*

MPH 610 Health Policy (4)

MPH 662 Management of Health Service Organizations (4)

MPH 664 Marketing of Health Care Services (4) MPH 671 Finance in Public Health and Health Care Delivery (4)

MIS 648 Information Management in Health Care (2)

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

*Highly Recommended

Human Resource Management (16 credits):

This certificate is appropriate for students or working professionals in the personnel field.

From the current selection of 11 weekend courses, two courses are highly recommended. The courses are as follows:

MGMT 521 Career and Human Resource Planning (2)

MGMT 570 Human Resource Management Overview (2)*

MGMT 571 Labor Relations (2)

MGMT 572 Compensation and Benefits (2)

MGMT 573 Performance Appraisal (2)

MGMT 574 Affirmative Action (2)

MGMT 578 Recruitment and Selection (2)

MGMT 579 Training and Development Overview (2)

MGMT 592 Managing Diversity (2)

MGMT633 Legal Issues in the Work Place (4)

*Online Course Only

Management in a Professional Technical Environment (16 credits):

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

MGMT 530 Organizational Behavior (4)
MGMT 552 Leadership (2)
MGMT 580 Group Dynamics (4)
MGMT 556 Strategy & Implementation (2)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 584 Strategies for Change (2)
MIS 542 Foundation of Information Tech (4)
MIS 657 Electronic Commerce (4)

Organization Development and Consulting (16 credits):

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

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

Professional Practice Management (16 credits):

This certificate is designed to develop and enhance the management skills of independent practitioners. The courses are as follows:

MGMT 500 Accounting for Managers (4)
MGMT 532 Organization Development (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MGMT 552 Leadership (2)
MGMT 558 Service Management (2)
MGMT 561 Marketing - Concepts and Planning (2)

MGMT 633 Legal Issues in the Workplace (4)MBA 668 Services Marketing (2)

Service Management (16 credits):

As the nation has moved from the industrial age to an environment of service providers, a need has developed for a greater understanding of how these service-based companies best operate. Through this program, students will prepare themselves to fill that void by: enhancing skills in the areas of marketing, quality management, customer responsiveness and strategic management of service organizations; building knowledge of the theory and practice of sound business principles for highly successful service organizations; developing expertise suited for the unique recruitment, retention and employee development needs of service organizations. The courses are as follows:

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

Training and Development (16 credits)

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

MGMT 521 Career and Human Resource Planning (2)
MGMT 532 Organization Development (4)
MGMT574 Affirmative Action (2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MGMT 579 Training and Development Overview (2)
MGMT580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 592 Managing Diversity (2)
MGMT593 Process Consultation

Distinguished Visiting Scholars

Billie Alban
Alban & William, Ltd.

Dr. Chris Argyris,
Harvard University

Richard & Emily Axelrod
The Axelrod Group

Dr. Frank Barrett
Naval Post Graduate School

Dr. Jean Bartunek
Boston College

Dr. Michael Beer
Harvard Business School

Dr. Robert Blake
Grid International, Inc.

Peter Block
Designed Learning

Dr. Richard Boland
Case Western Reserve University

Dr. David Bradford
Stanford University, Graduate School of Business

Dr. Bruce Buchowicz
National University, School of Business & Management

Dr. Anthony Buono
Bentley College

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Dr. W. Warner Burke
Columbia University

Dr. Steve Cady
Bowling Green St. University

Dr. Peter Cappelli
University of Pennsylvania, Wharton Center for Human Resources

Dr. John Carter
John Carter & Associates

Dr. Allan Church
Columbia University/Pepsico, Inc.

Dr. James Clawson
University of Virginia, Darden Graduate School

Dr. David Coghlan
University of Dublin, Trinity School of Business

Dr. David Cooperrider
Case Western Reserve University, Weatherhead School of Management

Dr. Thomas Cummings
University of Southern California, Marshall School of Business

Dr. Richard Daft
Vanderbilt University

Kathy Dannemiller
Dannemiller Tyson Associates

Dr. Mark Frankel
American Association for the Advancement of Science

Dr. Wendell French
University of Washington

Dr. Frank Friedlander
The Fielding Institute

Dr. Ronald Fry
Case Western Reserve University

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Dr. William Gellerman
Dialogue Associates

Dr. Kenneth Gergen
Swarthmore College

Dr. Mary Gergen
Penn State Delaware County

Dr. Robert Golembiewski
University of Georgia

Dr. Larry Griener
University of Southern California

Dr. Bjorn Gustayen
Work Research Institute, Norway

Dr. Richard Hackman
Harvard University

Dr. Mary Jo Hatch
University of Virginia, McIntire School of Commerce

Dr. Thomas Head
Roosevelt University

Dr. David Jamieson
Pepperdine University

Dr. Robert Keidel
University of Pennsylvania, Wharton School

Dr. Henrik Holt Larsen
Copenhagen Business School, Denmark

Dr. Fred Luthans
University of Nebraska

Dr. Michael Manning
New Mexico State University

Dr. Dorothy Marcic
Vanderbilt University

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Dr. Robert Marshak
AU/NTL, Marshak Associates

Dr. Victoria Marsick
Columbia University, Teachers College

Dr. Philip Mirvis
Philip H. Mirvis Associates

Dr. Susan Mohrman
University of Southern California

Dr. Kenneth Murrell
University of West Florida

Dr. Ellen O'Connor
Stanford University, Chronos Associates

Dr. Brian Peach
University of West Florida

Dr. Flemming Poulfelt
Copenhagen Business School, Denmark

Dr. Joanne Preston
Pepperdine University

Dr. Ronald Purser
San Francisco State University

Dr. Robert Quinn
University of Michigan

Dr. Thoralf Ovale
Work Research Institute, Norway

Dr. John C. Redding
Redding Associates

Dr. Denise Rousseau
Carnegie-Mellon University

Dr. Edgar Schein
Massachusetts Institute of Technology, Sloan School of Management

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Dr. Charles Seashore
Fielding Graduate Institute

Edith Seashore
Former President, NTL American University- NTL Institute

Dr. Peter Senge
Massachusetts Institute of Technology, Sloan School of Management

Dr. A.B. Rami Shani
California Polytechnic State University

Dr. Ralph Stablein
University of Otag, New Zealand

Dr. Ralph Stacey
University of Hertfordshire, United Kingdom

Dr. William Torbert
Boston College

Dr. Peter Vaill
University of St. Thomas, Graduate School of Business

Dr. Andrew Van de Ven
University of Minnesota

Dr. Frans M. van Eijnatten
Eindhoven University of Technology, Netherlands

Dr. Glenn Varney
Bowling Green State University

Dr. Don Warrick
University of Colorado - Colorado Springs

Dr. Marvin Weisbord
FutureSearch Associates

Dr. Karen Whelan-Berry
Texas Wesleyan University

Dr. Diana Witney
Saybrook Institute & Corporation for Positive Change

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.



Dr. Richard Woodman
Texas A&M University

Dr. Christopher Worley
University of Southern California, Marshall School of Business

Dr. Dale Zand
New York University

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

Overview

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

The Master of Science program in Management Information Systems (M.S. in Management Information Systems) at Benedictine University has been preparing professionals for rapid advances in technology, intense global competition and more complex business environments for more than twenty-five years.

The M.I.S. 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 business and health administration programs.

The M.I.S. 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, Health Administration, Information Systems 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 business and health administration programs. The exposure to other students with different talents, experiences and job responsibilities is a key element in each student's development of information technology management skills.

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

The learning goals for the program are:

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

Curriculum

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

The core body of knowledge in management information systems includes 28 to 32 quarter-hour credits of coursework tailored to the specific needs of the student's choice of concentration. For all concentrations, the core includes computer organization and architecture, systems analysis and design, database management systems, project management, and network planning and design. A capstone course in the strategic management of information technology is also required.

The remaining 16 to 20 quarter-hour credits of M.I.S. courses come from a wide range of elective courses. These elective topics include information technology in health care, data mining, financial information systems, electronic commerce, enterprise-wide information systems, and technology facilities management. A lecture series provides a forum for consideration of timely information technology topics. Independent study and internship opportunities are also available.

Our courses are scheduled so that a student may complete the program in two years as a full-time student (eight credit hours per quarter) or a bit longer as a part-time student.

4+1 M.S. in Management Information Systems Program

Well-qualified Benedictine University students who complete an undergraduate degree in business administration, business and economics, computer science, or computer information systems are eligible to complete the M.I.S. degree with one additional year of full-time graduate study. 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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

during the student's senior year of undergraduate coursework. M.I.S. classes are conducted evenings and weekends to meet the needs of students.

Professional Internship Program

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

Faculty

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

Associate Professor and Department Chair, Department of Business Administration (2005)
B.S., 1982, Elmhurst College; M.B.A., 1992, Roosevelt University; Ph.D., Benedictine University (2003)

J. Kevin Doyle, Ph.D.

Professor, Department of Business Administration (2001)
B.S., 1969, University of Notre Dame; M.A., 1972, M.S., 1976, Ph.D., 1976, Syracuse University

John C. Draut, M.B.A.

Instructor, Department of Business Administration (2008)
M.B.A., 1981, DePaul University; B.S., 1970, University of Illinois

Barbara T. Ozog, Ph.D.

Professor and Program Director, Management Information Systems (1992)
B.S., 1977, Loyola University Chicago; M.S., 1979, Ph.D., 1985, Northwestern University

Thomas Yu, Ph.D.

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

Lu Zhang, Ph.D.

Instructor, Department of Business Administration (2008)
B.E., 1982, Jiao-Tong University; M.S., 1985, Ph.D., 1993, Iowa State University

James C. Zoda, Ph.D.

Assistant Professor, Department of Business Administration (2001)
B.S.E., Northern Illinois University (1965); M.S., Northern Illinois University (1970); Ph.D., Northern Illinois University (1975)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Academic Administrators

Susan Stackley, MS, Associate Director

Lecturers

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

Ruth Chen, Ph.D.

Tsun Chow, Ph.D.

Robert A. Dengler, Ph.D.

Bryan J. Eckert, M.B.A.

Chris Fernandez, Ph.D.

Ann H. Fulmer, M.S., Senior Lecturer

Edwin J. Kocinski, M.B.A.

William H. Kuglich, M.S.

Chen Lu, Ph.D.

Kao Lu, Ph.D., M.S.

Lee-Hsing Lu, M.B.A., Ph.D.

John Malec, M.A., Senior Lecturer

Chang Miao, Ph.D., M.B.A.

Sam Russo, M.S., M.B.A.

Greg Sellers, Ph.D.

Bernard Silverman, Ph.D., Senior Lecturer

Martin Mark Sowa, M.A., M.B.A.

Andy Sze, M.B.A., M.S.

Christopher Yu, 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.

Starting the Program

The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program. Because earning your M.S. in Management Information Systems degree requires a significant commitment, your initial advising appointment is very important. Whether you are enrolled in a certificate program, or accepted as a degree-seeking M.S. student, you must schedule an advising appointment before enrolling in your first M.I.S. 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.I.S. resources. M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact the Program Coordinator for Graduate Business Administration Programs at 630-829-6220 to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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.

M.I.S. Core (32 credits):

- MIS 545 Computer Organization and Architecture (4)
- MIS 546 Systems Analysis and Design (4)
- MIS 642 Financial Information Systems (2)
- MIS 652 Introduction to Data Mining (2)
- MIS 656 Information Systems Security (4)
- MIS 674 Database Management Systems (4)
- MIS 681 Network Planning (2)
- MIS 682 Network Design (2)
- MIS 683 Project Management (4)
- MIS 689 Strategic Information Technology Management (4)

Accounting and Financial Systems (16 credits):

- MBA 500 Financial Accounting (4)
- MBA 504 Corporate Accounting Theory and Practice I (4)
- MBA 506 Corporate Accounting Theory and Practice II (4)
- MIS 510 Accounting Information Systems (4)
- MBA 512 Federal Income Taxation (4)
- MBA 513 Auditing Theory and Practice (4)
- MBA 515 Advanced Accounting (4)
- MBA 520 Leadership and Ethics in a Global Environment (4)*
- MBA 601 Managerial Accounting (4)
- MBA 603 Cost Analysis, Profit Planning & Control (4)
- MBA 604 Theory & Practice of Financial Reporting (4)
- MBA 605 Tax Influences on Decision Making (4)

**Required*

M.I.S. Electives (16 credits):

- MIS 510 Accounting Information Systems (4)
- MIS 557 Web 2.0 Tools in Business (2)
- MIS 600 Independent Study (1-4)
- MIS 609 Computer Fraud (4)
- MIS 616 Information System Auditing (4)
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Information Systems Management (2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MIS 650 Issues in Health Information Systems (2)
MIS 654 Enterprise-Wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS 677 Knowledge Management and Business Intelligence (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

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.

M.I.S. Core (28 credits):

MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Business Administration (16 credits):

MBA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Leadership and Ethics in a Global Environment (4)*
MBA 530 Organizational Behavior (4)
MBA 541 Analytical Tools for Management Decisions (4)
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)

**Required*

M.I.S. Electives (20 credits):

MIS 510 Accounting Information Systems (4)
MIS 557 Web 2.0 Tools in Business (2)
MIS 600 Independent Study (1-4)
MIS 609 Computer Fraud (4)
MIS 616 Information System Auditing (4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

- MIS 652 Introduction to Data Mining (2)
- MIS 654 Enterprise-Wide Information Systems (4)
- MIS 655 Computer and Network Systems Security (4)
- MIS 657 Electronic Commerce (4)
- MIS 658 Management of IT Facilities (2)
- MIS 677 Knowledge Management and Business Intelligence (4)
- MIS 690 Management Information Systems Internship (1-4)
- MIS 691 Management of Information Technology Lecture Series (1-2)

Health Administration:

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.

