

Commitment to Inclusive Excellence

Millikin values all members of our community.

Millikin University's mission is to deliver on the promise of education, and in keeping with that mission, Millikin is committed to maintaining an inclusive campus culture that respects and invites exploration of the diverse perspectives, experiences, cultures, languages, and identities reflected in our community.

Millikin University believes that inclusive excellence is necessary to fulfill our Mission Statement commitments:

1. Understanding of diverse experiences and perspectives should be essential to *professional success*.
2. Fostering inclusion is an integral part of being a *democratic citizen in a global environment*.
3. A personal life of meaning and value can be enhanced through reflection on and appreciation of the many expressions of our common humanity.

Any person having inquiries concerning Millikin University's compliance with the regulations implementing the Title VI or section 504, may contact the Senior Director of the Center for Academic and Professional Performance at Millikin University. Inquiries concerning Title IX may be directed to the Director of Human Resources/Title IX Coordinator. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education regarding the institution's compliance with regulations implementing Title VI, Title IX, or section 504.

Notice of Non-Discrimination

Millikin University prohibits any form of discrimination based on race, color, religion, sex, national/ethnic origin, age, sexual orientation, gender identity or expression, disability, genetic information, marital status, military/veteran status or any other basis prohibited by applicable state or federal law, in its educational programs, activities, admission, or employment policies.

The University also does not tolerate harassment of any kind. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the University. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Director of Human Resources/Title IX Coordinator
Shilling Hall Room 205E
217-362-6416

Disability Accommodation Policy

If you are seeking classroom accommodations under the Americans with Disabilities Act, you must submit your documentation to the Senior Director of the Center for Academic and Professional Performance at Millikin University. Your initial meeting with the Senior Director of the Center for Academic and Professional Performance will determine your accommodations.

Contact Information

Prospective students may write or call for information about admission procedures, financial aid, housing, and/or other opportunities to:

Millikin University, Office of Admission, 1184 West Main Street, Decatur, IL 62522.
Telephone: 217-424-6210. Millikin's toll-free number is 1-800-373-7733.
Internet address: <http://www.millikin.edu/admission>

Disclaimer

Programs, policies, costs and procedures outlined in this catalog are subject to change without notice. If you are a person with a disability and require any auxiliary aids, services, or accommodations, please contact the University so that we may discuss your accommodation needs. The Office of Admission's TDD (telephone device for the deaf) phone number is 217-420-6647.

Table of Contents

University Calendar for Traditional Undergraduate Program	3
Academic Majors and Degrees	4
The Millikin Education	6
Millikin Program of Student Learning (MPSL)	8
University Studies Requirements (traditional program)	10
Honors Program	13
Admission	18
Tuition & Fees	26
Graduation Requirements	34
Academic Policies and Grading System	38
College of Arts and Sciences	54
Behavioral Sciences (Human Services and Psychology)	57
Biology	64
Chemistry	74
Communication	81
English	87
Environmental Studies Program	96
History and Political Science	98
Mathematics and Computational Sciences (Applied Mathematics, Mathematics Education)	105
Modern Languages (French, Italian, Spanish, and Spanish Education)	112
Philosophy	115
Physics	120
Sociology and Criminal Justice	124
College of Fine Arts	132
Art	135
Arts Technology and Administration	145
School of Music	152
School of Theatre & Dance	167
College of Professional Studies	179
School of Exercise Science and Sport	180
School of Education	194
School of Nursing	215
Tabor School of Business	235
Accounting	239
Business Management	241
Digital Media Marketing	245
Entrepreneurship	248
Finance and Economics	253
International Business	255
Management Information Systems	258
Organizational Leadership	263
Master of Business Administration	267
Long-Vanderburg Scholars Program	273
International Study Programs	275
Off-Campus Study: International Programs	276
Special Academic Programs	279
Design Thinking Minor	279
Interdepartmental Major	280
Gender Studies Minor	280
African American Studies Minor	280
Edge Program	281
Pre-Professional Programs	282
Chicago Center for Urban Life and Culture	284
Directory of Faculty and Staff	285
Campus Facilities and Parking	295
Index	297
Campus Map	299

Millikin University Bulletin
 Fall 2020
 Announcements – 2020 - 2021

Millikin University Bulletin (USPS 349-840). Owned by Millikin University, a nonprofit higher education institution, located at Decatur, Illinois:
 Dr. James M. Reynolds, President; Randy Blackburn, Chairman, Board of Trustees. Periodicals postage paid at Decatur, Illinois. POSTMASTER:
 Send address changes to Millikin University Bulletin, 1184 West Main Street, Decatur, Illinois 62522.

University Calendar

Fall Semester 2020

Registration/Validation	August 1 - 23
New Student Welcome Week	August 21-23
Classes Begin	August 24
Last Day to Add a Course	See Course Schedule
Last Day to Drop a Course	See Course Schedule
Last Day to Withdraw Registration and Not be Charged 16 Week Classes	September 7
Family Weekend	TBD
Homecoming	October 17
Scheduling Day	November 3
Early Registration for Spring Semester and January Term	November 4
Thanksgiving Break	November 23 - 29
Classes Resume Online	November 30
Last Day to Exercise P-D-F Option	December 4
Last Day to Withdraw from a Class and Receive W	December 4
Last Day of Classes	December 4
Study Days	December -5-6
Winter Commencement	December 13
Final Examinations	December 7-17

January 2021 Immersion December 21 - January 22

Spring Semester 2021

Registration/Validation	December 21 - January 24
Martin Luther King Jr. Holiday	January 18
Last Day to Withdraw Registration and Not be Charged 16 Week Classes	January 24
Classes Begin	January 25
Last Day to Add a Course	See Course Schedule
Last Day to Drop a Course	See Course Schedule
Good Friday and Easter	April 2 - 4
Classes Resume	April 5
Scheduling Day	April 13
Early Registration for Fall Semester and Summer Term	April 14
Last Day of Classes	May 7
Last Day to Withdraw from a Class and Receive W	May 7
Last Day to Exercise P-F Option	May 7
Study Days	May 8 - 9
Final Examinations	May 10 - 14
Graduate Commencement (DNP, MBA, MSN)	May 15
Undergraduate Commencement	May 16

Summer Term 2021 (See separate catalog for course offerings)

Summer Immersion Term	May 24 - August 13
Independence Day Holiday	July 4
Last Day for Classes and Examinations	August 13

Please Note: The University calendar for accelerated delivered undergraduate courses and the graduate programs (DNP, MBA, MSN) have variations from the above University calendar. For more information, please check your student schedule or course offerings for dates and times of course meetings.

College of Arts and Sciences

Humanities

English Education, B.A.
English - Literature, B.A.
English - Writing, B.A.
English - Writing Concentrations:

Creative Writing
Journalism
Professional Writing, Publishing, &
Rhetoric

Ethics, B.A.
History, B.A.
Philosophy, B.A.

Philosophy Concentrations:
Pre-Law

Political Science, B.A.
Social Science Education, B.A.
Spanish, B.A.
Foreign Language – Spanish
Education, B.A.

Interdepartmental

Environmental Studies, B.A., B.S.

Natural Sciences

Biology, B.A., B.S.
Biology Concentrations:

Allied Health
Molecular/Cell Biology
Traditional

Biology Education, B.A., B.S.
Chemistry, B.A., B.S.

Chemistry Concentrations:

ACS Certified Degree
Biochemistry
Business
Research
Secondary Education

Computer Science, B.A., B.S.
Mathematics, B.A., B.S.

Mathematics Concentrations:

Actuarial Science
Data Science
Mathematics
Secondary Education

Physics, B.A., B.S.

Social Sciences

Communication, B.A., B.S.

Communication Concentrations:

General Communication
Health Communication
Public Relations
Media Studies
Organizational Communication

Criminal Justice, B.A., B.S.

Human Services, B.A., B.S.

Psychology, B.S.

Psychology Concentrations:

Clinical Psychology
Experimental Psychology
General Psychology
Social Psychology

Sociology, B.A., B.S.

Undergraduate Academic Certificates:

Criminal Justice
Health Communication

Dual Degree Programs* (3+2)

Biomedical Engineering
Chemical Engineering
Civil Engineering
Computer Engineering
Computer Science
Electrical Engineering
Mechanical Engineering

*Students receive a Millikin degree in Biology, Chemistry, Mathematics, or Physics and are awarded a second degree from Washington University or University of MO-Kansas City

College of Fine Arts

Art

Art, B.A.*
Art Therapy, B.F.A.*
Graphic Design/Computer Art, B.F.A.*
Studio Art, B.F.A.*
Studio Art Intermedia, B.F.A.*
*Specialist Teaching Certificate
Available.

+Interdisciplinary major with degree
conferred by College of Fine Arts.

Undergraduate Academic Certificates:

2D Studio Art Printmaking
2D Studio Drawing
2D Studio Painting
2D Studio Photography
3D Studio Ceramics
Art History
Commercial Art/Graphic Design

Arts Technology and Administration

Arts Administration, B.A., B.S.

Arts Administration Concentrations:

Arts Technology
Dance
Music
Theatre

Arts Technology, B.A., B.S.

Arts Technology Concentrations:

Audio Engineering and Production
Interactive Media
Live Event Technology
Video Production
Visual Media

School of Music

Commercial Music, B.M.

Music, B.A.

Music Business, B.M.

Music Education, B.M.

Instrumental Emphasis

Music Education, B.M.

Vocal Emphasis

Music Performance, B.M.

Instrumental Emphasis

Music Performance, B.M.

Piano Emphasis

Music Performance, B.M.,

Vocal Emphasis

Undergraduate Academic Certificates:

Instrumental Music
Jazz Studies
Music Composition
Vocal Music

School of Theatre and Dance

Musical Theatre, B.F.A.

Theatre, B.F.A.

Theatre, B.F.A. Concentrations:

Acting
Design & Production
Stage Management

Theatre and Performance Studies, B.A.

Undergraduate Academic Certificates:

Dance

College of Professional Studies

School of Exercise Science and Sport

Exercise Science, B.A., B.S.
Health Promotion, B.S.
Sport & Recreation Management, B.A., B.S.
Physical Education, B.A., B.S.

School of Education

Elementary Education, B.A., B.S.
Early Childhood Developmental Therapy,
B.A., B.S.
Early Childhood Education, B.A., B.S.
Instructional Development, B.A., B.S.
Middle Grades Education, B.A., B.S.
Concentrations:

Literacy
Math
Science
Social Science

Undergraduate Academic Certificates:

ESL/Bilingual
Literacy
Multicultural Leadership
Special Education

School of Nursing

Nursing, B.S.N.

Nursing Completion Program,
R.N. to B.S.N

Tabor School of Business

Accounting, B.S.

Business Management, B.S.

Business Management Concentrations:

Human Resources Management
Supply Chain & Logistics Management

Cybersecurity, BA., B.S.

Digital Media Marketing, B.S.

Entrepreneurship, B.S.

Finance, B.S.

International Business, B.S.*

*Requires one semester studying
abroad. There is an opportunity for a dual
degree with partner school in Paris, Paris
School of Business (PSB).

Management Information Systems B.S.

Organizational Leadership, B.S.

Undergraduate Academic Certificates:

Arts Entrepreneurship
Commercialization & Innovation
Digital Media Marketing
Entrepreneurship
Information Systems:
Application Development
Data Management
Security and Compliance
Organizational Leadership
Process Improvement
Project Management

Interdisciplinary

Interdepartmental Major, B.A., B.S.

Academic Minors

African American Studies
 Biology
 Business Administration
 Chemistry
 Communication
 Computer Science
 Criminal Justice
 Cybersecurity
 Dance
 Design Thinking
 Digital Media Marketing
 English
 Entrepreneurship
 Environmental Studies
 Ethics
 Health and Wellness Coaching
 Finance
 French
 Gender Studies
 History
 Industrial Engineering
 International and Global Studies
 Mathematics
 Music
 Nutrition
 Organizational Leadership
 Philosophy
 Physics
 Political Science
 Publishing & Editing
 Psychology
 Sport and Recreation Management
 Sociology
 Spanish
 Theatre
 Writing

Pre-Professional Programs

Pre-Chiropractic
 Pre-Dentistry
 Pre-Engineering
 Pre-Law
 Pre-Medical Technology
 Pre-Medicine
 Pre-Occupational Therapy
 Pre-Optometry
 Pre-Pharmacy
 Pre-Physical Therapy
 Pre-Physician Assistant
 Pre-Veterinary Science
 Post-Baccalaureate Teach Licensure

Honors Programs

Honors Scholars
 James Millikin Scholars
 Presidential Scholars
 Long-Vanderburg Scholars

Graduate Programs

Master of Business Administration, M.B.A.

Concentrations:

- Executive Management
- Executive Health Care Administration
- Project Management

Master of Science in Nursing, M.S.N.