M.I.S. Core (32 credits):

- MIS 545 Computer Organization and Architecture (4)
- MIS 546 Systems Analysis and Design (4)
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Information Systems Management (2)
- MIS 656 Information Systems Security (4)
- MIS 674 Database Management Systems (4)
- MIS 681 Network Planning (2)
- MIS 682 Network Design (2)
- MIS 683 Project Management (4)
- MIS 689 Strategic Information Technology Management (4)

Health Administration (16 credits):

- MPH 511 Introduction to Statistical Analysis (4)
- MPH 601 Behavioral & Social Aspects of Public Health (4)
- MPH 602 Public Health Systems (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 Care in the U.S. (4)
- MPH 610 Health Policy (4)
- MPH 611 Public Health Biology (4)
- MPH 662 Management of Health Services Organizations (4)

**Required*

M.I.S. Electives (16 credits):

- MIS 510 Accounting Information Systems (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MIS 557 Web 2.0 Tools in Business (2)
MIS 600 Independent Study (1-4)
MIS 609 Computer Fraud (4)
MIS 616 Information System Auditing (4)
MIS 642 Financial Information Systems (2)
MIS 650 Issues in Health Information Systems (2)
MIS 652 Introduction to Data Mining (2)
MIS 654 Enterprise-Wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS 677 Knowledge Management and Business Intelligence (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Information Systems Security:

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

M.I.S. Core (32 credits):

MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 655 Computer and Network Systems Security (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Information Systems Security (16 credits):

MBA 520 Leadership and Ethics in a Global Environment (4)*
MBA 606 Forensic Accounting (4)
MBA 607 Fraud Examination (4)
MBA 608 Fraud and the Legal Environment (4)
MBA 614 Auditing and Assurance I (4)
MBA 615 Auditing and Assurance II (4)
MBA 617 Internal Auditing (4)
MIS 609 Computer Fraud (4)**
MIS 616 Information System Auditing (4)**
MIS 642 Financial Information Systems (2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

**Required*

***Highly Recommended*

M.I.S. Electives (18 credits):

- MIS 510 Accounting Information Systems (4)
- MIS 557 Web 2.0 Tools in Business (2)
- MIS 600 Independent Study (1-4)
- MIS 609 Computer Fraud (4)
- MIS 616 Information System Auditing (4)
- MIS 642 Financial Information Systems (2)
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Information Systems Management (2)
- MIS 650 Issues in Health Information Systems (2)
- MIS 652 Introduction to Data Mining (2)
- MIS 654 Enterprise-Wide Information Systems (4)
- MIS 657 Electronic Commerce (4)
- MIS 658 Management of IT Facilities (2)
- MIS 677 Knowledge Management and Business Intelligence (4)
- MIS 690 Management Information Systems Internship (1-4)
- MIS 691 Management of Information Technology Lecture Series (1-2)

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.

M.I.S. Core (28 credits):

- MIS 545 Computer Organization and Architecture (4)
- MIS 546 Systems Analysis and Design (4)
- MIS 656 Information Systems Security (4)
- MIS 674 Database Management Systems (4)
- MIS 681 Network Planning (2)
- MIS 682 Network Design (2)
- MIS 683 Project Management (4)
- MIS 689 Strategic Information Technology Management (4)

Integrated Marketing Communications (16 credits):

- MBA 520 Leadership & Ethics in a Global Environment (4)
- *Required*
- MBA 626 Strategic Managerial Communications (4)
- MBA 661 Marketing Management (4)
- MBA 670 Internet Marketing Communications (4)
- MIS 557 Web 2.0 Tools in Business (2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MIS 652 Introduction to Data Mining (2)
MIS 657 Electronic Commerce (4)

M.I.S. Electives (20 credits):

MIS 510 Accounting Information Systems (4)
MIS 600 Independent Study (1-4)
MIS 609 Computer Fraud (4)
MIS 616 Information System Auditing (4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)
MIS 652 Introduction to Data Mining (2)
MIS 654 Enterprise-Wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 658 Management of IT Facilities (2)
MIS 677 Knowledge Management and Business Intelligence (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

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.

M.I.S. Core (28 credits):

MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Management and Organizational Behavior (16 credits):

MGMT 521 Career and Human Resource Planning (2)
MGMT 522 Ethics and Social Responsibility in Management (2)*
MGMT 530 Organizational Behavior (4)*
MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)
MGMT 556 Strategy and Implementation (2)
MGMT 557 Organization Culture (2)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 583 Organizational Assessment (2)
MGMT 584 Strategies for Change (2)
MGMT 591 Contemporary Trends in Change Management (1)
MGMT 612 Methods of Organizational Research (4)
MGMT 634 Strategy, Structure, and Design (4)
MGMT 671 Strategic Management (4)
MBA 500 Financial Accounting (4)
MBA 541 Analytical Tools for Management Decisions (4)
**Required*

M.I.S. Electives (20 credits):

MIS 510 Accounting Information Systems (4)
MIS 557 Web 2.0 Tools in Business (2)
MIS 600 Independent Study (1-4)
MIS 609 Computer Fraud (4)
MIS 616 Information System Auditing (4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)
MIS 652 Introduction to Data Mining (2)
MIS 654 Enterprise-Wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS 677 Knowledge Management and Business Intelligence (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Professional Internship Program:

Our full-time internship program is developed specifically for recent college graduates and offers a professional internship experience as the M.I.S. concentration. Students complete 64 credits in M.I.S. courses including twelve credits in internship courses. The goal of the internship experience is to prepare students without significant professional career experience for their future roles and responsibilities in the workplace.

M.I.S. Core (28 credits):

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)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Professional Internship Program (16 credits):

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

M.I.S. Electives (20 credits):

MIS 510 Accounting Information Systems (4)
MIS 557 Web 2.0 Tools in Business (2)
MIS 600 Independent Study (1-4)
MIS 609 Computer Fraud (4)
MIS 616 Information System Auditing (4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)
MIS 652 Introduction to Data Mining (2)
MIS 654 Enterprise-Wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS 677 Knowledge Management and Business Intelligence (4)
MIS 691 Management of Information Technology Lecture Series (1-2)

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.

M.I.S. Core (28 credits):

MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Project Management (16 credits):

MBA 520 Leadership and Ethics in a Global Environment (4)*
MBA 530 Organizational Behavior (4)*
MBA 634 Strategy, Structure, and Decision-Making (4)
MBA 651 Financial Management (4)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)

**Required*

M.I.S. Electives (20 credits):

MIS 510 Accounting Information Systems (4)
MIS 557 Web 2.0 Tools in Business (2)
MIS 600 Independent Study (1-4)
MIS 609 Computer Fraud (4)
MIS 616 Information System Auditing (4)
MIS 642 Financial Information Systems (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)
MIS 652 Introduction to Data Mining (2)
MIS 654 Enterprise-Wide Information Systems (4)
MIS 655 Computer and Network Systems Security (4)
MIS 657 Electronic Commerce (4)
MIS 658 Management of IT Facilities (2)
MIS 677 Knowledge Management and Business Intelligence (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Certificate Programs

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

Business Analyst Certificate (16 credits):

This certificate program provides students with an understanding of business issues and information technology solutions. A business or systems analyst is a bridge between these areas, working with both sides to propose changes to processes and systems to meet the needs of the business.

MIS 546 Systems Analysis and Design (4)*
MIS 654 Enterprise-Wide Information Systems (4)*
MIS 674 Database Management Systems (4)*
4 credit hours in M.I.S. electives

**Required*

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Electronic Commerce Certificate (16 credits):

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

MIS 557 Web 2.0 Tools in Business (2)

MIS 652 Introduction to Data Mining (2)*

MIS 656 Information Systems Security (4)*

MIS 657 Electronic Commerce (4)*

6 credit hours in M.I.S. electives

**Required*

Health Information Systems Management Certificate (16 credits):

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 650 Issues in Health Information Systems (2)

MIS 652 Introduction to Data Mining (2)*

MPH 602 Public Health Systems (4)*

2 credit hours in M.I.S. electives

**Required*

Information Systems Management Certificate (16 credits):

This certificate program provides students with a foundation in the information technology field.

MIS 546 Systems Analysis and Design (4)*

MIS 654 Enterprise-wide Information Systems (4)*

MIS 656 Information Systems Security (4)*

MIS 657 Electronic Commerce (4)*

**Required*

Information Systems Security Certificate (16 credits):

Business and consumers increasingly rely on the Internet and Web services. Needs exist for system security professionals who can help design, configure, implement, manage, support, and secure computer systems. This certificate is designed to explore the challenges and possible solutions to information systems security.

MIS 609 Computer Fraud (4)

MIS 616 Information Systems Auditing (4)

MIS 642 Financial Information Systems (2)*

MIS 652 Introduction to Data Mining (2)

MIS 655 Computer and Network Systems Security (4)*

MIS 656 Information Systems Security (4)*

MIS 657 Electronic Commerce (4)

6 credit hours in M.I.S. electives

**Required*

Project Management Certificate (16 credits):

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

MBA 530 Organizational Behavior (4)*

MBA 683 Project Management (4)*

MGMT 580 Group Dynamics (4)* or

MGMT 581 Team Building (2)* and

MGMT 582 Conflict Management (2)*

MBA 591 Special Topics: Finance for Project Managers (4)* or

MBA 651 Financial Management (4)*

**Required*

Dual Degree Programs

Benedictine University offers several dual M.S. in M.I.S. degrees with other graduate degree programs: M.S. in M.I.S./Master of Business Administration; M.S. in M.I.S./M.S. in Management and Organizational Behavior.; M.S. in M.I.S./M.S. in Accountancy; and M.S. in M.I.S./Master of Public Health. Dual degree programs consist of 96 quarter credit hours for completion.

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

International M.S. in Management Information Systems Program

M.I.S. students can prepare to enter today's dynamic global workplace with the assurance of superior personal and intellectual development, along with important understanding of today's multi-cultural environment by taking the opportunity to complete one or more courses at one of our partner universities in China or Vietnam.

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

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 administrators, leaders, and educators. The M.S.N. program emphasizes interrelated academic preparation in areas of leadership, education, administration, and global health care. Nurses will study these content areas in the context of emerging demographic trends such as the expected increase in the elderly population and in caring for vulnerable populations.

Overview

The Master of Science in Nursing curriculum is truly innovative. Unique relative to other online nursing degree graduate programs, the Benedictine M.S.N. curriculum combines an eight course core with the flexibility of four additional elective courses that can be combined to develop a custom area of focus. Integrated into the eight core courses are the critical skills necessary to lead, educate, and administer in health care. Students also have the opportunity through the elective courses to reach across different academic disciplines to create a truly inter-disciplinary Master of Science in Nursing degree.

Prior to the completion of the core nursing courses, students will work with a program advisor and the M.S.N. Program Coordinator to select specific courses from Benedictine's Master of Business Administration, Master of Science in Management and Organizational Behavior, and/or Master of Public Health programs to fulfill the elective requirements. The flexibility offered by the elective courses allows nurses in the M.S.N. program to take multiple elective courses in a specific discipline, or gain broad-based exposure to a number of different areas, taking one course from each discipline. The student has an opportunity for a truly personalized academic and career growth plan that also meets the skill demands of current and future professional settings.

The program advisor can also help students choose elective options that support nursing certifications including:

- Certified Nurse Executive (American Nurses Credentialing Center)
- Certified Nurse in Disaster Management (Benedictine University)

Elective options encourage in-depth cross-professional collaboration with students of business, public health and education programs, as well as students from the global community. Students will examine topics with colleagues and experts in the fields of:

- Business
- Finance/Accounting
- Management

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

- Organizational Development and Design
- Public Health
- Health Service Administration
- Health Education
- Disaster Management

Students may take elective courses concurrently with the nursing core during the program which will accelerate completion from 24 months to approximately 16 months.

Curriculum

Benedictine's Master of Science in Nursing degree program can be completed in a minimum of 16 months. Electives can be taken concurrently with core nursing courses. Courses run eight weeks in duration and are taken one at a time in a laddered sequence. The MSN program requires 36 semester hours of graduate coursework, which consists of 24 semester hours of core/foundation courses and 12 semester hours of approved electives. Students take an active role in their own learning process as they shape the direction of their curriculum. Courses include:

NRHL 510 (3) Transforming Nursing Roles: The Educator, Administrator and the Socially Sculptured Professional Nurse
NRHL 520 (3) Global Leadership: Foundations of Nursing and Health Care
NRHL 530 (3) Ethical and Culturally Competent Health Care Professional
NRHL 540 (3) Health Care Information Systems and Technology
NRHL 650 (3) The Teacher Scholar, Administrator, Visionary Leader
NRHL 660 (3) Measuring Quality in Health and Education Systems
NRHL 670 (3) Management, Human Resources and Financial Planning in Health and Education Systems
NRHL 680 (3) Synthesis and Transformation of Knowledge Capstone

Plus 12 Elective credits for a total of 36 credit-hours.

Faculty

Elizabeth Ritt, Ed. D, M.S.N, R.N.
Professor and Chair, MSN Coordinator
Ed.D. Leadership and Educational Policy Studies, Northern Illinois University
M.S.N., Adult Health Nursing/Oncology/Education Loyola University Chicago
B.S.N, North Park University

Brian W. Higgerson, D.NSc, R.N, FNP-BC
D.NSc, University of Tennessee Health Science Center, Memphis, Tennessee
FNP-BC, Mississippi University for Women
B.S.N, Union University, Jackson, Tennessee

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Lecturers

Bonnie Beardsley, Ph.D., RN
Ph.D., Walden University
M.S.N., Lewis University, IL
B.S.N., Olivet Nazarene University, IL

Vicki J. Coombs, Ph.D., R.N.
Ph.D., John Hopkins University, Baltimore, MD
M.S.N., Miami University, Oxford, Ohio
B.S.N., Miami University, Oxford, Ohio

Deborah Lynn Jezuit
Ph.D. Rush University, Chicago, IL
M.S. Purdue University, Hammond, IN
BSN, Ball State University, Muncie, IN

Deborah E. Jones, Ph.D., R.N., M.S.N.
Ph.D., University of Alabama at Birmingham, Birmingham, AL
Certificate Nursing Education, University of Maryland, Baltimore, MD
M.S.N., University of Alabama at Birmingham, Birmingham, AL
B.S.N., University of Alabama at Birmingham, Birmingham, AL

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

Michelle Liken, Ph.D., M.S.N.
Ed.D. Curriculum & Instruction, University of South Carolina
Ph.D., University of Michigan
M.S.N., Michigan State University
B.S.N., University of Michigan-Flint

Carol M. Patton, Ph.D., FNP, M.S.N., B.S.N.
Ph.D., University of Pittsburgh
Post Masters FNP, West Virginia University
M.S.N., West Virginia University
B.S.N., Penn State University

Gayle Roux, Ph.D., R.N., NP-C
Ph.D., Texas Woman's University
M.S., Texas Woman's University
B.S.N., University of Nebraska

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Susan Sanner, Ph.D., R.N.P, C.N.S.
Ph.D, Georgia State University, Atlanta GA, Educational Policy Studies
Post Masters FNP, Emory University, Atlanta Georgia
M.S., Georgia State University Adult Health
B.S., Georgia State University

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

Mark Wyatt, D.N.P., M.S.N., R.N, NE-BC
D.NP., University of Alabama at Birmingham
M.S.N., Loyola University, New Orleans
B.S.N., Southern Illinois University at Edwardsville

Starting the Program

Applicants must have:

- A Bachelor's of Science degree in nursing (BSN) from a program accredited by a nationally recognized accrediting agency for nursing.
- Have attained a GPA 3.0 (on a 4.0 scale)
- Proof of License as a registered nurse in the U.S.
- Computer skills-proficiency in word processing, email and library on-line searches
- Applicants whose first language is not English must score 600 (paper-based) or 250 (computer-based) or higher on the Test of English as Foreign Language (TOEFL)
- Official transcripts from post-secondary institutions
- Statement of Goals - maximum of two pages describing goals and rationale for pursuing a master degree in nursing. Include past nursing experiences that have prepared you to pursue a new role following completion of the program.
- One letter of professional recommendation from individuals familiar with the applicant's competence in the practice of nursing and potential for successful graduate education.
- Successful completion of Student Success Strategies Course

Master of Science in Nutrition and Wellness

Introduction

In our dynamic health care environment it is essential for health practitioners to develop skills for fostering improved health outcomes. The Master of Science in Nutrition and Wellness program at Benedictine University provides a powerful foundation in nutrition and health risk assessment, motivation, intervention, and evaluation. This degree serves as a portal to careers in health promotion and risk reduction, therapeutic intervention and community education.

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

Mission Statement

The Master of Science in Nutrition and Wellness program focuses on creating and maintaining a learning environment that encourages critical thinking, acquisition of comprehensive knowledge of the interrelationships of nutrients with nutrition and health status, and the development of ongoing professional skills that are necessary for becoming outstanding health professionals.

Learning Goals

Upon successful completion of the Master of Science in Nutrition and Wellness core courses, the student will demonstrate in-depth knowledge and application of key areas of nutritional science, assess individuals and group needs for interventions, plan and design nutrition and wellness education or training programs for individuals and groups, effectively communicate health education and health promotion, conduct evaluation and outcomes-based research, and apply critical thinking skills.

Overview

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

Designed for those who want to help others and make a positive difference in their communities, this program develops one's skills to educate and counsel people on preventative and therapeutic concerns. The research component is applied, fostering development of skills in evaluating the outcomes of a health education assessment or intervention (possibly within one's own work setting) or conducting community-based research.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

This program is unique in that it is a life science-based health promotion program. The program provides the opportunity for students to select a concentration in nutrition (Sports Nutrition or Dietetic Internship) or from the complementary field of Health Education.

The Dietetic Internship Concentration provides the practice-based knowledge and experience for practice as a registered dietitian. This Dietetic Internship program is accredited by the Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association (ADA), 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, 312/899-0400.

The sports nutrition concentration was developed using the content outline for Board Certification as a Specialist in Sports Dietetics. More information about Certification by CDR is posted at: <http://www.cdrnet.org/certifications/spec/Sports.cfm>.

With appropriate course selection, students would be eligible for certification by National Commission for Health Education Credentialing (NCHEC) as a Certified Health Education Specialist (CHES).

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

Program Formats

1. Traditional (evening) M.S. in Nutrition and Wellness program

Benedictine University's Traditional M.S. in Nutrition and Wellness Program is designed for working adults. Core courses are offered as an evening program, meeting once per week on the Lisle campus, so that a students' professional life can continue. Students usually enroll in two courses per quarter, completing the degree in about two years. Students can select from three concentrations: Dietetic Internship, Health Education or Sports Nutrition. For more information, visit www.ben.edu/nutrition. The admissions process for the degree program is conducted throughout the year. Students may begin their core program in any of the four quarter terms; however, summer or fall terms are best. Students may begin with the traditional core course sequence or may move directly into their areas of concentration.

Acceptance into the Dietetic Internship concentration is by separate application at times designated by the CADE of the ADA. Students accepted into the Dietetic Internship program attend the program full-time beginning each the fall. In addition to completing the core courses in the evenings, students in this concentration complete the dietetic internship practice experience full-time four days a week, as well as some day or weekend courses. Dietetic interns normally complete the program in sixteen months.

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

Benedictine University offers a high quality, fully online M.S. in Nutrition and Wellness program with Health Education concentration. The interactive online format offers one the flexibility to earn a master's degree from an established, reputable university

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

while continuing personal and professional pursuits. For more information, visit benedictineonline.com

Curriculum

Students take an active role in their own learning process through shaping their curriculum. The M.S.N.W. program requires 64 quarter hours (approximately 43 semester hours) of graduate coursework, which consists of:

- 36 quarter hours of required Nutrition and Wellness Core
- 28 quarter hours of coursework in a concentration: Dietetic Internship; Health Education; or Sports Nutrition.

Nutrition and Wellness Core (36 quarter hours)

NTR 614 (4) Advanced Human Nutrition
NTR 621 (4) Obesity: Theory and Practice Applications
NTR 625 (4) Complementary and Alternative Nutrition
NTR 629 (4) Health and Wellness Research Planning
NTR 633 (2) Health Education Methods and Materials
NTR 684 (4) Program Development and Administration
MPH 511 (4) Biostatistics
MPH 604 (4) Epidemiology
NTR 694 (2) Applied Data Analyses
NTR 697 (2) Research I
NTR 698 (2) Research II

Faculty

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

Catherine Arnold, Ed.D., M.S., R.D., L.D.N.

Professor and Department Chairperson of Nutrition

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

Bonnie Beezhold, Ph.D.

Assistant Professor, Nutrition

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

Julie Moreschi, M.S., R.D., L.D.N.

Associate Faculty, Nutrition, Dietetic Internship Director

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

Susan Bailey, Ph.D.

Assistant Professor, Public Health

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Ph.D., M.A., University of North Carolina
B.A., University of Vermont

Alan Gorr, Ph.D., M.P.H.
Professor and Director of Public Health; Dean of College of Education and Health Services
B.A., 1964, University of Iowa; M.A., 1967, University of Toronto; M.P.H., 1976, University of Illinois; Ph.D., 1971, University of Iowa

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

Laurie Schubert, Ph.D., R.D., L.D.N.
Assistant Professor, Nutrition
B.A. Bryn Mawr College, 1996 ; Ph.D. University of Wisconsin-Madison, 2002

Lecturers

Jan Dowell, M.S., M.H.S., C.S.S.D., R.D., L.D.N.
Deepa Handu, Ph.D., R.D., L.D.N.
Andrea Frale Klouda, M.P.H., R.D., C.C.N., L.D.N.
Mary Mullen, M.S., R.D., L.D.N.
Martha O’Gorman, M.S., R.D., L.D.N.
Kelly Kinnare M.S., R.D., C.N.S.D., L.D.N.
Mia Siomos, M.S., M.P.H., R.D., L.D.N.

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.

Starting the Program - Prerequisite Degree and Courses:

Applicants must have a bachelor degree in a life science (e.g., biology, nutrition or dietetics, nursing, health, exercise physiology) or physical science (e.g., chemistry, biochemistry).

Prerequisite courses for this master degree include undergraduate (or graduate) courses in each of the following: physiology, biochemistry, and basic nutrition. Recommended is a basic course in research principles. Prerequisite courses may be taken at Benedictine University. Applicants should have a minimum 3.0 cumulative GPA and GRE score of 900.

Entry into the Dietetic Internship concentration is by separate application (in addition to the M.S. in Nutrition and Wellness program application) and matching. Applicants must have a minimum GRE score of 900. In addition, applicants should have a DPD Verification Statement, 3.2 DPD GPA, and 3.0 cumulative GPA. Benedictine University students applying for pre-match should have a cumulative GPA of at least 3.2 and DPD GPA of 3.4 or greater.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Concentrations

Sports Nutrition (28)

MPH 601 (4) Behavioral and Social Aspects of Public Health
NTR 530 (4) Science of Sports Nutrition
NTR 631 (2) Nutrition for Elite Athletes
NTR 632 (2) Counseling for Disordered Eating
NTR 521 (2) Fitness Testing Lab
NTR 522(2) EKG Lab
NTR 619 (3) Laboratory Ethics and Laboratory Procedures
NTR 623 (3) Graded Exercise Testing
(6) Electives

Dietetic Internship (28)

NTR 595 (2) Nutrition Counseling
NTR 615 (4) MNT Advanced Concepts and Outcome Measurement
NTR 622 (2) Case Studies in Dietetics
NTR 624 (2) Career Portfolio
NTR 670 (1) DI Orientation
NTR 671 (2) DI Foodservice
NTR 672 (2) DI Maternal and Child Nutrition
NTR 673 (1) DI ENP
NTR 674 (1) DI Community
NTR 675 (3) DI Clinical
NTR 676 (2) DI LTC/Sub Acute
NTR 677 (2) DI Community Education
NTR 678 (2) DI Skills and Practice Competence
Electives (2)

Health Education (28)

NTR 530 (4) Science of Sports Nutrition
MPH 601 (4) Behavioral and Social Aspects of Public Health

MPH 607 (4) Community Health Analysis
MPH 609 (4) Cultural Context of Health Care
MPH 632 (4) Public Health Education
MPH 688 (4) Media, Technology, and Public Health
MPH 634 (4) Professional Health Education Programs and Skills
or
NTR 686 (4) Health Education Internship

Certificate Program in Sports Nutrition

This 16 quarter hour graduate certificate program is designed for Registered Dietitians who are seeking applied specialty knowledge in sports nutrition. The curricula for the sports nutrition courses was developed using the content outline for Board Certification as a

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Specialist in Sports Dietetics. This university awarded educational certificate is not the CDR Board Certification.

Sports Nutrition Certificate Courses (16):

NTR 530 (4) Science of Sports Nutrition

NTR595 (2) Nutrition Counseling or

MPH 601 (4) Behavioral and Social Aspects of Public Health

NTR 621 (4) Obesity: Theory and Practice Applications

NTR 631 (2) Nutrition for Elite Athletes

NTR 632 (2) Counseling for Disordered Eating

NTR 521 (2) Fitness Testing Lab

Sports Nutrition Certificate prerequisites: To be awarded this certificate, the recipient must be a Registered Dietitian (U.S.A. CDR credentialed). The courses have prerequisites of physiology, biochemistry, and advanced nutrition (undergraduate or graduate level). A completed or concurrent enrollment in a master degree is recommended.

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

Introduction

The broad mission of public health is to “enhance health in human populations, through organized community effort” (Council on Education for Public Health, 1978) and to fulfill “society’s interest in assuring conditions in which persons can be healthy” (*The Future of Public Health, 1988*).

Public health engages both private and public organizations and individuals in accomplishing this mission. Responsibilities encompass preventing epidemics and the spread of disease, protecting against environmental hazards, preventing injuries, encouraging healthy behavior, helping communities to recover from disasters, and ensuring the quality and accessibility of health services.

The core functions of public health include assessment, policy development, and assurance that public health services are provided to the community (*The Future of Public Health, 1988*).

Environmental health, occupational health and safety, mental health, and substance abuse are integral parts of public health. Service providers, such as managed care organizations, hospitals, nonprofit corporations, schools, faith organizations, and businesses, also are an integral part of the public health infrastructure in many communities (Healthy People 2010).

Overview

The program is designed to meet the needs of a variety of students by offering a generalist MPH degree, certificates in specialized areas, and dual degrees with master’s level programs in business administration, information systems, organizational behavior, and nutrition and wellness. On campus MPH students may take some classes online with the consent of the on campus advisor. Online students may take some courses on campus with the consent of the online advisor.

M.P.H. Degree

The generalist MPH 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, behavioral and social aspects of public health, environmental health, and biology, provides a scientific and practical base for public health practice. Elective courses may be taken in a variety of areas such as health education,

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

finance, law, and information technology or in other programs such as psychology, business, information systems, nutrition and wellness. The M.P.H. degree can be applied in a variety of settings and positions. A few examples are administration of private health organizations, social service or public health agencies at the local, state, national, and international levels; managers, planners, 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).