M.S.N. Tracks:

- Nurse Educator
- Master's Entry into Nursing Practice
- Doctor of Nursing Practice, D.N.P.
- Nurse Anesthesia
- D.N.P. Completion for Advanced Nurses
- Family Nurse Practitioner

Graduate Academic Certificates:

- Entrepreneurship
- Healthcare Administration
- Information Systems Data Management
- Nurse Educator
- Project Management

Degrees Offered

Millikin University offers five undergraduate degrees. The Bachelor of Arts degree (B.A.), conferred on graduates of the College of Arts and Sciences; certain majors in music, theatre, and art from the College of Fine Arts; selected majors in the College of Professional Studies and selected majors in the Tabor School of Business; The Bachelor of Fine Arts degree (B.F.A.), for certain majors in theatre or in art; the Bachelor of Science degree (B.S.), conferred on graduates of the Tabor School of Business, some majors in the College of Professional Studies, and certain areas of the College of Arts and Sciences; the Bachelor of Music degree (B.M.), for some graduates of the College of Fine Arts; and the Bachelor of Science in Nursing degree (B.S.N.), conferred on graduates in the College of Professional Studies. Millikin University also offers graduate degrees. The Master of Business Administration degree (M.B.A.), conferred on graduates of the Tabor School of Business and the Master of Science in Nursing degree (M.S.N.) and the Doctor of Nursing Practice degree (D.N.P.), conferred on graduates of the College of Professional Studies: School of Nursing.

The Millikin Education

Our Foundation

What James Millikin envisioned when he founded the University in 1901 was unique: the University would embrace the practical side of learning along with the literary and classical. In addition, while affiliated with the Presbyterian Church, it would not be narrowly sectarian and would remain open to all. The result is one of the nation's first small, comprehensive universities that, nearly a century later, has four colleges and schools: the College of Arts and Sciences, the College of Fine Arts, the College of Professional Studies, and the Tabor School of Business.

Accreditation

Millikin University has been accredited since 1914 by what is now the Higher Learning Commission. The most recent re-affirmation of that accreditation was in 2016-2017. For further information regarding this accreditation, contact the Higher Learning Commission at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, phone (312) 263-0456.

Specialized Accreditation: In addition to being accredited by the Higher Learning Commission, various programs hold discipline-specific accreditation.

The business programs in **The Tabor School of Business** are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The School of Nursing: The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at Millikin University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The Millikin University and Decatur Memorial Hospital Nurse Anesthesia Program is also accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 S. Prospect Ave., Park Ridge, IL 60068, 847.655.1160.

The School of Education, in the College of Professional Studies, is an Illinois State Board of Education Approved Program for the Preparation of Educational Personnel in Illinois Institutions of Higher Education.

The School of Music, in the College of Fine Arts, is accredited by the National Association of Schools of Music.

The Chemistry Department, in the College of Arts and Sciences, offers Bachelor's degree programs approved by the American Chemical Society.

The Athletic Training program, in the School of Exercise Science & Sport within the College of Professional Studies, is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In March 2018, the program was placed on probation due to a noncompliance with Standard Data Analysis: Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC examination.

Our Vision

To be the national leader of Performance Learning

Our Mission

To deliver on the Promise of education at Millikin, we prepare students for;

- Professional success
- Democratic citizenship in a global environment
- A personal life of meaning and value

Our Values

- Commitment to the discovery of knowledge
- Civil debate
- Passion and enthusiasm
- Dignity and respect for individuals
- A diverse and inclusive community
- Integrity and responsibility
- Advancement of the greater good

Millikin University Student Learning Goals

All University-wide learning goals directly support the Millikin University mission, commonly referred to as the three prepares: (1) professional success; (2) democratic citizenship in a global environment; and (3) a personal life of meaning and value. Students will achieve these goals through our distinctive commitment to Performance Learning or through traditional and innovative pedagogies.

Prepare One: Millikin students will prepare for professional success.

1. Students will learn to assess, read deliberately, critically evaluate, reflect on, integrate, and use appropriate resources for research and practical application.
2. Students will utilize qualitative and quantitative reasoning and the scientific method as tools in decision-making and creative problem solving.
3. Students will develop effective and appropriate oral communication skills for diverse public contexts.
4. Students will write effectively for a variety of audiences, particularly in order to contribute to existing and emerging knowledge within a professional community.
5. Students will develop comprehensive understanding of essential knowledge, principles, methods, and professional expectations in their chosen major in order to connect theory and practice within a professional environment.

Prepare Two: Millikin students will prepare for democratic citizenship in a global environment.

1. Students will develop an understanding of the interrelatedness of cultures and structures in the United States and the democratic processes that enable and encourage active citizenship in communities.
2. Students will develop an understanding of societies beyond the United States.
3. Students will develop an understanding of an issue of global importance and its associated ethical and social justice issues, and reflect on responsibilities of citizenship in a global community.
4. Students will demonstrate an understanding of diversity and the value of utilizing different perspectives when addressing organizational and societal issues and problems.
5. Students will reflect on how their own individual contributions as citizens help shape and change communities.

Prepare Three: Millikin students will prepare for a personal life of meaning and value.

1. Students will develop an understanding of themselves and the ability to reflect on and express their thoughts and feelings responsibly.
2. Students will develop skills to build satisfying relationships, and to work collaboratively and creatively with diverse others to manage personal, community, and professional problems.
3. Students will use ethical reasoning to analyze issues that impact their personal lives as well as their local, national, and global communities.
4. Students will critically engage in and/or analyze a creative, intellectual, and aesthetic process within the visual, dramatic, literary, and /or performing arts and enhance their capacity to enjoy their own and others' creative processes and products.
5. Students will use reflection to engage and examine issues that impact their personal lives as well as their local, national, and global communities in order to actively demonstrate their learning.

Performance Learning

The three hallmarks of Performance Learning

Performance Learning provides the student with opportunities to:

1. Partner with faculty, staff, and fellow students to create student-driven experiences, which exist within and beyond the academic discipline.
2. Engage with third-party stakeholders in a purposeful and professional manner.
3. Participate in reflective processes which advance professional growth by critically examining the continuous cycle of doing/ learning/ becoming.

The comprehensive definition of Performance Learning

Our founder, James Millikin, conceived of a university "where the scientific, the practical, and industrial shall have a place of equal importance, side by side with the literary and classical." We have built upon this legacy by designing an environment rich in Performance Learning where students are provided opportunities to experience real-world risks and rewards while combining theory and practice with imagination and innovation. Engaged in supportive partnerships with faculty and staff, our students practice their disciplines in the classroom and perform their disciplines through engagement with a global community of experts -- scientists, artists, authors, or other committed third-party stakeholders. Millikin students learn to shape their lives, own their careers, and impact their communities. We believe the best way to learn is to do and reflect -- in the classroom and beyond.

We call this innovative approach to education *Performance Learning*. Our commitment to provide all students in all disciplines opportunities for Performance Learning distinguishes Millikin University as a leader in higher education.

Our Educational Distinctive: The Millikin Program of Student Learning

Expect to be challenged. Expect to be changed. At Millikin, we challenge students to exceed their expectations and meet ours. We challenge students to be changed in order to meet the demands of the world with knowledge, skills, and values acquired through Millikin's Program of Student Learning.

The distinctive Millikin Program of Student Learning (MPSL) is designed to challenge minds from the student's very first week on campus and to transform lives throughout the education experience as students gain knowledge and expertise culminating in capstone courses in the majors that emphasize practical near-professional performances in their areas of expertise. The MPSL celebrates the potential of every student who comes to be challenged and transformed.

The strategy of the Millikin Program of Student Learning is to provide each student with appropriate challenges and necessary support in essential transitions for academic success in the first year of study, to continued development in advanced studies for breadth of knowledge and skills both within and beyond the major for several years, concluding with empowering academic student-mentoring into a productive professional life following undergraduate studies.

The components of the Millikin Program of Student Learning (MPSL) include: (1) an intensive major area of study in pursuit of student growth and professional success (2) the sequential and non-sequential University Studies program requirements, which includes a first-year experience opportunity for all incoming students. All students are required to complete a minimum of 124 credits to graduate, including at least 39 credits at the 300 level or above.

The Major

The Millikin Program of Student Learning has established guidelines for the structure of high-quality majors. At Millikin, each major is deliberately designed to offer students an intensive and collaborative learning experience customized to fit their needs in preparation for professional success. Millikin students begin with an introductory course in their major, as early as their first year, in which they learn about the curriculum and opportunities for study in the discipline. In their second year, students enter into a more concentrated inquiry of their major through critical analysis of primary texts and theories of the field. As the major progresses, faculty and students engage in collaborative efforts for academic inquiry and research, applying theory to practice in the field, which culminates in a performance learning moment. Each major has developed a Senior Capstone course or experience that features high-quality intellectual inquiry and near-professional performances of the student. To best suit student needs and demands of the major, approaches to implementing the capstone include apprenticeship learning, portfolios, problem solving, and academic inquiry seminars.

The University Studies Program: Expect To Be Changed

Reflection, writing, and ethical reasoning will guide your studies. Through the integration of reflection throughout the University Studies curriculum, you will explore and discover ways for developing a life of meaning and value. As you practice and polish your ethical reasoning skills and learn discipline based knowledge, you will come to understand and participate in a variety of opportunities to develop democratic citizenship in a local, national, and global scale. By asking you to write across the University Studies curriculum, we foster confidence in your ability to write for professional success.

Sequential Program Elements			Non-Sequential Program Elements
Year	Fall Semester	Spring Semester	
1	University Seminar (IN140) CWRR I (IN150)	CWRR II (IN151)	Creative Arts Natural Science with a Laboratory Oral Communication Studies Quantitative Reasoning International Cultures and Structures (2 courses)
2	U.S. Cultural Studies (IN250)	U.S. Structural Studies (IN251)	
3	Global Issues (IN350)		

The Millikin University First-Year Experience

Millikin University begins delivering on the promise of education from the moment that first-year students arrive on campus. Beginning with summer Orientation & Registration, first-year students start the transition to collegiate life through advising with faculty and through conversations with peer leaders relating to academic and social adjustment. At the beginning of the fall semester, students are placed in first-year learning communities consisting of 20 students. These learning communities help first-year students create connections to each other and to the Millikin community while providing structures for social and academic support. In addition to being mentored by an upper-class peer leader, each learning community completes two courses as a group during the fall semester (University Seminar and Critical Writing, Reading, & Research I). Each learning community starts the fall semester by participating in New Student Welcome Week, an extended welcome period in which students complete orientation activities, and connect with faculty and staff before upper-classmen arrive.

Millikin prepares first-year students for professional success, democratic citizenship in the global environment, and a personal life of meaning and value through challenging yet supportive curricular and co-curricular offerings. In the area of *professional success*, first-year students learn how to be critical thinkers and how to collect, evaluate and synthesize knowledge in University Studies courses like University Seminar and Critical Writing, Reading, & Research. Outside the classroom, first-year students apply critical thinking skills and develop leadership abilities through student-run organizations, through interaction and participation in residential life, and through intercollegiate athletics. In the area of *democratic citizenship in the global environment*, first-year students complete a service-learning project in University Seminar while learning to embrace diversity in the community through residential living and through intentional student development programming. Inside the classroom, first-year students prepare for a *personal life of meaning and value* by engaging faculty in discussion relating to ethics and integrity and by learning to become reflective thinkers in the University Studies Program's Seminar and Critical Writing, Reading, and Research courses. Outside the classroom, first-year students learn interpersonal skills and personal responsibility in the residence halls, through intercollegiate athletics, student-run organizations, and through campus support services.

In addition to ensuring the quality of curricular and co-curricular experiences within the University Studies Program, each academic major has deliberately created a course that introduces students to the major, engaging them within their chosen discipline during the first college year. Millikin is committed to providing a challenging yet supportive experience for new students, intentionally ensuring that full-time faculty are teaching and advising students during their first college year.

University Studies Program Sequential Requirements

All Millikin students take a sequence of University Studies courses designed to provide a challenging development through the first three years of study at Millikin. The sequential courses IN140, IN150, IN151, IN250, IN251, and IN350 form a common learning experience for undergraduate students at Millikin. Three learning threads are introduced and developed through the sequential requirements: (1) ethical reasoning, (2) reflection, and (3) intensive writing. The first year courses emphasize ethical reasoning and academic inquiry along with related skills necessary for academic success, including critical writing, reading, research, reflection, and communication. In the second year, all Millikin students take IN250 United States Cultural Studies and IN251 United States Structural Studies. Taught by faculty from across the disciplines, all students engage in ethical reasoning, writing, and reflection skills as they relate to the study of the diversity of cultures, institutions, and social structures in the United States. In the third year, we challenge all Millikin students to examine, reason, reflect, and write about global issues through IN350, which is taught by faculty from a variety of disciplines. The sequential University Studies requirements deliberately challenge students to prepare for academic success, to understand our own country's multicultural realities and to make connections to the international global society of the contemporary world. The sequence introduces and reinforces key skills necessary for success and provides students with various models for ways of knowing and for inquiry into broader and more important questions that may arise within or beyond the major's area of expertise. All along the way, students are asked to perform their learning through engagement in activities characteristic of democratic citizens in a global environment. Such performance provides the foundation necessary for students to actively engage in civic duties now and beyond.

University Studies Program Non-Sequential Requirements

The University Studies Program's non-sequential requirements may be taken by students any time throughout their undergraduate experience at Millikin. These requirements insure a breadth of learning and ways of knowing from a variety of academic disciplines and approaches to inquiry, including (1) a quantitative reasoning course, (2) a creative arts course, (3) a natural science with a laboratory course, (4) an oral communication studies course, and (5) international cultures and structure courses. Through course advising, students can select and shape the direction of these non-sequential University Studies requirements to complement and supplement learning opportunities in their majors. Students in a major or minor that delivers a non-sequential course or a sequential course outside of the first year (e.g., IN250, IN251, or IN350) may take it to fulfill both the non-sequential or sequential requirement of University Studies and a requirement in the major or minor, depending on requirements of the major or minor.