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

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

Core (Foundation) Courses:

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 Environment Health	4
MPH 606 Methods of Research in Public Health*	4
MPH 607 Community Health Analysis*	4
MPH 609 Cultural Context of Health	4
MPH 610 Health Policy	4
MPH 611 Public Health Biology	4
MPH 662 Management of Health Services Organizations	4
Total MPH Program Core (Foundation) credits	48

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Certificate Programs: Required Courses

HEALTH MANAGEMENT & POLICY CERTIFICATE

(16 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 671 Finance in Public Health & Health Care Delivery Systems or

MPH 664 Marketing in Public Health

MPH 686 U.S. Health Care Delivery System or

MPH 692 Health Law 4

DISASTER MANAGEMENT CERTIFICATE

(16 credit hours required)

MPH 650 Principles and Practices of Emergency Response and Recovery 4

MPH 654 Psychology and Sociology of Disasters 4

MPH 656 Hazard Assessment and Preparedness Planning 4

MPH 657 Disaster Management in Public Health 4

HEALTH EDUCATION & PROMOTION CERTIFICATE

(16 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

MPH 634 Public Health Education Programs and Skills

MPH 664 Marketing in Public Health or

MPH 688 Media, Technology, and Public Health 4

Dual Degrees

Dual degree options prepare students to take leadership roles and pursue a myriad of career opportunities. Dual degree programs generally require 96 quarter credit hours.

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

The M.P.H./ M.O.B. 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.M.O.B. program results in both the M.P.H. and the M.S.M.O.B. degrees. (Not offered online)

The M.P.H. / M.S.N.W. dual degree integrates an applied foundation in nutrition and health risk assessment, motivation, intervention, with community health processes. The M.P.H./M.S.N.W. program results in both the M.P.H. and the M.S.N.W. degrees. (not offered online)

Starting the Program

ADMISSION TO THE MPH DEGREE PROGRAM

Application to the MPH program can be done online at www.ben.edu Graduate Application, through the Benedictine University Admissions Office, or through the MPH Program 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.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

- Applicants with an undergraduate GPA 3.5+ or a graduate degree are exempt from the exam requirement.
- Applicants with an undergraduate GPA between 2.75 and 3.5 may be admitted conditionally without consideration of graduate professional exam scores. For conditional admission to convert to regular admission: the student must complete each of the following courses with a B or better:
 - MPH 511 Statistics
 - MPH 602 Health Care Systems
 - MPH 604 Epidemiology
- Applicants with an undergraduate GPA below 2.75 must submit graduate professional exam scores and if admitted will be a conditional admission and must complete each of the following courses with a B or better:
 - MPH 511 Statistics
 - MPH 602 Health Care Systems
 - MPH 604 Epidemiology

ADMISSION TO PUBLIC HEALTH CERTIFICATE PROGRAMS

Applicants must demonstrate proof of a baccalaureate degree from a regionally accredited college or university and must meet with a MPH Program Advisor prior to registering and upon completion of the certificate courses. A minimum grade point average of 3.0 in certificate applicable coursework is required to receive a certificate.

ADMISSION TO DUAL DEGREE PROGRAMS

Applicants must meet the requirements for the MPH Degree Program and also the requirements for the second degree program.

Faculty

Georgeen Polyak, Ph.D.

Department Chair and Assistant Professor, Public Health

Ph.D., University of Illinois

M.S., University of St. Francis

M.S., Northern Illinois University

B.A., Lewis University

Susan Bailey, Ph.D.

Assistant Professor, Public Health

Ph.D., M.A., University of North Carolina

B.A., University of Vermont

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Elizabeth Bormann, MPH
Instructor, Public Health
MPH, Northern Illinois University
B.S., Northern Illinois University

Alan Gorr, Ph.D.
Dean, College of Education and Health Services; 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
Date in parenthesis indicates the year person joined the Benedictine University faculty.

Lecturers

Barbara Bellar, M.D., J.D.
Julia Dyer, M.D., M.P.H.
Michael Fagel, Ph.D.
Shannon Homolka, M.B.A.
Bette Lawrence-Water, M.S.
Suzet McKinney, M.P.H.
Shefali Mookencherry, M.P.H.
Sharon Miller, M.P.A., A.R.R.T., N.M.T.
Judith Munson, J.D.
Alisa Ostebo, M.P.H., C.H.E.S.
Lisa Rinehart, J.D., B.S.N.
Joseph Roche, M.Ed.
Steven Seweryn, M.P.H.
David Szablewski, M.P.H.
Jewell Thompson, M.A.

Master of Science in Science Content and Process

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. Each cohort begins the third week of June.

There will be only one cohort of twenty-four students each year. Admission to the degree program must be completed before the first course begins in June. Applicants must hold a valid teaching certificate or work as a science educator

Objectives

- Integrate general science content using themes of regional biodiversity and systems interactions
- Provide content based on national and Illinois science learning standards
- Develop inquiry-based teaching practices that promote learning of scientific content
- Build self confidence in science knowledge and teaching understand and use technology in investigations and analysis
- Increase the use of the educational facilities of the partnership organizations

Curriculum

The program requires 33 semester hours of graduate coursework.

Core

MSSCP 501 Pedagogy of Inquiry Science Teaching
MSSCP 503 Nature of Science
MSSCP 504 Research Internship

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Content

MSSCP 510 Zoology (Brookfield Zoo)
MSSCP 512 Animal Behavior (Brookfield Zoo)
MSSCP 515 Field Ecology and Management (Mays Lake Forest Preserve District of DuPage County)
MSSCP 517 Environmental Science (The Morton Arboretum)
MSSCP 518 Prehistoric Life (Mays Lake Forest Preserve District of DuPage County)
MSSCP 520 Basic Physics (Fermi Lab)
MSSCP 522 Astronomy (Benedictine University)
MSSCP 524 Human Biology and Nutrition (Benedictine University)

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
Bill Grosser
Louise Huffman
Scott Illiff
John Lewis
Lanis Petrik
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.

Dual Degree Programs

M.S. in Accountancy/M.S. in Management Information Systems Overview

The M.S. in Accountancy./M.S. in M.I.S. dual degree combines an in-depth understanding of U.S. accounting practices and concepts of the M.S.A. Program with the in-depth technical expertise in information technology provided by M.I.S. 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 credits.

Curriculum

M.S. in Accountancy/M.S. in M.I.S. Core (84 credits)

MBA 500 Financial Accounting (4)
MBA 504 Corporate Accounting Theory & Practice I (4)
MBA 506 Corporate Accounting Theory & Practice II (4)
MBA 510 Economics (4)
MBA 513 Auditing Theory & Practice (4)
MBA 515 Advanced Accounting (4)
MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 530 Organizational Behavior (4)
MBA 601 Managerial Accounting (4)
MBA 603 Cost Analysis, Profit Planning & Control (4)
MBA 604 Theory & Practice of Financial Reporting (4)
MBA 605 Tax Influences on Decision Making (4)
MBA 611 Managerial Economics (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 642 Financial Information Systems (2)
MIS 652 Introduction to Data Mining (2)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Program Electives

M.I.S. electives (12 credits)

Starting the Program

The academic calendar is organized around four 10-week academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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 M.I.S. 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 M.I.S. resources. Accountancy and M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact the Program Coordinator for Graduate Business Administration Programs, at 630-829-6205 or 630-829-6220 to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.

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

Introduction

The M.B.A./M.S.M.O.B. dual degree combines the comprehensive business core of the M.B.A. with the strong people and organizational focus of the M.S.M.O.B. program. Students have sufficient elective courses to earn a concentration in any of the areas available in the M.B.A. program or to continue study in the M.S.M.O.B. 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.M.O.B. Program requires 96 credits.

Curriculum

M.B.A./M.S.M.O.B. core (64 credits)

- MBA 500 Financial Accounting (4)
- MBA 510 Economics (4)
- MBA 520 Leadership and Ethics in a Global Environment (4)
- MBA 530 Organizational Behavior (4)
- MBA 539 International Business (4)
- MBA 541 Analytical Tools for Management Decisions (4)
- MBA 601 Managerial Accounting (4)
- MBA 611 Managerial Economics (4)
- MBA 630 Operations Management (4)
- MBA 651 Financial Management (4)
- MBA 661 Marketing Management (4)
- MBA 671 Strategic Management (4)
- MBA 683 Project Management (4)
- MGMT 521 Career and Human Resource Planning (2)
- MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)
- MGMT 612 Methods of Organizational Research (4)
- MGMT 634 Strategy, Structure and Decision Making (4)

Electives

- M.B.A. electives (minimum of 12 credits)
- M.S.M.O.B. concentration (12 credits)
- Other electives (8 credits)

Starting the Program

For more information, see the MBA program.

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 M.I.S. 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 M.I.S. program requires 96 credits.

Curriculum

M.B.A./M.S. in M.I.S. core (76 credits)

MBA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 530 Organizational Behavior (4)
MBA 539 International Business (4)
MBA 541 Analytical Tools for Management Decisions (4)
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)

Program Electives

M.S. in M.I.S. electives (16 credits)
M.B.A. electives (4 credits)

Starting the Program

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

courses. Contact the Program Coordinator for the Graduate Business Programs, at 630-829-6205 or 630-829-6220 to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.

Master of Education/M.S. in Management and Organizational Behavior

Introduction

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

Curriculum

M.Ed./M.S.M.O.B. core (56 semester-hours/96 quarter-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)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MBA 541 Analytical Tools for Management Decisions or MPH 511 Introduction to Statistical Analysis

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

M.S. in Management Information Systems/M.S. in Management and Organizational Behavior

Overview

The M.S. in M.I.S./M.S. in M.O.B. dual degree combines the in-depth technical expertise in information technology provided by M.I.S. 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 M.I.S. Program or to continue study in the M.O.B. area. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.S. in M.I.S./M.S. in M.O.B. program requires 96 credits.

Curriculum

M.S. in M.I.S./M.S. in M.O.B. core (58 credits)

MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 656 Information Systems Security (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (4)
MIS 689 Strategic Information Technology Management (4)
MGMT 521 Career and Human Resource Planning (2)
MGMT 522 Ethics and Social Responsibility in Management (2)
MGMT 530 Organizational Behavior (4)
MGMT 591 Contemporary Trends in Change Management (1)
{Students must successfully complete a minimum of two MGMT 591 classes during the program}
MGMT 612 Methods of Organizational Research (4)
MGMT 634 Strategy, Structure, and Design (4)
MGMT 671 Strategic Management (4)
MBA 500 Financial Accounting (4)
MBA 541 Analytical Tools for Management Decisions (4)

Program Electives

M.I.S. Electives (20 credits)
M.O.B. Electives (18 credits)

Starting the Program

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

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

advising appointment is very important. You must schedule an advising appointment before enrolling in your first Management or M.I.S. 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 M.I.S. resources. Management and M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact the Program Coordinator for the Graduate Business Administration Programs, at 630-829-6205 or 630-829-6220 to schedule your advising appointment. Many factors are weighted in assessing an applicant: there is no set admission formula and no predetermined cut-off point for test scores.

Master of Public Health/Master of Business Administration

Introduction

The M.P.H./M.B.A. dual degree option adds to any administration concentration of 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 96 credits. The Managed Care certificate can also be earned as part of the program.

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 care 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 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.

Curriculum

Master of Public Health Program - Master of Public Health/Master of Business Administration:

The M.P.H./M.B.A. dual degree option adds to the any administration concentration of 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 96 credits. A concentration in Administration of Health Care Institutions is available in this dual degree program. The Administration of Health Care Institutions may be earned as part of the program.

M.P.H./M.B.A. Core:

(86 credits plus Health Care Administration Concentration)

MPH 601 Health Behavior (4)

MPH 602 U.S. Health Care 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 690 Supervised Field Internship in Public Health (6)

MBA 500 Financial Accounting (4)

MBA 510 Economics (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MBA 520 Leadership and Ethics in a Global Environment (4)
MBA 530 Organizational Behavior (4)
MBA 539 International Business (4)
MBA 541 Business Statistics (4)
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)
MBA 683 Project Management (4)

Health Care Administration Concentration:
(M.P.H./M.B.A. core plus 10 credits)

Required (4 credits):

MPH 608 Financial Planning in Health Care Organizations (2)
MPH 623 Legal Aspects of Health Care Administration (2)

Electives (6 credits):

If the Managed Care Certificate is desired, selections must include MPH 671 and MPH 672.

MGMT 558 Service Management (2)
MGMT 635 Business Process Redesign (2)
MPH 662 Management of Health Service Organizations (4)
MPH 668 Health Service Marketing (2)
MPH 671 Managed Care Environment (2)
MPH 672 Managed Care Impact on Care Delivery (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems (2)
MIS 650 Issues in Health Information Systems (2)
One Elective: any graduate-level course 4 credits

Faculty

Alan Gorr, Ph.D., M.P.H.
Professor and Director, Public Health
Ph.D., 1971, University of Iowa M.P.H., 1976, University of Illinois M.A., 1967, University of
Toronto B.A., 1964, University of Iowa

Jon Colby Swanson, Ph.D.
Professor, Public Health
Ph.D., 1972; M.S., 1969; B.S., 1968, University of Illinois

Catherine L. Stein-Arnold, M.S., R.D., L.D.
Julie Moreschi, M.S., R.D.

Lecturers

Peggy Batty, M.A.
Paula Dillon, M.B.A.
Mary Ellen Druyan, R.D., M.P.H., Ph.D.
Michael Fagel, Ph.D.
Richard Felbinger, M.B.A.
Kathleen Goryl, M.B.A.
Philip Gruzalski, M.S.W., L.C.S.W.
John Hickey, C.E.M.
Theodore Hogan, Ph.D., C.I.H., L.I.H.
Elizabeth Knowlton, M.S.
Shefali Mookencherry, M.P.H.
Ethel Ragland, Ed.N., M.N., R.N.
Lisa Rinehart, J.D., B.S.N.
Steven Seweryn, M.P.H.
Christopher Smith, M.B.A.

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.