Global Awareness

Over the course of four years, students will complete nine credits in global and international coursework. Sequential Global Issues courses (IN350), taken during the junior year, explore a topic of global importance. Students will continue to develop their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.). The two-course non-sequential requirement, International Cultures and Structures, focuses on cultures and social structures outside the United States. "Culture" refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. "Social structures" refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Through a combination of opportunities offered through sequential and non-sequential studies, Millikin graduates will complete their education with a greater understanding of global awareness.

Immersion and Summer School Opportunities

The Millikin Program of Student Learning also provides students with opportunities for alternative approaches to courses and learning. Courses are offered in summer school sessions and as intensive short-term immersion studies in January, May, and August. These alternative time-structures provide unique opportunities for travel courses, workshops, internships, and special undergraduate research efforts. Recent examples of travel courses include ecology field studies in Alaska, poetry studies in Chile, business studies in Paris, theatre studies in London, Shakespeare in London, photography in the Southwest, urban studies in Chicago, and teaching experiences in the Dominican Republic as well as in China. Recent on-campus workshops and courses include web design, digital photography, Midwest literature, business communication, and many more. These immersion and summer school offerings provide special opportunities not available through the regular semester term and help students catch up or get ahead in their studies as needed. A study abroad course may fulfill the general education requirement for an international cultures & structures course.

University Studies Program Requirements

Sequential University Studies Course Requirements & Learning Goals

Dr. Robert Money, Faculty Coordinator for IN140, University Seminar

Dr. Julie Bates, Faculty Coordinator for IN 150/151, Critical Writing, Reading, & Research I & II

Dr. Dan Monroe, Faculty Coordinator for IN250/251, United States Cultural and Structural Studies

Dr. Carmella Braniger, Faculty Coordinator for IN350, Global Issues

IN140. University Seminar* (3)

First semester freshman year. This course is an introduction to academic inquiry at the college level. Seminar topics vary across sections. Each section engages students in critical and ethical reasoning, includes a service learning component, and addresses specific orientation topics.

The learning outcome goals for students taking IN140 are that students will be able to:

1. Use ethical reasoning to analyze and reflect on issues that impact their personal lives as well as their local, national, and/or global communities;
2. Reflect on the significance of contributions to community through service learning; and
3. Work collaboratively and creatively with diverse others.

*This course is waived for Transfer students with 12 or more credits.

IN150. Critical Writing, Reading, and Research I (3)

First semester freshman year. Course is designed to develop students as critical writers, readers, and researchers. Emphasis is placed on writing and reading as the path to critical thinking. Students are asked to read and critique texts actively, deliberately, and carefully; to write polished, informed essays for personal, public, and/or specialized audiences; and to reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities, and the world. Library research component is introduced and integrated into the course. Section offerings vary in approach. Must be completed with a C or better.

IN151. Critical Writing, Reading, and Research II (3)

Second semester freshman year. Course is designed to position students as successful writers, readers and researchers as they move into advanced coursework. In addition to continuing to develop reading and writing skills introduced in the first semester course, students will be asked to conduct research to participate in academic inquiry. Each student will write a research paper that demonstrates the ability to incorporate resources and contribute to academic discourses and communities. An extended and intensive library research component is integrated into the course. Section offerings vary in approach. Must be completed with a C or better. Pre-requisites: IN150.

The learning outcome goals for students taking CWRR I (IN150) and CWRR II (IN151) are that students will be able to:

1. Read critically to comprehend, analyze and evaluate texts;
2. Write polished, informed essays for personal, public and/or specialized audiences;
3. Conduct research to participate in academic inquiry; and
4. Reflect formally on engagements with critical reading, writing, and research to acquire, examine, and present self-awareness about those engagements.

* This course is NOT transferable for first year students in the Honors Program, see Honors Program requirements.

United States Studies Courses (IN250 & IN251)

The two-course US Studies requirement, taken during the sophomore year, explores both cultural (IN 250) and social-structural (IN 251) aspects of the United States. Students will develop their understanding of democratic citizenship, with a focus on ethics and justice, as it relates to topics that affect the United States. These courses include a research component, are writing intensive, and require exploration of primary sources (e.g., texts, scores, performances, artifacts, etc.). A democratic society is a collaborative and participatory enterprise in which the legitimacy of public authority rests on the consent of the citizenry. Responsibilities of democratic citizenship include making informed decisions about voting, demonstrating knowledge about public affairs, engaging in civil discourse, understanding and actively participating in democratic political processes, being able to analyze and evaluate news and information, cultivating and effectively advocating opinions on matters of public policy, understanding and evaluating diverse opinions, supporting free speech, being involved in community service that addresses public problems, and recognizing that an individual's actions affect the world.

IN250. United States Cultural Studies (3)

Sophomore year. United States Cultural Studies courses explore the diversity of cultures in the United States, including historical perspectives that inform contemporary understandings of diversity issues. Culture refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc.). Pre-requisite: Sophomore standing.

The learning outcome goals for students taking a course that fulfills the United States Cultural Studies requirement are that students will be able to:

1. Analyze diverse cultures in the United States through the use of discipline-appropriate sources;
2. Use ethical reasoning to make a judgment about some aspect of the culture of the United States.
3. Reflect on your responsibilities as a democratic citizen in the United States.

IN251. United States Structural Studies (3)

Sophomore year. United States Structural Studies courses explore the diversity of groups and institutions in the United States, including historical perspectives that inform contemporary understandings of diversity issues. Social structures refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Students will build on their introduction to ethical thinking by considering ethical and social justice issues and their responsibilities for democratic citizenship. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, scholarly research, music, artifacts, etc.). Pre-requisite: Sophomore standing.

The learning outcome goals for students taking a course that fulfills the United States Structural Studies requirement are that students will:

1. Analyze social structures within the United States through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of the structure of the United States.
3. Reflect on your responsibilities as a democratic citizen in the United States.

IN350. Global Issues (3)

Junior year. Global Issues courses, taken during the junior year, explore a topic of global importance. Students will continue to develop their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.). Prerequisite: Junior standing.

The learning outcome goals for students taking a course that fulfills the Global Issues requirement are that students will be able to:

1. Analyze a topic of global importance through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of a global issue.
3. Reflect on your responsibilities as a democratic citizen in a global environment.

Non-Sequential University Studies Course Requirements & Learning Goals**Creative Arts (3)**

Creative Arts courses such as courses in literature (e.g., fiction, poetry, drama), the arts (e.g., painting, sculpture, architecture, design, music, theatre and dance, film, photography, new media), and the history/philosophy of art examine mediums that explore and express the potential of human imagination and the value of human artistic production. In courses fulfilling this requirement, students will engage with issues involved in making, interpreting, analyzing, and evaluating written texts, musical works, visual and material culture, performing arts, and other media presentations in the context of the histories and cultures that have shaped and been shaped by their production. Students enrolled in these courses will increase their ability to understand themselves and others and will enhance their capacity to enjoy their own and others' creative processes and products.

The learning outcome goals for students taking a course that fulfills the creative arts requirement are that students will:

1. Investigate discipline-specific creative process;
2. Analyze the art using discipline-appropriate vocabulary; and
3. Evaluate how art relates to an individual life of meaning and value.

Natural Science with a Laboratory (4)

In a natural science with a laboratory course, students utilize qualitative and quantitative reasoning and the scientific method as tools in decision making and creative problem solving. Examples include, but are not limited to, Biology 102, 125, 130, 204; Chemistry 114, Physics 100/104, 101/105; or any approved Lab-Science course.

The learning outcome goals for students taking a natural science course with a lab are that students will be able to:

1. Use logic and the scientific method to analyze the natural world and solve problems.
2. Examine the global and personal importance of scientific issues.
3. Connect theories and descriptions found in lectures and textbooks with real-world phenomena in laboratory and field environments.

Oral Communication Studies (3)

One three-credit course in oral communication is required. This requirement may be satisfied by taking Public Speaking, CO 200 or Business and Professional Communication, CO 242. Majors in the Tabor School of Business must take Business Conversations, BU 230. This requirement should be completed during the Freshman or Sophomore year.

Oral Communication Studies courses combine communication theory with the practice of oral communication skills. Students will develop effective and appropriate oral communication skills for diverse public contexts. Oral Communication Studies course: (1) develop awareness of the communication process; (2) provide intentional, organizational, and expressive strategies; (3) promote understanding of and adaptation to a variety of communication contexts; and (4) emphasize critical skills in listening, reading, thinking, and speaking.

The learning outcome goals for students taking an oral communication course are that students will be able to:

1. understand and demonstrate communication processes through invention, organization, drafting, revision, editing, and presentation;
2. analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view;
3. select appropriate communication choices for specific audiences;
4. use authority, point of view, and individual voice and style in communications; and
5. participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

Quantitative Reasoning (3 - 4)

Quantitative reasoning courses teach students how to utilize qualitative and quantitative reasoning and the scientific method as tools in decision making and creative problem solving. The learning outcome goals for students taking an approved QR course are that students will be able to:

1. use deductive reasoning in a formal, symbolic, axiomatic system, and
2. apply the theorems of the system.

In order to satisfy the QR requirement, students must both demonstrate mathematical competency AND pass an approved QR course. Mathematical competency is demonstrated in one of the following ways.

- An ACT mathematics subscore 22 or greater
- A SAT mathematics subscore 540 or greater
- A score of 3 or greater on the Millikin Mathematics Placement exam
- Successful completion of MA098.

Students who have not demonstrated mathematical competency by means of their ACT mathematics subscore, SAT mathematics subscore, or Millikin Mathematics Placement Exam score are placed into mathematics courses according to the following table.

Placement for Students who have <u>not</u> demonstrated mathematical competency			
<i>ACT-Math Score</i>	<i>SAT-Math Score</i>	<i>Millikin Mathematics Placement Exam Score</i>	<i>Enroll in</i>
18 or lower	489 or lower	0 - 1	Mathematics Enrichment Program
19, 20, or 21	490 - 530	2	MA098

A student may take the Millikin Mathematics Placement Exam a maximum of two times.

Examples of approved QR courses are:

- Any three or four credit mathematics course numbered above 098
- PH113 (Logic & Critical Thinking)
- SO/PS 201 (Statistical Methods in the Behavioral Science)
- BI240 (Analysis of Biological Data)
- The two course sequence MT111/112 (Music Theory 1)
- TH453 (Technical Direction)

Prerequisites for these courses vary. Consult the departmental course listings.

Transfer students may meet the Quantitative Reasoning requirement with a qualified course transferred from a previous school or by completing the Associate of Arts or Science degree. However, if the student is required to take additional mathematics courses at Millikin, he or she must demonstrate mathematical competency as defined above.

International Cultures and Structures (6 - 8)

This two-course requirement focuses on cultures and social structures outside the United States. It may be satisfied by courses in modern language, internationally focused courses from a variety of disciplines, study abroad courses, or a combination of these. Culture refers to learned systems of meanings, and their representations, that people use to interact with the world around them, including language, values, beliefs, norms, traditions, customs, history, art, and artifacts. Social structures refers to generally stable patterns of interactions, from the smallest units found in individual social relationships, through larger economic, political and social institutions in societies, to worldwide systems of relationships among nations. Each course must address culture and/or social structure. Students in a major or minor that delivers a course in International Cultures and Structures may take it to fulfill both the non-sequential requirement and a requirement in the major or minor, depending on requirements of the major or minor.

The learning outcome goals for students taking a course that fulfills the ICS requirement are that students will:

1. analyze culturally diverse points of view through examination of primary sources;
2. comprehend cultures and/or social structures of countries outside the United States; and
3. compare cultural and/or social structures found in countries outside the United States to those found within the US.

A single course may be used to satisfy no more than two requirements of an Academic Degree, an Academic Major, an Academic Minor, an Academic Concentration, or Academic Certificate for a student's Undergraduate or Graduate academic credential.

Honors Program

www.millikin.edu/honors

Dr. Michael Hartsock, Director (217) 424-6265

Mission Statement of the Honors Program:

The Honors Program is an interdisciplinary community of dedicated and intellectually curious Honors Students and Honors Faculty. Honors Students are afforded enriched curricular and co-curricular opportunities which enable them to reach their highest potential by challenging them intellectually and preparing them for lives of integrity, value, and professional success. Honors Students not only distinguish themselves within their disciplinary homes, they develop, demonstrate and discover significant cross-disciplinary and interdisciplinary knowledge and perspectives. Based on the belief that excellence requires engagement, the program seeks creative avenues for integrating theory and practice, enhancing critical thinking, examining ethics and values and fostering the development of better citizens and successful leaders.