Starting the Program

The admission process is conducted throughout the year. Students may begin their program in any of the four terms. Students who wish to test their suitability for graduate work may start, as students-at-large, without formal admission and may take up to 16 credits before being accepted for degree candidacy. Students may begin with the traditional core course sequence or may move directly into their areas of concentration. Two of these concentrations offer certificate programs in Administration of Health Care Institutions or Disaster Management. Students may complete these 16 credit-hour programs as students-at-large.

Concentrations

M.P.H./M.B.A. core (86 credits plus Health Care Administration Concentration)

Certificate Programs

In addition to the M.P.H. and dual degree options, the program offers certificates in Administration of Health Care Institutions and Disaster Management. These certificates provide the opportunity for career development for professionals who have completed undergraduate degrees but may not wish to commit to a graduate degree. The certificates can be completed without application or admission to a degree program.

Career Opportunities

Graduates from this program can be found in a wide variety of leadership roles in many different professional settings including hospitals, independent cardiac rehabilitation programs, agencies, schools, corporations and health clubs. In addition to professional

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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

Master of Public Health/ M.S. in Management and Organizational Behavior

Introduction

The M.P.H./M.S.M.O.B. 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.M.O.B. program results in both the M.P.H. and M.S.M.O.B. degrees and requires 96 credits.

Curriculum

M.P.H./M.S.M.O.B. core (64 credits)

MPH 511 Introduction to Statistical Analysis (4) or MBA 541 Analytical Tools for Management Decisions (4)

MPH 601 Health Behavior (4)

MPH 602 U.S. Health Care 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) or MGMT 612 Methods of Organizational Research (4)

MPH 607 Community Health Analysis (4)

MPH 662 Management in Health Services Organizations (4)

MPH 690 Supervised Field Internship in Public Health (6)

MGMT 500 Accounting for Managers (4)

MGMT 521 Career and Human Resource Planning (2)

MGMT 522 Ethics and Social Responsibility in Management (2)

MGMT 530 Organizational Behavior (4)

MGMT 540 Data Processing and Management (4) or MBA 641 Information Technology Management (4)

MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)

MGMT 634 Strategy, Structure and Decision Making (4)

Health Care Administration Concentration (32 credits)

Required (6 credits):

MPH 604 Financial Planning in Health Care Organizations (2)

MPH 610 Health Policy (4)

MPH 623 Legal Aspects of Health Care Administration (2)

MGMT 561 Marketing - Concepts and Planning (2)

Electives (10 credits):

If the Managed Care Certificate is desired, selections must include MPH 671 and 672.

MPH 664 Marketing of Health Services Organizations (4)

MPH 671 Managed Care Environment (2)

MPH 672 Managed Care Impact on Care Delivery (2)

MIS 546 Systems Analysis and Design (4)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MGMT 558 Service Management (2)
MGMT 570 Human Resource Management Overview (2)
MGMT 635 Business Process Redesign (2)

Other electives: any graduate-level courses (8)

Health Education Concentration (32 credits)

Required (16 credits):

MPH 609 Cultural Context of Health Care in the U.S. (4)
MPH 610 Health Policy (4)
MPH 616 Stress Management (4)
MPH 632 Public Health Education Methods (4)

Electives (select 16 credits from the following):

MPH 612 Nutrition and Public Health (4)
MPH 618 Alcohol Abuse (4)
MPH 619 Drug Abuse (4)
MPH 620 Nutrition in Women's Health (2)
MPH 660 Innovation in the American Health Care Systems (4)
MGMT 575 Employee Assistance Programs (2)

Master of Public Health/M.S. in Management Information Systems

Overview

The dual degree program in M.I.S. 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 M.I.S. program requires 96 credits.

MPH core courses require grades of A or B.

Curriculum

M.P.H./M.S. in M.I.S. Core (80 credit hours)

- MPH 511 Introduction to Statistical Analysis (4)
- MPH 601 Health Behavior (4)
- MPH 602 U.S. Health Care Systems (4)
- MPH 603 Ethical and Political Issues in Public Health (4)
- MPH 604 Epidemiology (4)
- MPH 605 Environmental Health (4)
- MPH 606 Methods of Research in Public Health (4)
- MPH 607 Community Health Analysis (4)
- MPH 609 Cultural Context of Health (4)
- MPH 610 Health Policy (4)
- MPH 611 Biology of Public Health (4)
- MPH 662 Management for Health Professionals (4)
- MIS 545 Computer Organization and Architecture (4)
- MIS 546 Systems Analysis and Design (4)
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Care Information Systems Management (2)
- MIS 656 Information Systems Security and Control (4)
- MIS 674 Database Management Systems (4)
- MIS 681 Network Planning (2)
- MIS 682 Network Design (2)
- MIS 683 Project Management (4)
- MIS 689 Strategic Information Technology Management (4)

Program Electives

M.I.S. electives (16 credits)

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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.P.H. or M.I.S. 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.P.H./M.I.S. resources. M.P.H. and M.I.S. course prerequisites must be met for enrollment in upper level courses. Contact the Program Coordinator for Graduate Business Administration Programs, at 630-829-6205 or 630-829-6220 to schedule your advising appointment. Many factors are weighed in assessing an applicant; there is no set admission formula and no predetermined cut-off point for test scores.

Master of Public Health/M.S. in Nutrition & Wellness

Introduction

The MS in Nutrition and Wellness /MPH 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 MS in Nutrition and Wellness /MPH dual degree program requires a minimum of 96 credits. The MS in Nutrition and Wellness program director serves as the advisor of this Dual Degree program.

Curriculum

Dual Degree Curriculum: MSNW & MPH

Combined MSNW & MPH Cores (72)

MPH 511 (4) Biostatistics
MPH 601 (4) Behavioral and Social Aspects of Public Health
MPH 602 (4) Public Health Systems
MPH 603 (4) Ethical and Political Issues
MPH 604 (4) Epidemiology
MPH 605 (4) Environmental Health
MPH 607 (4) Community Health Analysis
MPH 609 (4) Cultural Context of Health
MPH 610 (4) Health Policy
MPH 611 (4) Public Health Biology
MPH 662 (4) Management of Health Services Organizations
NTR 614 (4) Advanced Human Nutrition
NTR 621 (4) Obesity: Theory and Practice Applications
NTR 625 (4) Complementary and Alternative Nutrition
NTR 629 (4) Health and Wellness Research Planning
NTR 633 (2) Health Education Methods and Materials
NTR 684 (4) Program Development and Administration
NTR 694 (2) Applied Data Analyses
NTR 697 (2) Research I
NTR 698 (2) Research II

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

Health Education Concentration (18)
NTR 530 (4) Science of Sports Nutrition
MPH 632 (4) Public Health Education Methods
MPH 634 (4) Professional Health Education Programs and Skills
MPH 688 (4) Media, Technology, and Public Health
MPH or NTR elective (2)
MPH 690 (6) Internship and Capstone in Public Health

Doctoral Programs

Ed.D. in Higher Education and Organizational Change

Introduction

The Benedictine University Doctor of Education in Higher Education and Organizational Change (Ed.D.) program is intended for practicing professionals who wish to accelerate their career paths or who seek to join the higher education community as university, college or community college administrators. The program also prepares students for management positions in public and private educational agencies and associations. Studies emphasize leadership for educational and organizational improvement.

The program provides both the perspective and the tools to anticipate and lead change in higher education. Coursework is topical in nature, interdisciplinary in focus and grounded in an inquiry-driven methodology characterized by critical thinking, analysis and self-reflection. The program readies students for the rigors and challenges of developing and implementing strategic plans, improving learning, managing resources, leading personnel, implementing policy and orchestrating change within an organization.

Mission Statement

The mission of the doctoral program is to prepare educational professionals with the knowledge and skills to guide postsecondary institutions in an era of unprecedented change.

Overview

The program is delivered in two forms, at the University and on-line, in an executive format featuring learning teams who meet as cohorts. Teams at the university meet on designated weekends (Saturday and Sunday) approximately every third weekend for 16 weekends per year through the first two years. On-line teams are facilitated by the University's robust course management and delivery system. Discipline-based learning objectives are integrated and reinforced through rigorous coursework that is tied to real-world applications. Highly interactive classes are characterized by small and whole group discussions, case studies and group projects.

During the first year of the program, students complete foundational courses providing a strong knowledge base in the principles and practices of doctoral study, higher education, and organizational change. In the second year, study advances to current issues in students and student services, curriculum, teaching, learning, and resource management. The major theme is leading organizations through constructive change. Students receive guidance and university support throughout the program.

Work begins on the internship and dissertation from the first year so that students may complete requirements in approximately three to three and a half years.

The internship may be completed concurrently with later course work and the dissertation.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Dissertation preparation and research extend through the program. By the third year, students are actively engaged in completing a dissertation. Related to the student's specialized interests, the study is expected to constitute a significant contribution to knowledge in the field of post-secondary education. Candidates are expected to relate this knowledge to the theories, concepts and methodologies of their study in organizational development, and include implications for further research and theory development.

Curriculum

HEOC 705 Issues in Higher Education (3)
HEOC 715 Research Methods (3)
HEOC 725 Policy, Politics and the Law (3)
HEOC 735 Organizational Development, Change and Innovation (3)
HEOC 745 University Planning and Accountability (3)
HEOC 755 Qualitative Research Methods (3)
HEOC 758 Dissertation Seminar : Dissertation Research (3)
HEOC 765 Organizational Strategy and Student Services (3)
HEOC 775 Emerging Technologies (3)
HEOC 805 Curriculum Planning and Evaluation (3)
HEOC 815 Teaching and Learning (3)
HEOC 825 Quantitative Research and Mixed Designs (3)
HEOC 828 Dissertation Seminar : Management for Change (3)
HEOC 835 Financial Management and Budgets (3)
HEOC 855 Personnel, Performance and Accountability (3)
HEOC 865 Management of Change (3)
HEOC 875 Dissertation Seminar : Proposal Presentation and Defense (3)
HEOC 885 Internship (6)
HEOC 895 Dissertation (6)

Faculty

Sunil Chand, Ph.D.
Ph.D., Kent State University

Eileen Kolich Ph.D.
Ph.D., Pennsylvania State University

Sally Beatty, Ph.D.
The Ohio State University

Nancy Bentley, Ph.D.
Loyola University
Julie Bjorkman, Ph.D.
Benedictine University

Gary Davis, Ph.D.
University of Iowa



Jackie Kyger, Ed.D.
Texas A&M

Antonina Lukenchuk, Ed.D.
Northern Illinois University

Richard Magner, Ph.D.
Benedictine University

John Minogue, D. Min.
St. Mary of the Lake Seminary

Stephen Nunes, Ed.D.
Florida State University

Manu Vora , Ph.D.
Illinois Institute of Technology

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Ph.D. in Organization Development

Introduction

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

The master's level O.D. program at Benedictine University was one of the first graduate O.D. programs in the country. Currently, it is the third largest behaviorally-oriented management program nationally and is one of the top-rated graduate O.D. programs internationally. The first year of the curriculum is devoted to context courses, including a course on global trends, followed by a course on the evolution of O.D.

The first set of context courses concentrates on setting the tone and developing sensitivity to the role of organization development in terms of social responsibility in the national and global arenas. These courses review the nature of emerging problems and the role of organizations and organization development in responding to these problems. Heavy emphasis is placed on the philosophy of science and organization research and theory.

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

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

Overview

The Ph.D. Program in Organization Development prepares management professionals with state-of-the-art education in the field. Built on a 40-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.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Curriculum

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

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

- knowledge of the history and development of the field of organization development as a scientific-applied discipline
- knowledge of emerging concepts and theory in the field, knowledge of and commitment to the concept of the practitioner-scholar and its role in the further development of the field
- knowledge of the current and projected global trends and problems, and the responsibility and role of the field in relationship to these trends in a global culture
- a demonstrated command of theoretical and applied research methodologies, including but not limited to: action research, diagnostic research, evaluation research and theory building research
- a capacity to create and use innovative intervention strategies to enhance the ability of organizations to better manage their resources and cope with turbulent and unpredictable environments
- knowledge of and demonstrated abilities in data collection and analysis, including but not limited to: interviewing, participant-observer methods, questionnaire design, unobtrusive measures and quantitative and qualitative data analysis supported through relevant information, technology, knowledge and skill
- demonstrated ability in general consulting and interpersonal skills, including organizational assessment, intervention strategies, process consultation, entry and contracting integrity, personal centering, active learning, trust, rapport building and modeling of behaviors in concert with the O.D. Code of Ethics
- knowledge of and commitment to the O.D. Code of Ethics and the role of the O.D. practitioner-scholar in creating and fostering the ethical organization
- knowledge of and demonstrated contribution to the field of organization development through:
 - 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 information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

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.

Benedictine Ph.D. OD Faculty

Peter F. Sorensen, Jr., Director

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

James D. Ludema, Professor

B.A., 1982-Calvin College; Ph.D., 1996-Case Western Reserve University

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, Associate Professor

B.A., M.S., and Ph.D., 2001-Benedictine University

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.

Dr. Chris Argyris

Harvard University

Richard Axelrod

The Axelrod Group

Dr. Frank Barrett

Naval Post Graduate School

Dr. Jean Bartunek
Boston College

Dr. Michael Beer
Harvard Business School

Dr. Robert Blake
Grid International, Inc.

Peter Block
Designed Learning

Dr. Richard Boland
Case Western Reserve University

Dr. David Bradford
Stanford University, Graduate School of Business

Dr. Anthony Buono
Bentley College

Dr. W. Warner Burke
Columbia University

Dr. Steven Cady
Bowling Green State University

Dr. Peter Cappelli
University of Pennsylvania, Wharton Center for Human Resources

Dr. John Carter
John Carter and Associates

Dr. Allan Church
Columbia University; PepsiCo, Inc.