Goals of the Honors Program: The Honors Program will afford intellectually curious students a forum for the interdisciplinary and collaborative exchange of ideas through distinctive, innovative, and student-driven approaches to learning:

- Honors Students will understand and apply diverse discipline specific research methods and knowledge.
- Honors Students will acquire and apply ethical reasoning and critical thinking skills.
- Honors students will analyze and evaluate normative and descriptive claims using ethical reasoning and critical thinking skills.
- Honors Students will analyze and evaluate interdisciplinary scholarship related to topics of local, national and global import which are too large, complex or important to be understood from a single academic discipline or cultural perspective.
- Honors Students will create individualized & self-motivated scholarship or creative projects.
- Honors Students will understand and communicate the significance and outcomes of independent scholarship to the honors and University community with oral and written presentations.
- Honors Students will engage in activities which enrich and serve the Honors, Millikin, and larger community.

Honors Program Overview:

The Honors Program invites entering freshman who achieve either an ACT composite score of 27, or a SAT composite score of 1260, and a record of academic success in college preparatory courses to apply to the Honors Program. Students who are not automatically invited by the above criteria may petition the Honors Director based on other meritorious credentials. Application forms may be requested from the Office of Admission. Honors Students must maintain a cumulative grade point average of 3.3 out of 4.0. Transfer students who participated in the honors program at their most recent former institution of higher education are invited to petition the Honors Director for admission into Millikin University's Honors Program. Students transferring from two-year institutions with which Millikin has a formal Honors Program articulation agreement are automatically invited to apply for the Honors Program. Honors coursework will be transferred as determined by the Honors Director and the University Registrar. Students who have earned an Associates of Arts or an Associate of Sciences and successfully completed their 2 year institution's honors program will be regarded as having met all 100 and 200 level honors program requirements.

The Honors Program also carries with it several unique opportunities and advantages. Honors courses are taken with all and only Honors Students, and those courses are small and student-driven. Compared to the standard University Studies Program, the Honors Curriculum is fewer total required credit hours. Combined, these features give Honors Scholars the space and the intellectual environment in which they can flourish both as a scholar and a person. In addition, Honors Students are permitted to register for classes early, Honors Students in good standing (cumulative GPA of 3.3 or better) are may register for up to 21 credits per term at the normal, full-time undergraduate tuition rate specified elsewhere in this bulletin, and Honors Students have 24-hour access to the Honors Lounge for studying or meeting space.

In addition to the Honors Program Curriculum, the Honors Program also encompasses two special programs: The Presidential Scholars Program and the James Millikin Scholars Program. The Presidential Scholars Program includes a full tuition scholarship and is offered to a select number Honors qualified high-school seniors. The James Millikin Scholars Program is an opportunity for any qualified third year student (or equivalent) to engage in an independent research or creative project. See the relevant sections for each program later in this entry.

Honors Program Curricular Requirements

Honors Students follow the Honors curriculum presented here rather than the University Studies Program Requirements presented elsewhere in the bulletin. Honors Students are still responsible for all other applicable requirements as defined by their academic programs of study (e.g., college and major specific requirements).

It is also expected that Honors Students contribute significantly to both the honors community and the campus and larger community through service and outreach activities. A minimum of 10 hours of such engagement is required per semester and must be documented through the Honors Program Office. Engagement is defined as participation in sanctioned Honors Program events or campus or community service performed under the auspice of the Honors Program.

Honors Students must complete the following courses (29 credits):

- HN183. Honors University Seminar (3 credits)
- HN150. Honors Writing Studio I (3 credits)
- HN151. Honors Writing Studio II (3 credits)
- Three of the following (9 credits total):
 - HN202. Creative Arts Honors Seminar (3 credits)
 - HN203. Humanities Honors Seminar (3 credits)
 - HN204. Natural Science Honors Seminar (3 credits)
 - HN206. Social Science Honors Seminar (3 credits)

- HN207. Mathematics Honors Seminar (3 credits)
- HN300. Honors Interdisciplinary Colloquium (3 credits)
 - Students may meet this requirement by taking an additional HN350 course.
- HN350. Honors Global Interdisciplinary Colloquium (3 credits)
 - Students may take one HN350 course while studying abroad during the spring or fall term.
- HN490. Honors Independent Study (4 credits) May be articulated with a course or set of courses in another academic department (e.g., research hours in the natural sciences or an internship) via the Honors Program Capstone Contract.
- HN400. Honors Symposium (1 credit)

Honors Capstone Project:

The Honors Capstone project provides Honors Students with an opportunity to pursue artistic achievement, traditional or interdisciplinary research, or service-learning and community-based projects. The Honors Capstone could be an enrichment or extension of an academic project, creative activity, or practical experience in which the student is already engaged through her major area of study. It could also be a fully distinct project of the student's choosing. To qualify as an Honors Capstone Project, a project must be judged to be of Honors-level work by the Honors Director and the Student's Honors Project Advisor.

Honors Courses (HN) Credits:

HN183. Honors University Seminar (3 credits):

(Includes Welcome Week) The topics of these courses will vary from year to year, but are focused on developing ethical reasoning and critical thinking skills.

HN150. Honors Writing Studio I (3 credits):

This course is designed to engage Honors students in developing advanced skills as critical writers, readers, and researchers in a workshop setting, with emphasis on development of voice and critical thinking. Students will read and critique texts actively, deliberately, and carefully; write polished, informed essays for personal, public, and/or specialized audiences; and reflect on the uses of reading and writing in their public and personal lives to better understand themselves, their communities, and the world. Near the end of the fall semester, students will conceptualize and propose an intensive research-based writing project, which they will implement during HN 151 the following semester. Students will consult with their assigned librarians on the development of their project proposals. Section offerings vary in approach.

HN151. Honors Writing Studio II (3 credits):

This course is designed to position Honors students as successful writers, readers, and researchers as they move into advanced coursework in their majors and in the Honors Program, with an emphasis on undertaking critical inquiry and writing in increasingly sophisticated ways for a variety of rhetorical contexts. Students will spend the majority of the semester working in a workshop setting to carry out the intensive research-based writing project they proposed in HN 150, in consultation with their professor, peer writing group, and assigned librarian. After completing a polished, written version of their writing project, students will remix that project for a different audience using multiple modes and media. The semester will conclude with the Honors Writing Studio Showcase, at which all students will present and reflect on the remixed versions of their intensive writing projects to an audience of peers, faculty, and community members. Section offerings vary in approach. Pre-requisites: HN 150

HN202. Creative Arts Honors Seminar (3 credits):

Honors Seminars are topic-oriented courses that introduce students to diverse discipline specific research methods and knowledge or artistic and creative endeavors through innovative and student driven learning experiences. Topics covered in Creative Arts Honors Seminars are from music, the visual arts, theatre, and creative writing. Creative Arts Honors Seminars engage students in artistic or creative processes or the analysis of such processes.

HN203. Humanities Honors Seminar (3 credits):

Honors Seminars are topic oriented courses that introduce students to diverse discipline specific research methods and knowledge or artistic and creative endeavors through innovative and student driven learning experiences. Topics covered Humanities Honors Seminars are from Philosophy, History, English, and Modern Languages. Humanities Honors Seminars engage students with and in research in the Humanities.

HN204. Natural Science Honors Seminar (3 credits):

Honors Seminars are topic oriented courses that introduce students to diverse discipline specific research methods and knowledge or artistic and creative endeavors through innovative and student driven learning experiences. Topics covered in Natural Science Honors Seminars are from Chemistry, Biology, and Physics. Natural Science Honors Seminars engage students in and with research in the natural sciences.

HN206. Social Science Honors Seminar (3 credits):

Honors Seminars are topic oriented courses that introduce students to diverse discipline specific research methods and knowledge or artistic and creative endeavors through innovative and student driven learning experiences. Topics covered in Social Science Honors Seminars are from Psychology, Sociology, Political Science, Economics and Anthropology. Social Science Honors Seminars engage students in and with research in the social sciences.

HN207. Mathematics Honors Seminar (3 credits):

Honors Seminars are topic oriented courses that introduce students to diverse discipline specific research methods and knowledge or artistic and creative endeavors through innovative and student driven learning experiences. Topics covered in Mathematics Honors Seminars are from Mathematics, Logic and Statistics. Mathematics Seminars engage students in quantitative reasoning.

HN300. Honors Colloquia (3 credits):

Honors Colloquia are essentially interdisciplinary, topic oriented courses in which students are challenged with and engaged in interdisciplinary scholarship. Interdisciplinarity recognizes that many of the questions and challenges we face cannot be understood from within the framework of a single discipline or methodology. Knowledge from various disciplines is integrated and diverse methodologies are synthesized to solve complex problems and understand fundamental issues. Honors Colloquia may be team taught.

HN350. Honors Global Issues Colloquium (3 credits):

Global Honors Colloquia are essentially interdisciplinary and focused on a topic of global import in which students are challenged with and engaged in interdisciplinary scholarship. Interdisciplinarity recognizes that many of the questions and challenges we face cannot be understood from within the framework of a single discipline or methodology. Knowledge from various disciplines is integrated and diverse methodologies are synthesized to solve complex problems and understand fundamental issues. Global Honors Colloquia focus on a particular topic (or set of related topics) which has transnational or transcultural significance. Global Honors Colloquia may be team taught.

HN490. Honors Capstone Independent Study (4 credits total):

Independent study credits, taken with the faculty with whom the Honors Student will be working with for the Honors Capstone Project. Disciplinary Independent Study courses may be substituted for HN491 (e.g., BI391, Biology Research) as approved by the Honors Director.

HN400. Honors Capstone Symposium (1 credit):

In this course, Honors Students showcase and discuss their capstone Honors Projects with their Honors Program peers and faculty. Students must be able to communicate fundamental and essential aspects of their capstone project to their Honors Program Peers. This will include a clear articulation and defense of the nature and significance of the project, its method or media, and its results or outcomes. This course should be taken during the semester in which the student plans to complete their Honors Capstone Project (usually first or second semester of their Senior Year).

Probation or Dismissal Due to GPA:

- To be in good standing with the Honors, JMS or Presidential Scholars Programs, students must maintain a 3.3 out of 4.0 cumulative GPA.
- Any Honors, JMS or Presidential Scholar whose cumulative GPA drops below 3.3 shall be placed on probation from the respective program.
- A student on probation will remain on probation so long as their subsequent term GPAs remain 3.3 out of 4.0 or better.
- A student on probation will be removed from probation and considered in good standing if their cumulative GPA rises above 3.3 out of 4.0.
- A student on probation will be dismissed from the Honors, JMS or Presidential Scholars programs if any subsequent term GPA drops below 3.3 out of 4.0.
- Students who are given notice of dismissal will have 10 business days to appeal their expulsion to the Honors Committee. The Honors Director and the Honors Committee retain full discretion to accept or reject the appeal. Students who appeal their expulsion will be required to submit a mitigation letter, accompanied by two letters of support from faculty. Such students may also be required to agree to a retention plan and contract with the Honors Director. A student whose appeal is accepted will remain on probation.

Students Leaving the Honors Program:

Honors students who voluntarily or involuntarily leave the Honors Program must fulfill all MPSL requirements in order to be eligible for graduation. The following are Honors and University Studies course equivalences.

- HN183 fulfills the University Seminar (IN140) requirement
- HN150 fulfills the IN150, CWRR I requirement
- HN151 fulfills the IN151, CWRR II requirement
- HN202 fulfills the Creative Arts requirement.
- HN203 fulfills the US Cultures (IN250) requirement. It may also fulfill the literature requirement for BA students or the historical studies requirement for A&S students, depending on course content.
- HN204 fulfills the Natural Science with a lab requirement.
- HN206 fulfills the US Structures (IN251) requirement.
- HN207 fulfills the Quantitative Reasoning requirement.
- HN350 (Global Colloquium) fulfills the Global Studies (IN350) requirement.

James Millikin Scholars Program

Dr. Michael Hartssock, Director

While the Millikin Honors Program is a complete four year honors experience which includes opportunities for independent research and creative work, some students are driven to and capable of engaging in additional fully independent and novel scholarship or creative pursuits. Established in 1974, the James Millikin Scholars Program (JMS) is a highly selective program designed to facilitate the activities of these exceptional students. Any Junior with a cumulative GPA of 3.3 is invited to apply (see admission requirements below). All students accepted into the JMS program are awarded up to \$500 in project funding. This funding can be used for project expenses, travel to present the work at conferences, etc. Additional funds may be requested based on availability and merit. All James Millikin Scholars must present their completed project at the James Millikin Scholars Conference, which is typically held the Saturday after Celebration of Scholarship, in April. Alternative arrangements will be made for James Millikin Scholars who graduate early.

Goals of the James Millikin Scholars Program:

The JMS program shares the fundamental learning goals of the Honors Program. The primary difference is that James Millikin Scholars are expected to produce novel and independent scholarship or creative products. Furthermore, the JMS product should be made available for assessment by external stakeholders. (This could be accomplished through publication, presentation at a conference, or public performance or exhibition.) Upon completion of the JMS Program,

- James Millikin Scholars will understand and apply diverse discipline specific research methods or creative or scholarly processes and knowledge.
- James Millikin Scholars will create novel & independent scholarship or creative projects.
- James Millikin Scholars will understand and communicate the significance and outcomes of independent & unique scholarship or creative activity to the honors and University community with oral and written presentations.
- James Millikin Scholars will have the opportunity to make creative or scholarly products accessible for evaluation by external stakeholders.

Admission into the James Millikin Scholars Program:

In ordinary cases, students apply for JMS during the fall of their third year at Millikin University. However, accommodations regarding the timing of the application process may be made for transfer students, students who plan to graduate early, students who are studying abroad, or student teaching. Accommodations are granted at the discretion of the Honors Director and the Honors Committee. All applicants must have a cumulative GPA of 3.3 or better on a 4.0 scale.

Applicants must present a well-developed and faculty approved application narrative that adequately describes an independent research or creative project. Applicants will select and work with a project advisor, who should be a full-time Millikin faculty member. The proposed project must be significant and fully distinct from any other work the applicant has done or will do for academic credit. Each year, approximately 10-15 students will be accepted into the James Millikin Scholars Program, but only high-quality applications will be accepted. Applications will be reviewed by the Honors Director and Honors Committee, which retains full discretion for the acceptance or rejection of an applicant.

Project application narratives should be at least 1,000 words and include:

- A clear statement of the research question(s) or creative project theme.
- A clear statement of the significance of the question or theme.
- A literature review that provides specific background knowledge on the topic.
- A thorough examination of the proposed research or creative activity and the expected goal or outcome.
- A statement of methodology which demonstrates a clear understanding of the discipline appropriate methods and how they are related to your proposed project.
- A detailed budget of expected expenses, if applicable.

Honors Students accepted into the James Millikin Scholars Program must complete (29 – 31 credits):

- HN183. Honors University Seminar (3 credits)
- HN150. Honors Writing Studio I (3 credits)
- HN151. Honors Writing Studio II (3 credits)
- Three of the following (9 credits total):
 - HN202. Creative Arts Honors Seminar (3 credits)
 - HN203. Humanities Honors Seminar (3 credits)
 - HN204. Natural Science Honors Seminar (3 credits)
 - HN206. Social Science Honors Seminar (3 credits)
 - HN207. Mathematics Honors Seminar (3 credits)
- HN350. Honors Global Interdisciplinary Colloquium (3 credits)
 - Students studying abroad for Millikin credit may satisfy this requirement with either HN300 or HN350. This requirement may not be met by completing an HN350 eligible course at a partner institution.
- HN491. JMS Independent Study (6 credits) May be articulated with a course or set of courses in another academic department (e.g., research hours in the natural sciences or an internship) via an Honors Program Capstone Contract. These credits should be spread out over the term of the project (usually 6th, 7th, and 8th semesters).
- HN492. JMS seminar (2-4 credits) James Millikin Scholars must be enrolled in one credit of JMS Seminar each semester they are active in the program.

All other students accepted into the James Millikin Scholars Program must complete (8-10 credits):

- HN491. JMS Independent Study (6 credits) May be articulated with a course or set of courses in another academic department (e.g., research hours in the natural sciences or an internship) via an Honors Program Capstone Contract. These credits should be spread out over the term of the project (usually 6th, 7th, and 8th semesters).
- HN492. JMS seminar (2-4 credits) James Millikin Scholars must be enrolled in one credit of JMS Seminar each semester they are active in the program.

Nota bene: Completion of the JMS project does not alter the University Studies Requirements for non-honors JMS students.

James Millikin Scholars Courses:**HN491. JMS Independent Study (6 credits total):**

Independent study credits, taken with the faculty with whom the Honors Student will be working with for the JMS Project. Disciplinary Independent Study courses or research hours may be substituted for HN491 (e.g., BI391, Biology Research) as approved by the Honors Director.

HN492. James Millikin Scholars Seminar (2-4 credits total):

For students in the JMS Program, this seminar will allow students to meet and discuss progress on the honors project and to integrate materials from a variety of courses. This seminar is designed to help students work to develop projects, give them a forum for sharing research ideas/problems/questions, allow them to make connections among courses and keep ties with their honors peers.

Probation or Dismissal Due to GPA:

- To be in good standing with the JMS Program, students must maintain a 3.3 out of 4.0 cumulative GPA.
- Any JMS student whose cumulative GPA drops below 3.3 shall be placed on probation from the respective program.
- A student on probation will remain on probation so long as their subsequent term GPAs remain 3.3 out of 4.0 or better.
- A student on probation will be removed from probation and considered in good standing if their cumulative GPA rises above 3.3 out of 4.0.
- A student on probation will be dismissed from the JMS program if any subsequent term GPA drops below 3.3 out of 4.0.
- Students who are given notice of dismissal will have 10 business days to appeal their expulsion to the Honors Committee. The Honors Director and the Honors Committee retain full discretion to accept or reject the appeal. Students who appeal their expulsion will be required to submit a mitigation letter, accompanied by two letters of support from faculty. Such students may also be required to agree to a retention plan and contract with the Honors Director. A student whose appeal is accepted will remain on probation.

Students Leaving the JMS Program:

Honors Students who leave the JMS program may, if eligible, complete the Honors Program requirements in order to be eligible for graduation. Otherwise, Honors Students leaving the JMS program must complete the University Studies Program Requirements. The following are a list of relevant equivalencies:

- HN350 (Global Colloquium) fulfills the Global Studies (IN350) requirement.
- HN491 will be substituted as HN490.

Any honors student leaving the JMS program must complete the Honors Capstone requirement. Work done toward the JMS project may be counted toward capstone work, if approved by the Honors Director.

Presidential Scholars Program

Dr. Michael Hartsock, Director

The Presidential Scholars Program was established in 1984 as the University sought to identify students who combine outstanding academic records with service to their communities (broadly defined) and leadership in community and school activities. Students chosen as Presidential Scholars receive full-tuition scholarships. Honors qualified high-school seniors are invited to apply and are interviewed by a panel of faculty and current honors students. Presidential Scholars must maintain a 3.3 cumulative grade point. Presidential Scholars are required to participate in the Honors Program and have a four-year residency requirement. Presidential Scholars are further expected to engage in campus and community leadership and serve as a positive role model for other students. Presidential Scholars are encouraged, but not required to participate in the JMS program. Presidential Scholars who leave the honors program, voluntarily or involuntarily, forfeit the full-tuition Presidential Scholarship.

Admission

Traditional New (First-year) Student Admission

The curriculum at Millikin University is designed for capable students who will respond to and benefit from the challenges of higher education. Applications for admission will be accepted upon completion of coursework equivalent to six semesters of high school credits.

The Admission Office carefully reviews the credentials of each candidate, emphasizing the candidate's secondary school record, results on the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the American College Test (ACT) administered by the American College Testing program and information asked for on the application for admission. Applicants for admission should take the SAT or ACT near the end of the junior year in high school at the very latest and arrange for the results to be sent directly to Millikin. (Institutional Code: 1470 for SAT and 1080 for ACT). Complete information on test locations, test dates and procedures for taking the examination are available from high school counselors as well as websites for the testing agencies, <https://www.act.org> and <https://collegereadiness.collegeboard.org/sat>.

Of equal importance are favorable recommendations from a current teacher and an official from the candidate's secondary school. Qualified candidates will be accepted without regard to race, religion, sex, age, sexual preference, or national or ethnic origin. Although not required, a visit to the campus and an interview with the admission staff is highly recommended. A visit to campus will assist the prospective student (and family) in becoming acquainted with Millikin's campus community and programs. Several campus visit days are held for prospective students and their families throughout the year, and visitors are also welcome to schedule individual visits through the Admission Office at any time.

The Office of Admission conducts a holistic evaluation of all freshman candidates. Admission is based upon completion of at least 15 (preferably 16) units of work completed at an accredited secondary school that fulfill the school's graduation requirements. The academic review consists of evaluating the candidate's high school coursework, grade point average and performance on standardized testing such as the ACT or SAT. Additional qualities considered include but are not limited to leadership, contribution to and involvement in high school, and letters of recommendation. Students who fall outside generally acceptable standards may be further considered by the Committee for Students and Academic Standards. The General Education Development (GED) test may be considered in lieu of the secondary school record in certain circumstances.

Credit in Escrow

Qualified high school students may earn college credit to be held in escrow at Millikin University. To be eligible, the student must have completed the junior year of high school, have earned 13 units, rank in the upper one-third of the student's class, and be recommended by the student's high school counselor or principal. A student who meets these criteria may take one or two courses each semester or during an Immersion (Summer or January) term. Credits will be granted upon graduation from high school. It is the student's responsibility to provide Millikin with a copy of the final high school transcript following graduation.

Advanced Placement (AP)

Millikin University, in most circumstances, will award credit and appropriate placement to students with CEEB Advanced Placement Examination grades of 3, 4 or 5. The University Registrar will make the final decision regarding acceptance of AP credit. Exemptions from specific courses will be granted subject to departmental recommendation. See chart under section entitled Academic Policies and Grading Systems.

International Baccalaureate (IB)

Millikin University recognizes the International Baccalaureate program and awards six to eight semester credits for each higher level examination score of 5, 6, or 7. Credit will be awarded in general areas depending upon the subject completed by the student. No credit will be awarded for subsidiary exam results. The University Registrar will make final decisions regarding acceptance of IB credit. Exemptions from specific courses will be granted subject to departmental recommendation.

Credit by Examinations

In addition to the AP and IB programs, Millikin offers the qualified student an opportunity to earn credit and advanced standing by successfully completing proficiency examinations in certain University Studies and other courses.

The University grants credit for the College Level Examination Program (CLEP) on the basis of a score at or above the 50th percentile provided the student has not attended secondary school in the past three years and cannot be attending the traditional day program to qualify for CLEP credit. From 3 to 6 Credits may be awarded on the basis of the exam completed. In general, credit will be awarded in areas outside the area of the student's major. CLEP credit cannot be awarded if the student has already attempted the course. CLEP exams can only be attempted once and cannot be repeated.

Students completing majors in education cannot receive CLEP credit in English. Credits may be applied to University Studies requirements or counted as elective credit. A maximum of 30 semester credit hours from non-classroom experiences through a combination of nationally recognized exams and proficiency examinations may be applied toward the degree.

Credit by Proficiency:

The purpose of proficiency examinations are to allow students to receive credit for knowledge acquired previously and to allow students to enroll in more advanced courses or to add breadth to their academic programs. Proficiency evaluations are optional and recommended only for students who are particularly knowledgeable in the discipline in which the evaluation is taken. Specific information about proficiency evaluations available, the nature of a given evaluation, study guide availability, and test dates may be obtained directly from the appropriate department or school office. Credit by proficiency evaluation is equivalent to credit earned by enrollment in a course for purposes of satisfying the university residency requirement, a major requirement, a minor requirement, a general education requirement, and the total hours for a degree requirement. Credit by proficiency will not factor in the determination of honors, probation, or GPA. No more than 50% of an academic credential may be satisfied with credits earned through proficiency.

Proficiency evaluations and course credit resulting from successful completion are given in accordance with the following rules:

1. Individuals must be admitted to study or enrolled as a Millikin University student at the time the request for proficiency examination is made.
2. Current students must be in good academic standing at Millikin University. The Registrar must confirm the eligibility of the student to earn credit through demonstrated proficiency.

3. The student may make only one attempt to earn proficiency credit for a course.
4. A student is not eligible for credit by proficiency examination for a course if any of the following conditions is satisfied:
 - a. There is already an entry on the student's permanent record for the course.
 - b. The course substantially duplicates one or more courses accepted for college entrance or for transfer of credit.
 - c. The student has credit in one or more courses in the subject more advanced than the proficiency course.
 - d. The student is currently enrolled in the course or in a course more advanced than the proficiency course.
5. The form used to request completion of a proficiency exam should be completed by the student and submitted to the Office of the Registrar. The Registrar will confirm eligibility and forward a request for exam to the appropriate department chair or school director.
6. A report on the outcome of a proficiency exam will be forwarded to the Dean, reporting the score and including a recommendation regarding the awarding of credit for the course. The Dean will, in turn, report the recommendation for credit by proficiency to the Office of the Registrar.
7. Credit by proficiency examination is entered on the permanent record with a grade of 'P' associated with the number of credit hours paid for and approved.
8. Students with disabilities should notify the appropriate departmental office of the need for any special accommodations prior to the date of the proficiency examination. Accommodations will be coordinated by professional staff in the Center for Academic and Professional Performance (CAPP).

Special Admission Policies

Department of Art. In addition to being approved for admission to Millikin University, students who wish to pursue a degree in any Art program must submit a separate application to the Department of Art and participate in an interview/portfolio review. Interviews/Portfolio reviews are held on announced dates or can be arranged on an individual basis.

School of Music. In addition to being approved for admission to Millikin University, students who wish to major or minor in Music must submit a separate application to the School of Music and participate in an audition. Auditions are held on announced dates or can be arranged on an individual basis. If necessary, a student may meet the audition requirement by furnishing a recorded performance.

Theatre/Musical Theatre BFA Programs. In addition to being approved for admission to Millikin University, students who wish to pursue a Bachelor of Fine Arts degree in Theatre or Musical Theatre must submit a separate application to the School of Theatre and Dance and complete a successful audition or interview with appropriate School of Theatre and Dance faculty. Auditions are held on announced dates. Students must pass a second audition/interview at the end of their freshman year to continue in BFA programs.

Teacher Education. A student wishing to teach at the early childhood, elementary, middle or high school level should be aware of the special requirements for teacher certification programs. These requirements are described in the School of Education section of this Bulletin.

Mathematics, Chemistry, or Physics. Four units of high school mathematics are recommended for students who plan to major in one of these disciplines.