Dr. James Clawson
University of Virginia, Darden Graduate School

Dr. David Cooperrider
Case Western Reserve University, Weatherhead School of Management

Dr. Thomas Cummings
University of Southern California, Marshall School of Business

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Dr. Richard Daft
Vanderbilt University

Kathleen Dannemiller
Dannemiller Tyson Associates

Dr. Mark Frankel
American Association for the Advancement of Science

Dr. Wendell French
University of Washington

Dr. Frank Friedlander
The Fielding Institute

Dr. Ronald Fry
Case Western Reserve University

Dr. William Gellerman
Dialogue Associates

Dr. Kenneth Gergen
Swarthmore College

Dr. Mary Gergen
Penn State Delaware County

Dr. Robert Golembiewski
University of Georgia

Dr. Larry Greiner
University of Southern California

Dr. Mary Jo Hatch
University of Virginia,
McIntire School of Commerce

Dr. Thomas Head
Roosevelt University

Dr. David Jamieson
Pepperdine University

Dr. Robert Keidel
University of Pennsylvania, Wharton School

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Dr. Michael Manning
New Mexico State University

Dr. Dorothy Marcic
Vanderbilt University

Dr. Robert Marshak
AU/NTL; Marshak Associates

Dr. Victoria Marsick
Columbia University Teachers College

Dr. Philip Mirvis
Philip H. Mirvis Associates

Dr. Susan Mohrman
University of Southern California

Dr. Kenneth Murrell
University of West Florida

Dr. Ellen O'Connor
Stanford University; Chronos Associates

Dr. Brian Peach
University of West Florida

Dr. Joanne Preston
Pepperdine University

Dr. Ronald Purser
San Francisco State University

Dr. Robert Quinn
University of Michigan

Dr. John Redding
Redding Associates

Dr. Denise Rousseau
Carnegie-Mellon University

Dr. Edgar Schein
Massachusetts Institute of Technology,
Sloan School of Management

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Dr. Charles Seashore
Fielding Graduate Institute

Edith Seashore
Former President, NTL
American University, NTL Institute

Dr. Peter Senge
Massachusetts Institute of Technology,
Sloan School of Management

Dr. A. B. Rami Shani
California Polytechnic State University

Dr. William Torbert
Boston College

Dr. Peter Vaill
University of St. Thomas, Graduate School of Business

Dr. Andrew Van de Ven
University of Minnesota

Dr. Glenn Varney
Bowling Green State University

Dr. Donald Warwick
University of Colorado - Colorado Springs

Dr. Marvin Weisbord
FutureSearch Associates

Dr. Karen Whelan-Berry
Texas Wesleyan University

Dr. Diana Whitney
Saybrook Institute & Corporation for Positive Change

Dr. Richard Woodman
Texas A&M University

Dr. Christopher Worley
University of Southern California, Marshall School of Business

Dr. Dale Zand
New York University

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

International Distinguished Visiting Scholars

Dr. David Coghlan
University of Dublin, Trinity School of Business

Dr. Bjorn Gustavsen
Work Research Institute, Norway

Dr. Henrik Holt Larsen
Copenhagen Business School, Denmark

Dr. Flemming Poulfelt
Copenhagen Business School, Denmark

Dr. Thoralf Qvale
Work Research Institute, Norway

Dr. Ralph Stablein
University of Otago, New Zealand

Dr. Ralph Stacey
University of Hertfordshire, United Kingdom

Dr. Frans M. van Eijnatten
Eindhoven University of Technology, Netherlands

Ph.D./D.B.A. in Values-Driven Leadership

Introduction

The task of promoting positive values and preparing students for a lifetime as informed and responsible leaders in the world community is at the heart of the Ph.D./D.B.A. Program in Values-Driven Leadership. Our primary target audience is senior business leaders with track records of success and a desire to lead profitable, sustainable, high-integrity companies with excellence. The program is designed for leaders who believe that corporations exist for a higher purpose, a purpose that includes responsibility for all stakeholders - owners, employees, customers, communities, and the natural environment. It focuses on companies committed to using the creativity and discipline of business to enrich people's lives, produce products and services that benefit society, create long-term shareholder value, and contribute to the health and sustainability of the planet.

Overview

The Doctoral Program in Values-Driven Leadership is designed for senior executives who want to engage with their peers and partner with the world's top scholars in advancing the theory and practice of leadership for the global good. The program's ultimate goal is to produce new actionable knowledge that advances the state of the art in the field of leadership and equips leaders and organizations to have a transformative impact in business and society.

The program is tailored to meet the exacting standards and demanding schedules of working professionals. To accommodate students who commute from around the country and overseas, classes are held once a month on weekends and during an annual eight-day intensive.

In this program, students can earn either a research-focused Ph.D. (doctor of philosophy) or a practice-oriented D.B.A. (doctor of business administration) degree. Both degrees are designed to be completed in three years (96 credits). Students go through the first two years of the program together in a cohort group. During the third year, the Ph.D. students earn their degree by completing a scholarly dissertation based on original research while the D.B.A. students obtain their degree by completing an applied dissertation based on the implementation of an application project. In addition, students are expected to contribute to the field before they graduate from the program by presenting at national conferences and publishing in leading journals.

Curriculum

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 guests to deepen their knowledge and expand their capacity to lead at four levels: personally, interpersonally, organizationally, and globally. The curriculum focuses on three core areas: (1) the theory and practice of leadership and leadership development, (2) strategic leadership, and (3) social responsibility and sustainable business.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

The first year of courses concentrates on setting the tone and developing sensitivity to the role of values-driven leadership in today's global context. These courses review the nature of emerging challenges and the role of leadership in responding to these challenges. Heavy emphasis is placed on the moral and ethical foundations of leadership, leading and developing others and organizations, strategic leadership, and leadership research and theory.

The second year focuses on the origins, evolution, and leading thinking around socially responsible business and sustainability and the economic, legal, and political challenges of leading in today's global context. It also includes advanced seminars on quantitative and qualitative research and case study methods to prepare students for the completion of their dissertations (Ph.D.) and applied projects (D.B.A.).

The third year includes a global exchange and international trip and completion of the dissertation or applied project.

Students in the D.B.A. track will complete their degree by designing and implementing a complex, high-impact application project. The purpose of the project is for the student to use the knowledge and skills gained in the program to make a significant and enduring contribution to business and society. The projects may be done within the student's organization or beyond the organization with a focus on benefitting society more generally.

Students in the Ph.D. track will earn their degree by completing rigorous dissertation requirements based on original research.

Courses include:

DVDL 725 Leading Self I: Your Career Leadership Legacy

DVDL 735 Leadership Theory, Research & Practice

DVDL 745 Leading Teams

DVDL 755 Moral & Ethical Foundations of Leadership

DVDL 765 Leading & Developing Others

DVDL 775 Leadership & Corporate Social Responsibility

DVDL 785 Leading Corporate Sustainability

DVDL 795 Lecture Series Seminar I

DVDL 825 Leading Self II: Your Life's Leadership Legacy

DVDL 835 Leading Change & 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: Advanced Quantitative Methods or DVDL 876 Advanced Topics I (D.B.A.)

DVDL 885 Research Methods III: Advanced Qualitative Methods or DVDL 886 Advanced Topics II (D.B.A.)

DVDL 895 Lecture Series Seminar II

DVDL 896 Global Exchange/International Trip

DVDL 898 Dissertation

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Both degree programs (Ph.D. and D.B.A.) require a total of 96 quarter hours over three years. Students typically complete eight quarter hours per quarter for four quarters per year.

Faculty

James D. Ludema, Ph.D.
Director, Center for Values-Driven Leadership

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

Academic Administrator

Deb Hellmuth, B.B.A., Program Coordinator, Center for Values-Driven Leadership

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 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. During the first and second years of the program, it is expected that students present papers 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 are expected to present their work at national meetings and submit papers for publication.

Distinguished Visiting Scholars

Robert Audi, Ph.D.
University of Notre Dame

Marie Di Virgilio, Ph.D.
Change Management Strategies, Inc.

Ronald Fry, Ph.D.
Case Western Reserve University

Thomas Griffin, Ph.D.

Stuart L. Hart, Ph.D.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.



Cornell University

Peter Northouse, Ph.D.
Western Michigan University

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

College of Business Faculty Directory

Sharon Borowicz, Ph.D., E.A., Associate Professor, Business Administration (2004)
B.S. 1982, Elmhurst College; M.B.A., 1982, Roosevelt University; Ph.D., 2003, Benedictine University

+Marvin E. Camburn, Ph.D., Professor Emeritus, Business Administration (1978)
B.A. 1960, Albion College; M.A., 1964, University of Detroit; Ph.D., 1971, Michigan State University, M.B.A. 1987, Benedictine University

Deborah Cernauskas, Ph.D. Assistant/Associate Professor, Undergraduate Business and Finance (2011)
B.S., 1978, Northern Illinois University; M.S., 1979, Northern Illinois University; M.B.A., 1987, Illinois Benedictine College; Ph.D., 2003 Illinois Institute of Technology

David Dibblee, M.B.A., C.P.A., Associate Professor Emeritus, Undergraduate Business and Finance (1982)
B.A., 1965, Aurora College; M.B.A, 1979, University of Illinois

John Kevin Doyle, Ph.D., Professor, Business Administration, (2001)
B.S., 1969, University of Notre Dame; M.A., 1972, Syracuse University; M.S., 1976, Syracuse University; Ph.D, 1976, Syracuse University

Charles Gahala, Ed.D., C.C.E., Professor, Undergraduate Business and Finance (1984)
B.S. in Management 1972, Northern Illinois University; M.B.A. 1976, Northern Illinois University; Ed.D., 1994, Northern Illinois University

Sandra Gill, Ph.D., C.C.S., Associate Professor, Business Administration (2001)
B.A., 1970, Michigan State University; M.A., 1974, Michigan State University; M.A., 1995, Fielding Graduate University; Ph.D., 1998, Fielding Graduate University

Timothy Goines, Ph.D., Associate Professor, International Business and Economics (1997)
B.B.A., 1986, University of Texas at Austin; M.A., 1991, George Washington University; Ph.D., 1998, University of Texas at Dallas

Donald Henschel, M.B.A., C. P. A., Instructor, Undergraduate Business and Finance (2002)
B.S., 1968, University of Illinois; M.B.A., 1970, University of Chicago

Vicki Jobst, M.B.A., C. P.A., Instructor, Undergraduate Business and Finance (2007)
B.S., 1979, University of Nebraska; M.B.A., 1985, Illinois Benedictine College

Nona Jones, Ph.D., Associate Professor, Undergraduate Business and Finance, (2001)
B.S., 1966, West Virginia State College; M.A.T., 1968, Indiana University; M.B.A , 1976, Roosevelt University; Ph.D., 2000, Walden University

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

Soyon Lee, Ph.D., C. P. A., Professor, International Business and Economics (1974)
B.A. 1960, Yonsei University; M.A., 1963, National University; M.A., 1968, Highlands University; Ph.D., 1977, Northern Illinois University

Isobel Lobo, Ph.D., Associate Professor, International Business and Economics (2001)
B.A., St. Joseph's College; M.A. 1970, University of Karachi; M.A., University of Notre Dame; Ph.D., 1998, University of Notre Dame

James Ludema, Ph.D., Professor, Organizational Development
B.A., 1982, Calvin College; Ph.D., 1996 Case Western Reserve University

Jeffrey Madura, M.B.A. C. P.A., Professor, Undergraduate Business and Finance
B.A., 1967, University of Notre Dame; M.B.A., 1971, Northwestern University

Barbara Ozog, Ph.D., Professor, Information Systems, (1992)
B.S., 1977, Loyola University; M.S., 1979, Northwestern University; Ph.D., 1985, Northwestern University

Margarete P. Roth, Ph.D., Professor Emerita, International Business and Economics (1970)
B.A., 1962; Ph.D., 1966, University of Cologne (Germany)

Peter Sorensen, Ph.D., Professor, Organizational Development (1985)
B.A., 1961, Roosevelt University; M.A., 1966, Roosevelt University; Ph.D., 1971, Illinois Institute of Technology

Ramkrishnan Tenkasi, Ph.D., Professor, Organizational Development (1998)
B.A. Western Madrid India; M.A., Tata Institute of Social Sciences, India; M.S. 1990, Bowling Green State University; Ph.D., 1994, Case Western Reserve University

Therese Yaeger, Ph.D., Associate Professor, Management and Organizational Behavior (2007)
B.A., 1995, Benedictine University; M.S., 1996, Benedictine University; Ph.D., 2001, Benedictine University

Thomas Yu, Ph.D. Assistant Professor, Business Administration (2009)
B.S., 1971, Montana State University; M.S., 1973, Arizona State University; Ph.D., 1978 Texas A&M

Lu Zhang, Ph.D. Assistant Professor, Business Administration (2009)
B.E. 1982, Jiao-Tong University; M.S. 1985, Iowa State University; Ph.D., 1993, Iowa State University

James Zoda, Ph.D. Assistant Professor, Business Administration (2001)
B.S.E., 1965, Northern Illinois University; M.A., 1970, Northern Illinois University Ph.D., 1979, Northern Illinois University

College of Education and Health Services Faculty Directory

CATHERINE STEIN ARNOLD, Ed.D., M.S., R.D., L.D.N., Professor, Nutrition (1986)

B.S., 1984, Illinois Benedictine College;

M.S., 1985, Rush University;

Ed.D., 2005 Northern Illinois University

SUSAN BAILEY, Ph.D., Assistant Professor, Public Health (MPH) (2009)

B.A., 1982, University of Vermont;

M.A., 1984, University of North Carolina;

Ph.D., 1989, University of North Carolina

BONNIE BEEZHOLD, Ph.D., Assistant Professor, Nutrition (2011)