School of Nursing. Admission in the Nursing major is based upon the following equally important factors: 1) the candidate's secondary school record, including one unit each of laboratory courses in biology and chemistry, and two units of mathematics; 2) an ACT or SAT performance which predicts success in the nursing program; and 3) rank in the top quarter of his/her high school graduating class. The Director of the School of Nursing will review records of applicants at variance with these expectations. Each student is evaluated individually.

Re-Admission to Millikin

Students who have voluntarily withdrawn or who have been suspended from Millikin and wish to return to the University must apply for re-admission online.

Students must have a completed application on file and be approved for re-admission no later than **three weeks** prior to the start of the term for which they are requesting admission.

A personal statement on why the student wishes to return to Millikin must accompany all applications. Students who are applying after being academically suspended need to outline the reasons they believe the grades earned were not indicative of their academic ability and how they plan to improve their academic record should they be re-admitted to Millikin.

All applications for re-admission must meet the following criteria for approval:

1. The Director of the Office of Student Financial Services must approve all students applying for re-admission. All outstanding balances must be paid before re-admission can be considered.
2. If a student has completed additional academic work after leaving Millikin, an official transcript must be received by the Office of the Registrar prior to any action being taken on the student's re-admission application.
3. Suspended Students seeking re-admission will have their credentials reviewed for re-admission by the Council on Students and Academic Standards Admission Committee.
4. Students who were eligible for financial aid before leaving Millikin must meet progress requirements as stated in the Bulletin under the Financial Aid section regarding progress required for continued eligibility. The Office of Student Financial Services will review all re-admission applications for eligibility. There is no guarantee that aid received by the student previous to leaving Millikin will be at the same level or distribution between gift assistance, loans or work-study.

Interrupted Residency

Students who return to Millikin after leaving for five years or more must meet graduation requirements outlined in the Bulletin of the year of their reentry. Students who continue their education after being away from Millikin for less than 5 years may do so under graduation requirements in effect at the time of their last attendance, or may elect new Bulletin requirements.

International Student Admission

Millikin University encourages international students to apply and welcomes their participation to enrich educational opportunities for all students. International students should complete the Application for Admission online at millikin.edu/apply. To be considered for application to Millikin, an international student's application and all supporting documents listed below must be received by the appropriate deadline: June 30 for Fall – November 30 for Spring Admission. An international student must meet the regular admission requirements of the University and comply with the following:

Academic Records

Official academic credentials must be submitted with the application for admission. This includes mark sheets, grade reports, or transcripts of all secondary and post-secondary work completed. All academic records must list each course and grade(s) received. Documents must be original, bearing the official seal of the institution and the signature of the Registrar, or designated official, or each photocopy submitted must bear an original certification and original ink signature of the Registrar or designated official. If the academic document is not recorded in English, it must be accompanied by a certified English translation that is a literal and complete interpretation of the original document.

Transfer Credit

International students who wish to transfer credit for academic work completed at another accredited institution must provide complete documentation of such work prior to enrollment. These required documents include a transcript (recording all courses taken and grades received) and a description of each course taken, required textbooks, and details on the home country's system of education. A certified English translation is required for all documents and course descriptions. An independent transcript evaluation as provided by World Education Services (WES), Educational Credential Evaluators (ECE), or similar agency, is preferred. Transcripts are evaluated on a course-by-course basis to determine if credits will be accepted as an equivalent to courses offered at Millikin.

Certification of Finances

An International Certification of Finances form must be completed before the Certificate of Eligibility (Form I-20) is issued. The University is required by immigration authorities to carefully check financial resources of each student prior to issuing the Form I-20. Therefore, it is important to understand the cost of attending Millikin and have the necessary funds to support an entire academic year of enrollment. The Certification of Finances form must be completed, signed by the student and sponsor (if applicable), and must bear an official stamp and signature of a bank official. The total amount of funds reported on this form must be readily available to the student. In addition, all international students receiving funds from a sponsor or scholarship, grant or loan program must submit a signed copy of the award letter or signed affidavit from an authorized person, indicating the amount, duration and any additional requirements for receipt of the funding.

Issuance of Immigration Documents

All students are required to demonstrate financial ability to pay for at least one year of academic and living expenses before being issued an immigration document (i-20 or ds-2019) by Millikin University. Additionally, a deposit is required before any immigration document is issued (for more information on deposits, contact your Office of Admissions).

Parent, Guardian or a Relative

Will provide a recent (within 3 months) copy of their bank statement - in original language and English - indicating adequate funds to support at least one full year of academic study, as well as personal expenses (accommodation, meals, insurance, books).

Self-Funding

Provide personal bank statements for last six (6) months showing regular deposits, and enough funds to support yourself for your entire program of study.

Organization or Government Sponsorship

Submit a copy of the award letter or Financial Guarantee. The document must specify the amount of money that is being provided to the student and that the award is valid for each year of study.

English Proficiency (TOEFL or IELTS)

Regardless of citizenship, applicants whose first language is not English must generally take one of the following exams and achieve the indicated score in order to demonstrate English proficiency.

TOEFL and IELTS Test results are only valid for two years from the date of the test. Test results must still be valid the month your Millikin degree program starts or they cannot be accepted.

Millikin will not accept institutional TOEFL tests, photocopies or certified copies of examinees' TOEFL results. If you have not done so already, you must ask your TOEFL testing center to send your official results to Millikin.

If you sat for an IELTS test and you can provide an IELTS Test Report Form (TRF) number on your application form, you do not need to provide an official copy of your IELTS results to Millikin.

Millikin's entry requirements

TEST	Transition program (conditional admission)	Direct Admission at Millikin University Undergraduate	Direct admission at Millikin Graduate (MBA, MSN)
IELTS (Academic)	5.5 (no band less than 5.0)	6.0 (no band less than 5.0)	6.5 (no band less than 6.0)
TOEFL (Internet Based Test – iBT)	Overall score of 61	Overall score of 76	Overall score of 79

Applicants are exempt from submitting the TOEFL or IELTS exams if: They have worked or studied in the U.S. for the last two years OR they are from countries and attended universities whose "native" language is English. If possible, it is recommended that International students take the Scholastic Aptitude Test (SAT) and request official scores be sent to Millikin (Institutional Code 1470).

Global Assessment Certificate Program (GAC)

Millikin University is proud to be a Pathway University of the Global Assessment Certificate (GAC), the world's most recognized university preparation program for students with English as a second language. As a GAC Pathway University, Millikin offers transfer credits to GAC students who have successfully completed the GAC modules listed below.

GAC Module	MU Course Equivalent	Total Credits Granted
GAC 004 Mathematics I: Fundamentals	MA110. College Algebra	3
GAC 010 Mathematics II: Probability, Statistics, and Finance	MA130. Elementary Probability and Statistics	3
GAC 011 Computing II: Data Management	IS120. Introduction to Business Analytics	3
GAC 012 Business II: Business Studies	ET100. Business Creation	3
GAC 016 Mathematics III: Calculus & Advanced Applications	MA115. Trigonometry	3
GAC 017 Computing III: Digital Communication	AR328. Topics in Art Technology	3
GAC 022 Business III: International Business Studies	ET111. Team Dynamics	1
GAC 023 Science III: General Science	BI1XX: Biology Elective	3
GAC 027 Social Science II: Identity and Interaction in Society	HU1XX. Humanities Elective / ICS	3
GAC 028 Social Science III: Research Skills and Global Issues	HU1XX. Humanities Elective / ICS	3
Maximum Number of Transferrable Credit		28

For more information about the GAC program, please visit the GAC website (<http://www.actinternationalservices.com/en/gac/>).

Health Information. A completed Health Information form is required by Student Mental Health & Behavioral Services, plus proof of immunity from vaccine preventable diseases.

Health Insurance. Millikin requires that all international students purchase health insurance in order to help pay for major medical expenses. The health insurance policy should be kept active as long as the student is enrolled in the University. After admission, international students will be contacted by the Center for International Education (CIE) with additional information regarding health insurance availability and requirements.

Applicant contact details. A permanent address outside of USA must be given, as well as any different mailing address. This is required as part of the proof that you satisfy the requirements of being an International student. This cannot be a PO Box address.

Photocopy of passport page(s) showing name, date of birth, passport number, and expiration date.

Transfer / Flexible Learning Student Admission

Students wishing to transfer to Millikin are required to submit official transcripts for study completed at high school and college or university levels. Additionally, students should submit an official record of scores on the Scholarship Aptitude Test (SAT) or American College Test (ACT). Generally, students will be favorably considered for admission if they are in good standing at the institution from which they wish to transfer, and have earned a minimum cumulative grade point average of C or better. Admission to Teacher Education requires a minimum GPA of 2.70. Admission to the School of Nursing requires a minimum GPA of 3.0. Admission to Athletic Training requires a minimum GPA of 2.5.

Flexible Learning, Professional Accessible College Education (Formerly PACE)

Millikin University Flexible Learning curriculum is designed for individuals who want a more flexible way to earn a degree. Millikin University recognizes that not all students can complete courses that meet during the day and take 16 weeks to complete. Millikin offers a variety of courses including online, hybrid, and evening one night per week courses. Students will work closely with an advisor to create a schedule that fits their lifestyle and may begin accelerated courses at Millikin University throughout the year.

Flexible Learning, (Formerly PACE) Course Structure/Format

Many on campus Flexible Learning courses are delivered in an accelerated format, typically lasting seven to ten weeks (depending on course) for a three credit hour course. Fewer weeks are generally required for 1 or 2 credit hour courses and more weeks for 4 credit hour courses. On campus classes generally meet only one night per week from 6:00 P.M.-10:00 P.M. Additionally courses may include online meetings or courses that meet on weekends. A course identified as a Flexible Learning section will have reserved seats for Flexible Learning students. A Flexible Learning course may contain high achieving traditional aged students. In accelerated courses, the first assignment is prepared prior to and due at the first night of class meeting. The final course requirement will be due one week after the last meeting night of class. Consequently, students should anticipate some overlap in coursework as one class ends and another begins. Students are expected to devote an estimated 15-20 hours per week to outside work per 3 credit hour course. Once admitted, a Flexible Learning student typically will begin the courses that are required of all Millikin University students in order to graduate (University Studies course requirements and Electives). After the majority of University Studies requirements are complete students will begin to take courses in their major.

Admission Process

Applications for Admission are accepted online at millikin.edu/apply throughout the academic year as students may begin classes that begin throughout the semester.

Admission to Millikin University as a Flexible Learning student:

Student will meet three of the following five requirements OR hold professional licensure (RN or Educator Licensure).

1. Student must be age 24 on admission/re-admission to Millikin University
2. Student has a dependent other than a spouse (as defined by IRS)
3. Student has at least one year identifying herself/himself as something other than a student
4. Student is financially independent of parents (as defined by IRS)
5. Student intends to work full-time (a minimum of 32 hours) while enrolled in courses at Millikin

Admission to Millikin University is based upon a thorough and comprehensive review of the online application and complete academic background. Generally, transfer students will be favorably considered for admission as a Flexible Learning student, if they are in good standing at the institution from which they wish to transfer and have earned a minimum cumulative grade point average of C or better. Individuals without previous college credit should submit an official high school transcript or GED. The admission to Teacher Education licensure majors will require a minimum GPA of 2.70. Admission to the School of Nursing RN to BSN program will require a minimum GPA of 2.50.

Individuals interested in being considered for admission as a Flexible Learning (Formerly PACE) student should submit the following:

- Flexible Learning Application for Admission (online)
- Official transcripts from all previously attended institutions
- Official high school transcript or GED (for students without previous college credit)
- Registered Nurses applying for the Bachelor of Science in Nursing program will need proof of licensure

Transfer Credit Policy FAQs

- Are 'Ds' Accepted in Transfer?
 - No, grades must be a C- or higher.
- Are Transfer grades included in the overall GPA?
 - No, only earned credits of courses accepted are counted toward the degree.
- Are Students allowed to repeat failed courses at another institution?
 - Yes, however the repeated course in transfer will not replace the initial grade.
 - Students repeating previously graded courses cannot improve their GPA at Millikin either, but can demonstrate competency depending on what grade their program requires for the repeated course.
- Are graduation honors calculated on transfer credits and your institution credits?
 - No, honors are calculated on Millikin grades and credits only.
 - Students must earn no fewer than 33 credits on Millikin campus prior to earning their degree and qualifying for honors.
- What qualifies credits for acceptance in transfer?
 - Normally, college-level courses taken at other national or regional 2 or 4 year colleges or universities recognized by the Department of Education.
 - General education-type courses are reviewed by the Office of the Registrar in consultation with the University Studies Coordinators.
 - Courses in the major may require departmental approval unless through common practice or articulation agreements the course has been accepted previously.
- Who determines what courses transfer?
 - Registrar
 - Assistant Registrar
 - Academic Departments
- Is there a limit to the total credits that can be accepted in transfer towards a Millikin Degree?
 - Millikin University will accept transfer credit from other accredited four-year or two-year colleges or universities to fulfill Millikin degree requirements, provided the residency rule of completing 33 credits out of the last 45 credits in the degree at Millikin is not violated. Generally, no more than 66 credit hours from a two-year college will be accepted. The Registrar, in consultation with the student's advisor or academic Dean, will determine the merit of a request to exceed the 66-credit rule.
- Are credits and grades earned off-campus in an approved study abroad program accepted and counted in the Millikin GPA?
 - Yes, provided the program is approved by the University.
- Is there a policy regarding the acceptance of Associate of Arts or Associate of Science degrees from 2-year institutions?
 - Yes, students who enroll at Millikin with an earned Associate of Arts or Science degree from an accredited college or university automatically meet all Sequential Requirements; except Global Studies and all Non-Sequential Requirements in the University Wide General Education program. Exceptions to this rule include Education, Business, Nursing and other programs with specific requirements in these two areas. Consultation with the Office of the Registrar can answer any questions involving this rule.
- Is there a policy regarding students who have earned a previous accredited degree?
 - Yes, students who have earned a 4-year degree from an accredited University or College meet ALL University-wide general education requirements. They are, however, held to specific requirements in their selected major/program.
- Is there a policy on Aging Credit?
 - Yes, Millikin University will accept academic credit from accredited colleges and universities for University Studies/General Education courses without time limit.
 - For courses in the student's major program, however, academic credits will only be accepted if earned in the previous 10 years. Academic departments may specify other time limits for their programs or for specific courses within their programs. Students may appeal academic credit decisions to the appropriate Academic Dean.
- Is there a limit to the number of credits that can transfer towards the major?
 - All transfers are required to complete a minimum of 12 credits at Millikin in the chosen major(s).
 - Transfer students in Nursing must complete a minimum of 20 credits at Millikin in nursing, including enrollment in Senior Seminar.

Transfer Students with an Associate's Degree

Transfer students who have earned an Associate of Arts or Associate of Science degree are given full course and hour transfer credits for courses credited for these degrees up to, in most cases, a maximum of 66 credits. Entering students who have completed these degrees before matriculating at Millikin are considered to have fulfilled the first two years of all sequential University Studies requirements except Global Studies. The Associate of Arts or Science also satisfies all non-sequential requirements. The Associate of Arts or Science does not satisfy School/Division distribution requirements. Please refer to the appropriate College/School in which your major is located to determine the courses that satisfy the School/Division distribution. For information regarding degree requirements, a transfer student should contact the Department Chair or Dean of the school in which the student intends to major.

Transfer Credit Policy for Currently Enrolled Students

Millikin University will accept transfer credit from accredited colleges or universities recognized by the Department of Education to fulfill a Millikin degree requirement, provided the residency rule of completing 33 credits out of the last 45 credits in the degree at Millikin is met. Generally, no more than 66 credit hours from a two-year college will be accepted. The Registrar, in consultation with the student's advisor or academic Dean, will determine the merit of a request to exceed the 66-credit rule.

Only courses receiving a grade of C- or higher will be accepted in transfer. Transferred letter grades and quality points will not be included in the Millikin overall grade point average (GPA).

Transferring Credit from Affiliated Off-Campus Programs

Millikin University offers a number of off-campus study experiences through special programs approved by the University. Refer to the section of the catalog that lists these opportunities.

Transferring On-line Courses

On-line courses through accredited universities or colleges can be accepted towards the completion of a Millikin degree. On-line courses taken at a Community College may not be accepted to Millikin if the student has earned 66 credits or more from any combination of credits either at Millikin or from previous transfer work. **Only courses receiving a grade of C- or higher will be accepted in transfer.** Letter grades and points will not be included in the Millikin overall grade point average (GPA).

Illinois Articulation Initiative

Millikin recognizes the Illinois Articulation Initiative (IAI), a statewide agreement that allows the transfer of completed Illinois General Education Core between participating institutions. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time freshman in the summer of 1998 or thereafter. Millikin reserves the right to accept all courses on the basis of their content even though the course may not be an approved IAI course.

Students Returning for a Second Degree

Students who have graduated from Millikin and return to complete another undergraduate degree from Millikin must meet the 33 additional credits required for a second degree. Students must meet all requirements for the new major and any school distribution requirements not yet met.

Students, who come to us with completed Bachelor's Degrees from another institution, will have all University Wide General Education requirements waived. This waiver does not apply to specific support courses or special distribution requirements attached to the new major program or degree.

Aging Credit Rule

Millikin University will accept academic credit from accredited colleges and universities for University Studies/General Education courses without time limit.

For courses in the student's major program, however, academic credits will only be accepted if earned in the previous 10 years. Academic departments may specify other time limits for their programs or for specific courses within their programs. Students may appeal academic credit decisions to the appropriate Academic Dean.

Adult Amnesty Program (transfer policy)

Students who have previously attended college, and do not meet the minimum academic standards for transfer admission, may be accepted to Millikin upon approval of the Council on Students and Academic Standards under an amnesty policy. In order to qualify the student must not have been in attendance at a college or university in the three years prior to the term for which they seek admission. To remain enrolled, a student must achieve a minimum 2.0 grade point average each semester. Eventually, the minimal grade requirements of a cumulative 2.0 average for all college study will apply to amnesty students. Students admitted under this provision are required to meet all special GPA requirements for the degree program in which they are enrolled.

Academic Amnesty Policy (applies to previous Millikin Students)

Millikin University will allow qualifying students to remove coursework from the calculation of their grade point averages (GPA) under the following conditions.

The student:

1. Is an undergraduate degree-seeking student who has not been enrolled at Millikin for **at least 5 years**.
2. Has completed no fewer than **24 graded credits** at Millikin.
3. Has not already earned a Bachelor's Degree from another institution.
4. Has not been granted any prior academic amnesty.
5. Was in good standing or on Academic Probation during their last semester of attendance. Students who were suspended for academic reasons during their last semester of attendance must be granted re-admission to the University by the Council on Students and Academic Standards to qualify for Academic Amnesty.
6. Has cleared all debts with relation to tuition and other related fees prior to being considered for Academic Amnesty.
7. Has submitted a formal Academic Amnesty petition as well as an application for re-admission to the Office of the Registrar, Millikin University.

Students, who are granted Academic Amnesty, will:

1. Not have any courses or grades removed from their Millikin record, but will have all grades of D+, D, D-, F or WF excluded from the Institutional or Cumulative Grade Point Average. The re-calculation of the student GPA will take place following the official census date for the semester in which the student returns to Millikin University with full-time, degree-seeking status.
2. Will be required to meet all graduation requirements for the Academic Year they are granted re-admission and amnesty.
3. Will need to repeat any course required for the degree program they wish to pursue, if that course's previous grade was excluded from the GPA calculation.
4. Will need to adhere to academic progress rules with relation to Financial Aid eligibility.

Academic Amnesty will be granted only once. Students who receive Academic Amnesty cannot be considered for Graduation Honors or academic awards based on GPA. Students can qualify for the dean's list or other awards not based on overall GPA.

Students must complete a formal petition and return it to the Office of the Registrar to be considered for eligibility for Academic Amnesty. The petition must be received no later than 6 weeks prior to the start of the academic term for which the student is submitting their request. Eligibility will be granted if the student meets all of the criteria above. A letter of re-admission and the granting of Academic Amnesty will be mailed to the student as soon as all documents have been reviewed and approved.

NOTE: This petition must be accompanied by an Application for Re-admission which is completed online under Admissions

Tuition and Fees

Educational Costs

Students at private colleges and universities rarely pay the full cost of their education. Millikin is no exception; student tuition and fees do not cover all educational expenses. Endowment income, gifts from alumni, friends, parents, business firms and annual gifts from other sources, help meet the difference between tuition income and actual education costs.

In the event of unforeseen circumstances or events, Millikin University reserves the right to adjust tuition and fees at any time.

Annual Tuition and Fees for the Undergraduate Students

Full-time Tuition (12 to 18 credit hours per term)	\$38,800
Part-time Tuition (1 to 11 credit hours per term).....	\$499/credit
Average Room / Board First Time Students.....	\$12,210
Average Room / Board Continuing Students.....	\$12,160
Comprehensive Fee (onsite/offsite).....	\$22/credit
New Student Welcome Week Fee (first-year students only).....	\$100
Graduation Fee (graduating seniors only).....	\$75
Private Applied Music Lesson Fees/per credit hour	\$300
Transfer Registration Deposit (Nursing).....	\$150
Flexible Learning, (formerly PACE) Student Tuition and Comprehensive Fee, per semester credit hour	\$499
Online Course Administrative Fee (for courses at least 50% online).....	\$20

Tuition and Fees for Graduate Studies Students

Master of Business Administration (MBA)

Registration Deposit.....	\$200
Tuition Costs, per credit hour.....	\$890
Graduation Fee.....	\$75

Master of Science in Nursing (MSN: Nurse Educator; Master's Entry into Nursing Practice)

Registration Deposit (applied to tuition).....	\$200
Tuition Cost per credit hour.....	\$890
Graduation Fee.....	\$75

Doctor of Nursing Practice (DNP: Nurse Anesthesia Program [NAP] Family Nurse Practitioner Program [FNP])

Registration Deposit (non-refundable).....	\$1,000
Tuition Cost per credit hour.....	\$1,018
Graduation Fee.....	\$75

Non-Degree Seeking Graduate Students

Tuition Costs, per credit hour.....	\$684
-------------------------------------	-------

Special Fees

Heavy Schedule (Overload):

Students may register for up to 18 credit hours per term at the normal, full-time undergraduate tuition rate specified above. Any student registering for more than 18 hours per term is considered to be in a heavy schedule or overload situation. Once a student reaches 19 credits, they will be charged an additional \$1000.00 per billable hour.

Auditors:

Charged the same tuition as credit students based on the number of credit hours taken.

Supervised Teaching:

\$400 per semester.

Transcript Fees:

There is a charge for all official transcripts. Transcript fees are assessed and paid for online at time of order based on chosen delivery options. Transcript requests are made through www.getmytranscript.org.

Transcript processing will be approximately 24 to 48 hours. During peak times in the office, such as Registration or Commencement, processing may be delayed up to one week.

Parking Fees:

\$50 dollars for all commuter students, \$50 dollars for residential Junior & Senior students, \$100 dollars for residential First Year and Sophomore students.

Returned Check Fee:

The Student Financial Center will cash personal checks up to \$50 per day for students at scheduled times during the day. There is no charge for this service; however, a \$25 charge is levied for any check returned because of insufficient funds. The privilege of cashing checks will be withdrawn if a second incident of a check being returned occurs. Students are encouraged to have the flexibility and experience of a commercial bank checking account. Several banks in Decatur have special plans for Millikin students. Student-to-student and third party checks will not be cashed.

Advanced Tuition Deposit (ATD):

Students new to the University are required to pay an advanced tuition deposit of \$150 that reserves their matriculation and housing reservation. The deposit will be credited to the student's first semester University charges. This deposit is required to provide for accuracy and fairness in the assignment of residential space and to permit planning for the proper ratio of faculty to students, course offerings, and space use. A room reservation will not be made until the ATD is received. The deposit is non-refundable after May 1st.

Some programs with enrollment caps (i.e. the School of Nursing) have higher advanced tuition deposits which are non-refundable regardless of the date of cancellation. Transfer students into the School of Nursing BSN program are required to pay an advanced tuition deposit of \$200 that reserves their space in NU 202. The deposit will be credited to the student's first semester University charges. The deposit is non-refundable.

Flexible Learning, Professional Accessible College Education (Formerly PACE) Advanced Tuition Deposit (ATD):

Once accepted into the Flexible Learning, (Formerly PACE) program, the applicant is required to pay an advance tuition deposit of \$150. The full deposit will be credited to the first semester's tuition costs. The deposit is refundable until 30 days prior to the start of each academic term. (Approximately May 1 for the summer term, August 1st for the fall term, December 1st for the winter term, and January 1 for the spring term) and is NOT transferrable to another term. Once the ATD is received consultation of course advisement and registration for courses will occur.

School of Nursing MSN Students are required to pay an advanced tuition deposit as follows:

- Nurse Educator \$200
- Master's Entry into Nursing Practice \$200

School of Nursing DNP Students are required to pay an advanced tuition deposit as follows:

- Nurse Anesthesia Program \$1000

The deposit will be credited to the student's first semester University charges. The deposit is non-refundable.

Miscellaneous Expenses

Some laboratory or studio courses assess fees for expendable supplies and equipment maintenance and replacement. Non-resident, full-time students pay the same tuition and comprehensive fee per credit hour. Non-resident/commuter students may purchase a board contract. Meal plan and flex dollar options are available for purchase at the Office of Student Financial Services, Room 119 Shilling Hall.

The preceding amounts indicate expenses payable directly to the University. In addition, a student will incur costs for books and supplies, transportation, entertainment, and other personal expenses. Students living off campus will incur room and board costs which may vary throughout the community; however, these costs normally do not differ significantly from those charged to resident students. Additionally, students may incur costs related to their major. For example, the nursing major will incur additional costs for uniforms, etc. These expenses should be taken into account when considering the total cost of attending Millikin. Expenses specific to major or courses are noted on the course during the registration process.

Method of Payment

University charges are billed by term. Tuition, room and board, and required fees for all students are billed and are due prior to the beginning of each term. A tuition statement will be mailed in July for the fall term payment and in January for spring term payment. Students must arrange for full semester payment at the Student Financial Center of the University prior to the billing due date in order to attend classes. Monthly payment arrangements may be set up in the Student Financial Center per term as well. Accounts not paid in full by the due date are subject to a late fee equal to 1.75% of the unpaid balance. Accounts placed with our collection agency will be assessed an additional fee for collection equal to 25% of the total balance due.