B.S., 1984, DePaul University;

M.H.S., 2002, Johns Hopkins University;

Ph.D., 2008, Arizona State University

ELIZABETH BELL, Ed.D., Assistant Professor, Physical Education (2010)

B.S., 1996, Morningside College;

M.S., 1997, California University of Pennsylvania;

Ed.D., 2005, Tennessee State University

ELIZABETH BORMANN, M.P.H., Instructor, Public Health (M.P.H.), (2011)

B.S., 1994, Northern Illinois University;

M.P.H., 2003, Northern Illinois University

RICHARD CAMPBELL, Ed.D., Certification Officer, Education (2002)

B.S.Ed., 1963, Eastern Illinois University;

M.S.Ed., 1967 Eastern Illinois University;

Ed.D., 1984, Illinois State University

SUNIL CHAND, Ph.D., Professor, Higher Education and Organizational Change (2010)

B.A., 1965, Delhi University, India;

M.A., 1967, Delhi University, India;

Ph.D., 1982, Kent State University

JULIE DAVIS, M.S., R.D., L.D.N., Instructor, Nutrition (1998)

B.S., 1984, Eastern Illinois University;

M.S., 1985, Rush University

MARGARET DELANEY, M.S., R.N., C.P.N.P., Instructor, Nursing (2007)

B.S., 1992, Loyola University of Chicago;

M.S., 2002, DePaul University

STEPHANIE ELLIS, M.P.H., R.D., L.D.N., Instructor, Nutrition (2011)

B.A., 2000, Illinois State University, Normal;

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

M.P.H. and Dietetic Internship Program, 2002, Benedictine University

ALAN GORR, Ph.D., Professor, Public Health (M.P.H.) (1999)

B.A., 1964, University of Iowa;
M.A., 1967, University of Toronto;
Ph.D., 1971, University of Iowa;
M.P.H., 1976, University of Illinois

BRIAN HIGGERSON, D.N.Sc., R.N., F.N.P.-B.C., Assistant Professor, Nursing, (2010)

B.S.N., 1993, Union University;
M.S.N., 1995, Mississippi University for Women;
D.N.Sc., 2006, University of Tennessee

LAURA HOLLAND, M.S.N., R.N., Instructor, Nursing (2010)

B.S., 1984, Marquette University;
M.S.N., 2009, Lewis University

MESHELDA JACKSON, Ph.D., Associate Professor, Education (2007)

B.S., 1982, Alabama A&M University;
M.S., 1991, Nova University;
Ph.D., 1998, University of Pittsburgh

JOYCE JEEWEK, Ed.D., Assistant Professor, Education (2003)

B.S.Ed., 1983, Northern Illinois University;
M.S.Ed., 1998, Northern Illinois University;
Ed.D., 2001, Northern Illinois University

EILEEN KOLICH, Ph.D., Professor, Education (1989)

B.A., 1970, Rutgers University;
M.S., 1973, Chicago State University;
Ph.D., 1985, Pennsylvania State University

JOAN LIBNER, Ed.D., Associate Professor, Nursing, (2011)

B.S., 1975, Northern Illinois University;
M.S.N., 1979, Loyola University Chicago;
Ed.D., 2011, Concordia University

JAMES PELECH, Ed.D., Associate Professor, Education (2003)

B.A., 1973, St. Norbert College;
M.B.A., 1987, Governors State University;
Ed.D., 2011, National Louis University

GEORGEEN POLYAK, Ph.D., Assistant Professor, Public Health (MPH) (2007)

B.A., 1970, Lewis University;

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

M.S., 1973, Northern Illinois University;
M.S., 1989, University of Saint Francis;
Ph.D., 1995, University of Illinois at Chicago

ETHEL RAGLAND, Ed.D., Professor, Nursing (1982)
B.S.N., 1971, University of Virginia;
M.S.N., 1974, University of South Carolina;
Ed.D., 1982, Northern Illinois University

ELIZABETH RITT, Ed.D., Professor, Nursing (2011)
B.S., 1978, North Park University;
M.S.N., 1982, Loyola University Chicago;
Ed.D., 1989, Northern Illinois University

LAURIE SCHUBERT, Ph.D., R.D., L.D.N., Assistant Professor, Nutrition (2011)
A.B., 1996, Bryn Mawr College;
Ph.D., 2002, University of Wisconsin, Madison

REV. DAVID TURNER, O.S.B., Ph.D., D.Min. (Prin.), Education, (1963)
B.A., 1959, St. Procopius College;
M.A., 1963, University of Minnesota;
Ph.D., 1970, University of Minnesota;
M.Div., 1979, Mount Angel Seminary;
D. Min.(Prin.), 1996, Princeton Theological Seminary.

ALANDRA WELLER-CLARKE, Ph.D., Associate Professor, Education (2002)
B.A., 1996, Elmhurst College;
M.Ed., 1997, Benedictine University;
Ph.D., 2002, Loyola University

OVID WONG, Ph.D., Associate Professor, Education, (2007)
B.Sc., 1970, University of Alberta;
M.Ed., 1972, University of Washington;
Ph.D., 1977, University of Illinois

College of Liberal Arts Faculty Directory

ZUBAIR S. AMIR, Ph.D., Assistant Professor, English Language and Literature (2006)

B.A., 1997, St. Mary's College of Maryland;
M.A., 2000; Ph.D., 2005; Cornell University.

PHILIP G. BEAN, Ph.D., Professor Emeritus, History (1970)

B.Ph., 1963, University of Montreal;
M.A., 1967, University of Vermont;
Ph.D., 1976, University of Illinois.

LUZ MARIA BERD, Ph.D. Professor Emerita, Foreign Languages (1986)

A.B., 1955, National School for Teachers, Mexico;
M.A. (E.S.L.), 1963, Normal Superior College, Mexico;
M.A. (Spanish Literature), 1971, Loyola University, Chicago;
Ph.D., 1993, Laval University, Quebec, Canada.

CHRISTOPHER BIRKS, M.A., Assistant Professor, Communication Arts (2009)

B.S., 1990, Central Michigan University;
M.A., 2008, Northern Illinois University.

D. JANE BOUMGARDEN M.S.W., A.C.S.W., Associate Professor, Psychology-Sociology (1987)

B.A., 1973, Michigan State University;
M.S.W., 1983, The Ohio State University.

JOHN E. BYRNE †, Ph.D., Professor Emeritus, English Language and Literature (1969)

B.A., 1949, DePaul University;
M.A., 1951; Ph.D., 1964, Northwestern University.

THOMAS A. BYRNES, Ph.D., Professor Emeritus, Religious Studies (1982)

A.B., 1965, Holy Cross College;
M.A., 1969, Boston College;
M. Div., 1973, Weston College;
Ph.D., 1982, The University of Chicago.

REV. CHRISTIAN W. CEPLECHA, O.S.B.†, Ph.D., Professor Emeritus, History (1953)

B.A., 1949, Illinois Benedictine College;
M.A., 1954; Ph.D., 1958, The Catholic University of America.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

DAVID W. CHAMPLIN†, M.A., Professor Emeritus, Languages (1956)

B.A., 1937, St. Louis University;

M.A., 1947, Columbia University.

WILSON C. CHEN, Ph.D., Associate Professor, English Language and Literature (2004)

B.A., 1991, University of California - Berkeley;

M.A., 1995; Ph.D., 2003, University of California - Irvine.

SANDRA L. CHMELIR, Ph.D., Professor, Psychology-Sociology (1978)

B.S., 1968, University of Georgia;

M.A., 1973; Ph.D., 1975, Emory University.

ROSEMARY COLEMAN, M.A., Professor Emerita, Literature and Communications (1966)

B.A., 1946, St. Francis College;

M.A., 1960, University of Ottawa (Canada).

JAMES K. CRISSMAN, Ph.D., Professor, Psychology-Sociology (1981)

B.S., 1972; M.A., 1973, East Tennessee State University;

Ph.D., 1980, The University of Akron.

LAWRENCE H. DAPPER†, M.A., Professor Emeritus, Languages

B.A., 1938, Xavier University;

B.S., 1940, University of Cincinnati;

M.A., 1953, Laval University, Quebec, Canada.

STEVEN DAY, Ph.D., Assistant Professor, Chinese Language and Culture

B.A., 1987, University of Minnesota;

M.A., 1994, University of Colorado;

Ph.D., 2009, University of California - Los Angeles

SIDNEY C. DeLAIR, J.D., Instructor, Criminal Justice (2011)

B.A., 1975, Psychology, Vanderbilt University

J.D., 1991, IIT Chicago Kent College of Law

PATRICIA FAUSER†, Ph.D., Professor Emerita, Philosophy (1970)

B.A., 1958, Marymount College, Los Angeles;

M.A., 1960, The Catholic University of America;

Ph.D., 1968, St. Louis University.

CHRISTINE M. FLETCHER, Ph.D., Assistant Professor, Theology (2007)

B.A., 1971, Albright College;

B.A., 1973, Oxford University (England);

Ph.D., 2006, Anglia Ruskin University (United Kingdom).

PATRICK FLYNN, Ph.D., Associate Professor, Philosophy (2001)

B.A., 1975, University of Notre Dame;

M.A., 1978, McMaster University (Canada);

Ph.D., 1989, University of Western Ontario (Canada).

VINCENT R. GADDIS, Ph.D. Professor, History (1995)

B.A., 1985, Rutgers University;

M.A., 1992, Ph.D., 2000; Northern Illinois University.

RITA GEORGE-TVRTKOVIC, Ph.D., Assistant Professor, Theology & Core-Humanities (2009)

B.A., 1994, University of Tulsa;

M.T.S., 1997, Weston Jesuit School of Theology;

Ph.D., 2007, University of Notre Dame.

HAI RI HAN, M.F.A., Assistant Professor, Communication Arts (2011)

B.A., 1994, Seoul Women's University (Korea);

B.S., 2003, Yonsei University (Korea);

M.F.A., 2009, Purdue University.

PHILLIP R. HARDY, Ph.D., Assistant Professor, Political Science (2009)

B.A., 1997, North Central College;

M.A., 2003; Ph.D., 2010; Arizona State University.

RAFAEL IGLESIAS, Ph.D., Professor, Foreign Languages (1999)

B.A., 1991, Universidad Complutense de Madrid;

M.A., 1994; Ph.D., 1999, Florida State University.

CHRISTINE ISOM-VERHAAREN, Ph.D., Instructor, Core-Humanities (2001)

B.A., 1976; M.L.S., 1977; Brigham Young University;

M.A., 1991; Ph.D., 1997; The University of Chicago.

JAMES P. JANA†, M.A., Professor Emeritus, Sociology (1958)

B.A., 1952, St. Ambrose College;

M.A., 1958, Loyola University.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

KELLY L. KANDRA, Ph.D., Assistant Professor, Psychology-Sociology (2007)

B.A., 1999, Millersville University;

M.A., 2003; Ph.D., 2007; University of North Carolina - Chapel Hill

JEAN-MARIE KAUTH, Ph.D., Assistant Professor, English Language & Literature and Core-Humanities (2006)

B.A., 1990; University of Iowa;

M.A., 1991; Ph.D., 1995; University of Michigan.

SANDRA GOLEN KIES, Ph.D., Assistant Professor, English Language & Literature and Core-Humanities (2008)

B.A., 1973; University of Queensland (Australia);

L.T.C.L., 1975; Trinity College (England);

M.A., 1989; Sidney University (Australia);

Ph.D., 2003; Macquarie University (Australia).

JOHN M. KLOOS, Ph.D., Professor, Religious Studies (1984)

B.A., 1972; M.A., 1978, Miami University (Ohio);

Ph.D., 1984, The University of Chicago.

CHRISTOPHER N. KORNAROS, Ph.D., Professor Emeritus, Political Science (1972)

B.A., 1959; M.A., 1962; Ph.D., 1965, New York University.

ELIZABETH BENNETT KUBEK, Ph.D., Associate Professor, English Language and Literature (1997)

B.A., 1984 Clark University;

M.A., 1986; Ph.D., 1989, University of Rochester.

OLGA D. LAMBERT, Ph.D., Assistant Professor, English Language & Literature and Core-Humanities (2009)

B.A., 1999, Bates College;

M.A., 2001; University of New Hampshire;

Ed.D., 2009; Harvard University.

ALLEN R. LEGUTKI, Ph.D., Assistant Professor, Music Education (2011)

B.M. 2000; M.M. 2003; Illinois State University;

Ph.D., 2010, University of Illinois.

JONATHAN E. LEWIS, Ph.D., Professor, Psychology-Sociology (1989)

B.A., 1975, University of Maine;
M.S., 1977; Ph.D., 1982, University of Oregon.

ROSALIE LOEDING, M.M., Professor Emerita, Music (1974)

B.M., 1948; M.M., 1950; Northwestern University.

LUIS E. LOUBRIEL, D.M.A., Assistant Professor, Music (2006)

B.M., 1987; M.M. 1988; Northwestern University;
D.M.A., 2005, University of Illinois.

LUIGI MANCA, Ph.D., Professor, Communication Arts (1991)

Laurea di Dottore in Filosofia, 1972, Università degli Studi di Roma;
Ph.D., 1981, University of Texas at Arlington.

SUSAN MIKULA, Ph.D., Professor, History (1981)

B.A., 1965, University of Detroit;
Ph.D., 1974, Syracuse University.

JOAQUIN MONTERO, Ph.D., Associate Professor, Foreign Language (2002)

M.A., 1993, U.N.E.D. Madrid (Spain);
M.E.S., 1997, Instituto de Estudios Ecdogicos, Malaga (Spain);
M.A., 1997; Ph.D., 2000, Universidad de Leon (Spain).

DIANNE R. MORAN, Ph.D., Associate Professor, Psychology, Psychology-Sociology (1994)

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

KENNETH D. NORDIN†, Ph.D., Professor Emeritus, Communication Arts (1991)

A.B., M.A., Humanities, 1959, The University of Chicago;
Ph.D., 1967, The University of Michigan.

JOEL OSTROW, Ph.D., Professor, Political Science (1999)

B.A., 1987, Wesleyan University;
M.S., 1990, Massachusetts Institute of Technology;
M.A.; Ph.D., 1997, University of California at Berkeley.

REV. JOHN PALMER, C.S.V., M.Mus, Professor Emeritus, Music (1973)

L.Mus., 1963; Mus.B., 1964, Acadia University;

M.Mus, 1970, Northwestern University;

A.R.C.T., Toronto, F.T.C.L. - London.

TERESA PARKER, M.F.A., Instructor, Fine Arts (2009)

B.F.A., 1983, Miami University (Ohio);

M.S., 1985; M.F.A., 1987; Illinois State University.

BRIAN PATTERSON, Ph.D., Assistant Professor, Psychology-Sociology (2008)

B.A., 1995, Mount Union College;

M.A., 2003; Ph.D., 2007; DePaul University.

FANNIE RUSHING, Ph.D., Professor, History (2002)

B.A., 1974, Roosevelt University;

M.Ed., 1986, Chicago State University;

Ph.D., 1992, The University of Chicago.

MARGARET SALYER, M.S., Instructor, Clinical Psychology (2000)

B.A., 1971, Northern Illinois University;

M.S., 1996, Benedictine University.

TAMMY SARVER, Ph.D., J.D., Associate Professor, Political Science (2001)

B.A., 1990, University of Pittsburgh - Johnstown;

J.D., 1993, Duquesne University School of Law;

Ph.D., 2001, University of South Carolina.

WILLIAM SCARLATO, M.F.A., Professor, Fine Arts (1990)

B.F.A., 1975, Northern Arizona University;

M.F.A., 1979, Yale University.

PETER SEELY, M.A., Professor, Communication Arts (1984)

B.A., 1978; M.A., 1979, University of Illinois (Chicago).

JOEL A. SETZEN†, Ph.D., J.D., Professor Emeritus, Political Science (1972)

B.A., 1963; M.A., 1968, University of California, Los Angeles;

Ph.D., 1973, The University of Chicago;

J.D., 1981, John Marshall Law School.

ALEXEY SHUKIN, Ph.D., Professor, Clinical Psychology (1985)

B.S. 1954; M.S., 1956, Springfield College;

Ph.D., 1959, The University of Chicago.

MICHAEL SMITH, Ph.D., Associate Professor, Clinical Psychology (2008)

B.A., 1984, University of Illinois - Springfield;

Ph.D., 1992, Illinois Institute of Technology.

EDITH J. STARK, M.A., Professor Emerita, Foreign Languages (1977)

B.A., 1960, College of St. Francis;

M.A., 1967, University of Notre Dame.

ALICIA CORDOBA TAIT, D.M.A., Professor, Music (1999)

B.M., 1985; M.M., 1986, University of Illinois - Champaign-Urbana;

D.M.A., 1990, The Juilliard School of Music.

JACK THORNBURG, Ph.D., Associate Professor, Psychology-Sociology (1996)

B.S., 1978, Virginia Commonwealth University;

M.A., 1980; Ph.D., 1990, University of Wisconsin - Madison.

BERNARD J. TOUSSAINT, Ph.D., Professor, Philosophy (1971)

B.S., 1957, Loyola University (Chicago);

M.A., 1962; Ph.D., 1971, DePaul University.

MARTIN TRACEY, Ph.D., Professor, Philosophy (1997)

A.M., 1991, The University of Chicago;

B.A., 1990; M.M.Sm, 1993; Ph.D., 1997, University of Notre Dame.

GLORIA J. TYSL, Ph.D., Professor Emerita, History (1969)

B.A., 1960, Mount Mary College;

M.A., 1967, DePaul University;

Ph.D., 1976, Indiana University.

REV. LEO C. VANCURA, O.S.B.†, M.A. Professor Emeritus (English and Fine Arts)

B.A., 1936, St. Procopius College;

M.A., 1943, University of Illinois.

BETH JOAN VINKLER, Ph.D., Professor, Foreign Languages (1990)

B.A., 1981, University of Illinois;

M.A., 1984; Ph.D., 1990, The University of Chicago.

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

College of Science Faculty Directory

PRESTON R. ALDRICH, Ph.D., Associate Professor, Biology (2004)

B.A., 1987, St. Olaf College;

M.S., 1991, University of Minnesota;

Ph.D., 1997, University of Georgia

JOSEPH C. BOWE, Ph.D., Professor Emeritus, Physics (1966)

B.S., 1943, St. Procopius College;

M.S., 1946, DePaul University;

Ph.D., 1951, University of Illinois

DUANE J. BUSS[†], Ph.D., Professor Emeritus, Physics (1970)

B.S., 1961, St. Procopius College;

Ph.D., 1966, University of Notre Dame

ROSE A. CARNEY[†], Ph.D., Professor Emerita, Mathematics and Physics (1948)

B.S., 1942; M.S., 1946, DePaul University;

Ph.D., 1961, Illinois Institute of Technology

EILEEN G. CLARK, M.S., Associate Professor, Computer Science (1971)

B.S., 1969, State University of New York (Albany);

M.S., 1971, Purdue University

TIMOTHY COMAR, Ph.D., Associate Professor, Mathematics (2001)

Sc.B., 1991, Brown University;

Ph.D., 1996, University of Michigan

ANTHONY DELEGGE, Ph.D., Assistant Professor, Mathematics (2010)

B.S., 2005, Benedictine University;

M.S., 2008; Ph.D., 2010, University of Nebraska

EDWARD L. FERRONI, Ph.D., Professor, Chemistry (1985)

B.S., 1975, Wheeling College;

Ph.D., 1983, Indiana University

ELIZABETH D. FREELAND, Ph.D., Assistant Professor, Physics (2011)

B.S., 1990, Tulane University;

Ph.D., 1996, The Johns Hopkins University

JAMES J. HAZDRA[†], Ph.D., Professor Emeritus, Chemistry (1961)

B.S., 1955, St. Procopius College;

Ph.D., 1959, Purdue University

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

PETER K HEALEY, Ph.D., Professor Emeritus, Exercise Physiology (1986)
B.S., 1962; M.S., 1964, George Williams College;
Ph.D., 1981, The Chicago Medical School University of Health Sciences

CHERYL A. HEINZ, Ph.D., Associate Professor, Biology (2004)
B.S., 1993, University of Illinois;
Ph.D., 2002, Cornell University

FR. EDMUND J. JURICA[†], OSB, Ph.D., Professor Emeritus, Biology (1926)
B.A., 1920, St. Procopius College;
Ph.D., 1926, University of Chicago

FR. HILARY S. JURICA[†], OSB, Ph.D., Professor Emeritus, Biology (1922)
B.A., 1917, St. Procopius College;
M.S., 1920; Ph.D., 1922, University of Chicago

LAWRENCE E. KAMIN, Ph.D., Professor, Biology (1973)
B.A., 1966, St. Ambrose College;
M.S. (Botany), 1968; Ph.D., 1972, University of Illinois;
M.S. (Computing and Information Science), 1986;
B.A. (Geography), 1989; M.S. (Mathematics), 1993;
M.G.S., 1996, Roosevelt University

MANMOHAN KAUR, Ph.D. Associate Professor, Mathematics (2001)
B.A., 1987; M.A., 1989; M. Phil, 1991, University of Delhi (India);
M.S., 1999; Ph.D., 2001, University of Illinois

PHYLLIS M KITTEL, Ph.D., Professor Emerita, Mathematics; (1970)
B.S., 1964, University of Dayton;
M.S., 1970; Ph.D., 1975, Illinois Institute of Technology

TIMOTHY W. MARIN, Ph.D., Associate Professor (2003)
B.S., 1996, Benedictine University;
M.S., 1997; Ph.D., 2001, Northwestern University

ALFRED R. MARTIN, Ph.D., Professor, Biology (1980)
B.S., 1970, Wake Forest University;
M.S., 1974, Tennessee Technological University;
Ph.D., 1981, The University of Tennessee

CHERYL M. MASCARENHAS, Ph.D., Associate Professor, Chemistry (2003)
B.S., 1997, Bridgewater College;
Ph.D., 2002, University of North Carolina

JAMES M. MEEHAN[†], D.A., Professor Emeritus, Mathematics (1971)
B.S., 1966, St. Procopius College;
M.S. (Mathematics), 1968, Marquette University;

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

M.S. (Statistics), 1971, Purdue University;
D.A., 1984, University of Illinois (Chicago)

RALPH D. MEEKER, Ph.D., Professor, Physics and Computer Science (1970)
B.S., 1967, St. Procopius College;
Ph.D., 1970, Iowa State University

JOHN C MICKUS, Ph.D., Professor Emeritus, Biology (1978)
B.S., 1964, Loyola University (Chicago);
M.A., 1967; Ph.D., 1972, Southern Illinois University

JEREMY B. NADOLSKI, Ph.D., Associate Professor, Mathematics (2004)
B.S., 1998, Benedictine University;
M.S., 1999; Ph.D., 2004, University of Kentucky

PETER H. NELSON, Ph.D., Associate Professor, Physics (2002)
B.Sc., 1984; M.Sc., 1990, Victoria University of Wellington (New Zealand);
Ph.D., 1998, Massachusetts Institute of Technology

DANIEL E. NOHL, Ph.D., Professor, Computer Science (1987)
B.S., 1973; M.S., 1977, University of Illinois;
Ph.D., 1990, Illinois Institute of Technology

JEANNE E. NORRIS, Ph.D., Professor Emerita, Clinical Exercise Physiology (1986)
B.Mus., 1951, Boston University;
M.S.Ed., 1955, Boston University;
Ph.D., 1975, Loyola University (Chicago)

PHILIP M. NOVACK-GOTTSHALL, Ph.D., Assistant Professor, Biology (2009)
B.S., 1996, Moravian College;
M.S., 1999, University of Cincinnati;
Ph.D., 2004, Duke University

DAVID J. RAUSCH, Ph.D., Professor Emeritus, Chemistry (1966)
B.S., 1962, St. Procopius College;
Ph.D., 1965, Iowa State University

NIINA J. RONKAINEN, Ph.D., Associate Professor, Chemistry (2004)
B.S., 1997, Butler University;
Ph.D., 2003, University of Cincinnati

ROBIN PALS RYLAARSDAM, Ph.D., Associate Professor, Biology (2007)
B.A., 1992, Northwestern College of Iowa;
Ph.D., 1997, Northwestern University

FR. RICHARD E. SHONKA, OSB[†], M.S., Professor Emeritus, Computer Science (1935)
B.S., 1925, St. Procopius College;

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

M.S., 1931, University of Chicago

FR. WILLIAM J. SHONKA, OSB[†], Ph.D., Professor Emeritus, Physics and Mathematics (1933)
B.A., 1925, St. Procopius College;
M.S., 1931; Ph.D., 1933, University of Chicago

LEE ANN SMITH, Ph.D., Associate Professor, Biology (2004)
B.S., 1997, Benedictine University;
Ph.D., 2004, University of Connecticut

DAVID C. SONNENBERGER, Ph.D., Associate Professor, Chemistry (1985)
B.S., 1977, Canisius College;
Ph.D., 1981, State University of New York (Buffalo)

JOHN J. SPOKAS, Ph.D., Professor Emeritus, Physics (1961)
B.S., 1952, St. Procopius College;
M.S., 1954; Ph.D., 1958, University of Illinois

KARI L. STONE, Ph.D., Assistant Professor, Chemistry (2009)
B.A., 2001, Augustana College;
Ph.D., 2007, The Pennsylvania State University

REV. THEODORE D. SUCHY, O.S.B., M.S., Associate Professor, Biology (1968)
B.A., 1963, St. Procopius College;
M.S., 1970, Indiana University

DONALD B. TAYLOR, Ph.D., Professor, Biology (1992)
B.S.Ed, 1986; Ph.D., 1992, Memphis State University

MONICA LEE TISCHLER, Ph.D., Professor, Biology (1995)
B.S., 1981; M.S., 1981, Bucknell University;
Ph.D. 1987, Cornell University

FR. CYPRIAN G. TOMECKO, OSB[†], Ph.D., Professor Emeritus, Chemistry (1926)
B.A., 1917, St. Procopius College;
M.S., 1923; Ph.D., 1926, University of Illinois

FR. PAUL TSI[†], Ph.D., Professor Emeritus, Mathematics (1959)
Ph.B., 1949; Ph.L., 1950; Ph.D., 1952, Urban College (Rome)

THOMAS G. WANGLER, Ph.D., Professor, Mathematics, (1990)
B.S., 1985; Ph.D., 1990, Old Dominion University

ANDREW WIG, Ph.D., Associate Professor, Physics (2005)
B.S., 1991, North Park University;
M.S., 1995; Ph.D., 2000, The University of Tennessee

The information contained on this page is from the 2011-2012 Graduate Catalog and is valid until August 1, 2012.

ALLISON K. WILSON, Ph.D., Professor, Biology (1997)
B.S., 1980, Iowa State University;
Ph.D., 1990, University of Illinois

EDWARD M. WINKLER, Ph.D., Professor, Chemistry (1979)
B.S., 1962, St. Bonaventure University;
M.S., 1969, Canisius College;
Ph.D., 1973, Kansas State University

ELLEN M. ZILIAK, Ph.D., Assistant Professor, Mathematics (2010)
B.S., 2004, University of Evansville;
M.S., 2006; Ph.D., 2010, Colorado State University

† Deceased