Students must meet all of their financial obligations to the University each term in order for the student to be allowed participation in room draw and early registration for the subsequent academic term. Students must have satisfied their entire account balance before grades can be released, diplomas awarded, transcripts issued, and before participation in Commencement.

Veteran's Information

Millikin University, in compliance with 38 USC 3679(e), will not take the following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

Withdrawing from the University and Refund Schedules

Students enroll for one semester at a time. Students who leave the University during or at the end of the semester must report to the Office of the Registrar to complete the necessary procedures and forms.

For students who receive Federal financial aid and withdraw before 60% of the semester is completed, the amount of aid allowed will be pro-rated based on Federal Title IV refund regulations. The order of return of Title IV federal funds is as follows: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loans, Federal Graduate PLUS Loan, Federal PLUS Loans, Federal Pell Grant, Federal SEOG Grant, Federal TEACH Grant, Iraq/Afghanistan Grant other assistance for which a return of funds is required. State of Illinois MAP Grant in accordance with 23 Illinois Administrative Code, Section 2735.30, the recipient shall receive MAP grant payment for tuition and mandatory fee costs incurred less tuition and fee restricted awards, up to the term award, provided the institution's tuition refund policy indicates the recipient has incurred charges in the amount of the claim. Millikin gift assistance are pro-rated according to the tuition refund schedule. Students withdrawing after the 6th week earn the full MAP award. If the student withdrawal occurs after 60% of the semester is completed, the recipient is allowed to retain 100% of aid.

Students who withdraw their registration prior to the first day of classes will not be charged tuition, fees or room and board. Current students who do not withdraw officially from the University prior to the start of classes may be liable to pay all tuition and fees owed for that term. Students who withdraw from the University on the first day of classes and thereafter, will receive a refund of charges assessed by the University in the following manner: Each student's individual record is reviewed in accordance to program policies below and in conjunction with Federal and State regulation. In the event a credit balance exists after calculations are complete and funds have been returned to individual programs, the University will issue refund to the student. If it is determined that a student is eligible for a post-withdraw disbursement of Federal funds, notification will be provided in writing. Calculations and return of funds will be completed no later than 45 days from date of withdrawal.

Full-time Undergraduate Official University Withdrawal

The last day on which a student may withdraw from a full-semester class and receive a grade of "W" for the course shall be determined by the University Registrar and shall be set around the 12th week of the term, taking into consideration the calendar dates for midterm grades and Scheduling Day advising.

Full-Time Undergraduate Program University Withdrawal/Refund Policy

Students officially withdrawing from the University, starting with the first calendar week of class and for the next six weeks; tuition, room, board, and fees will be refunded on a proportional basis according to the following schedule:

Time of Withdrawal	Tuition, Board Fees	University Residence Hall Refund (Excluding Woods)
Prior to the start of formal academic activities	100% except \$150 deposit	100%
Welcome Week	100% except \$150 deposit & Welcome Week Fee	100%
Week 1 (starting on the first day of class)	90%	75%
Week 2	80%	NONE
Week 3	70%	NONE
Week 4	60%	NONE
Week 5	50%	NONE
Week 6	40%	NONE
After week 6	NONE	NONE

It is strongly recommended that students consult with the Office of Student Financial Services (424-6317) prior to dropping a course. Financial aid eligibility and/or financial aid awards may be affected.

Full-time Undergraduate Official Course(s) Withdrawal

Students dropping a course prior to the second class meeting (or prior to the start of the course for online/hybrid courses) will have the course removed from their academic record.

After the second class meeting (or prior to the start of the course for online/hybrid courses), the last day on which a student may withdraw from a full-semester class and receive a grade of "W" for the course shall be determined by the University Registrar and shall be set around the 12th week of the term, taking into consideration the calendar dates for midterm grades and Scheduling Day advising. After the course withdraw date set by the Registrar, courses remaining on student schedule will result in the course being graded by the faculty based on work completed for the course.

Part-time Student Official University Withdrawal

A student withdrawing from all courses remaining in the semester must notify his/her Academic Advisor, must contact the Office of the Registrar, and complete an official exit interview. A student may reapply to the University according to the standard readmission process.

Part-time Tuition Refund Schedule

- Before midnight prior to the second class meeting (or prior to the start of the course for online/hybrid courses) = 100% (less non-refundable Advance Tuition Deposit)
- After the second class meeting (or after the start of an online/hybrid course) = 0%

Time of Course Withdrawal

Before midnight prior to the second class meeting of the course (or prior to the start of an online/hybrid course)
On or after the second class meeting (or after the start of an online/hybrid course)

Course Tuition & Fee Refund

100% course tuition and fees
None

Students who do not withdraw officially prior to the scheduled start of classes will be liable to pay tuition and fees in accordance with the policy above. It is strongly recommended that students consult with the Office of Student Financial Services (217-424-6317) prior to dropping a course. Financial aid eligibility and/or financial aid awards may be affected.

Part-time Students Withdrawing from a Course

Students wishing to withdraw from a course must notify his/her Academic Advisor and complete an official Drop/Add form in the Office of Registrar. A course(s) dropped in accordance with the above time frames, may be eligible for a tuition refund.

- A student dropping a course prior to the second class meeting (or prior to the start of the course for online/hybrid courses) will have the course removed from their academic record.
- **The last day on which a student may withdraw from a full-semester class and receive a grade of "W" for the course shall be determined by the University Registrar and shall be set around the 12th week of the term, taking into consideration the calendar dates for midterm grades and Scheduling Day advising.**
- After the course withdraw date set by the Registrar, courses remaining on student schedule will result in the course being graded by the faculty based on work completed for the course.
- A student withdrawing from an accelerated course after the second class meeting up to the last day of the course will receive a grade of W for the course.
- Students are not permitted to withdraw on or after the last day of an accelerated course.
- Withdrawn courses will remain on the student's academic record.
- Students who stop attending a course and fail to withdraw will receive the grade earned base on the work completed for the course.

Flexible Learning Student Official University Withdrawal

A student withdrawing from all courses remaining in the semester must notify his/her Academic Advisor, must contact the Office of the Registrar, and complete an official exit interview. A student may reapply to the University according to the standard readmission process.

Flexible Learning Tuition Refund Schedule

- Before midnight prior to the second class meeting (or prior to the start of the course for online/hybrid courses) = 100% (less non-refundable Advance Tuition Deposit)
- After the second class meeting (or after the start of an online/hybrid course) = 0%

Time of Course Withdrawal

Before midnight prior to the second class meeting of the course (or prior to the start of an online/hybrid course)

On or after the second class meeting (or after the start of an online/hybrid course)

Course Tuition & Fee Refund

100% course tuition and fees

None

Students who do not drop or withdraw officially prior to the scheduled start of classes will be liable to pay tuition and fees in accordance with the policy above.

It is strongly recommended that students consult with the Office of Student Financial Services (217-424-6317) prior to dropping a course. Financial aid eligibility and/or financial aid awards may be affected.

Flexible Learning, Students Withdrawing from a Course

Students wishing to withdraw from a course must notify his/her Academic Advisor and complete an official Drop/Add form in the Office of Registrar. Course(s) dropped in accordance with the above time frames, may be eligible for a tuition refund.

- A student dropping a course prior to the second class meeting (or prior to the start of the course for online/hybrid courses) will have the course removed from their academic record.
- **The last day on which a student may withdraw from a full-semester class and receive a grade of "W" for the course shall be determined by the University Registrar and shall be set around the 12th week of the term, taking into consideration the calendar dates for midterm grades and Scheduling Day advising.**
- After the course withdraw date set by the Registrar, courses remaining on student schedule will result in the course being graded by the faculty based on work completed for the course.
- A student withdrawing from an accelerated course after the second class meeting up to the last day of the course will receive a grade of W for the course.
- Students who stop attending a course and fail to withdraw will receive the grade earned base on the work completed for the course.
- Students are not permitted to withdraw on or after the last day of an accelerated course.
- Withdrawn courses will remain on the student's academic record.

Tabor School of Business MBA (Graduate) Official University Withdrawal

- If a student withdraws from a course in the term, he/she must notify the Office of the Registrar in writing. A student may reapply to the program according to the standard application process. The Graduate Program will determine the student's ability to rejoin the program at a later date, while assessing the applicability of any previous work completed.
- Students who withdraw their course registration prior to the scheduled first day of the term will not be charged tuition. The deposit/registration fee is non-refundable.

Tabor School of Business MBA (Graduate) Course Withdrawal and Tuition Refund

- Before midnight prior to the second class meeting (or prior to the start of the course for online/hybrid courses) = 100%
- After the second class meeting (or after the start of an online/hybrid course) = 0%
- Students who do not withdraw officially from the MBA prior to the start of courses will be liable to pay tuition and fees for that term in accordance with the policy above.

Time of Course Withdrawal	Course Tuition & Fee Refund
Before midnight prior to the second class meeting of the course (or prior to the start of an online/hybrid course)	100% course tuition and fees
On or after the second class meeting (or after the start of an online/hybrid course)	None

It is strongly recommended that students consult with the Office of Student Financial Services (217-424-6317) prior to dropping a course. Financial aid eligibility and/or financial aid awards may be affected.

School of Nursing Graduate Student (MSN) University Withdrawal

- Student withdrawing from the University must notify the Office of the Registrar in writing. A student must reapply to the program according to the standard application process. The Graduate Program will determine the student's ability to rejoin the program at a later date, while assessing the applicability of any previous work completed.
- Students who withdraw their registration prior to the first day of the term will not be charged tuition. The deposit/registration fee is non-refundable.

School of Nursing Graduate Student (MSN) Course Withdrawal and Tuition Refund

MSN:

- Before midnight prior to the second class meeting (or prior to the start of the course for online/hybrid courses) = 100%
- After the second class meeting (or after the start of an online/hybrid course) = 0%
- Students who do not withdraw officially prior to the start of classes will be liable to pay tuition and fees for that term in accordance with the policy above.

Time of Course Withdrawal	Course Tuition & Fee Refund
Before midnight prior to the second class meeting of the course (or prior to the start of an online/hybrid course)	100% course tuition and fees
On or after the second class meeting (or after the start of an online/hybrid course)	None

DNP

- Prior to the first week of class 100% (less non-refundable Registration Deposit)
- Students who do not withdraw officially, prior to the week classes begin will be liable to pay tuition and fees for that term.

Time of Course Withdrawal	Course Tuition & Fee Refund
Before midnight prior to Sunday of the first scheduled week of courses	100% course tuition and fees
On the Sunday of the first scheduled week of courses or after	None

It is strongly recommended that students consult with the Office of Student Financial Services (217-424-6317) prior to dropping a course. Financial aid eligibility and/or financial aid awards may be affected.

Unofficial Withdraw

According to the Higher Education Act, Section 484B, Title IV recipients (Federal Financial *Aid* recipients) must remain in attendance for the entire enrollment period for which they have received Title IV funds or must notify the institution of his/her intention to withdraw from enrollment. If a student began attendance and has not officially withdrawn, but fails to earn a passing grade in at least one course over the entire enrollment period, the institution must assume the student left campus. The resulting act is the University must perform a Return of Title IV Funds calculation based on the student's last date of attendance as reported by the student's professor or otherwise noted in the University's administrative system. In instances when a last date of attendance cannot be determined, the date coinciding with the 50% point of the term will be used in the Return of Title IV calculation. Students who do not withdraw officially from the University prior to the start of classes may be liable to pay all tuition and fees owed for that term.

Financial Aid

Student Financial Aid Programs at Millikin University are designed to provide financial assistance to students who, without such aid, would be unable to attend. Financial awards are also made in recognition of academic achievement and may depend on University needs for a particular talent or ability of an applicant. Policies and procedures established by the President are based upon recommendations from the Enrollment Management Team (EMT). The Office of Admission and Student Financial Aid staff are responsible for the awarding of financial aid to students and for the general coordination and operation of financial aid programs.

Types of Financial Aid

There are many different sources of student financial aid. Some sources must be repaid (loans) and some are gift assistance (grants and scholarships). A student's financial aid package will consist of a combination of different types. More than \$26 million is awarded annually from University resources and endowed scholarship funds to students who demonstrate a financial need at Millikin. Awards vary based on the student's level of financial need as determined by the FAFSA each year. Additional information regarding specific student financial aid programs that Millikin students are eligible to receive is provided by the Office of Student Financial Services.

Merit-based Aid - Merit-based aid is given based on academic credentials, a talent or skill or because of extra-curricular or community involvement record

Need-based Aid - Need-based financial aid is awarded based on student's financial need as determined by the FAFSA results. Need-based aid can be in the form of grants, student employment and/or loans.

Millikin University relies on the recommendation of the *Free Application for Federal Student Aid* (FAFSA) to establish a student's financial need. All students requesting aid based on financial need must submit the FAFSA each year and designate Millikin to receive their processed application. The FAFSA will provide an expected family contribution (EFC) from which unmet financial need will be determined. (Millikin's cost of attendance minus the student's EFC equals financial need.)

Special review of a student's EFC may be requested if the student and/or family experiences a significant change in financial circumstances not reflected on the FAFSA. An increase in need as determined by the special review process may not necessarily result in an increase in the student's financial aid award. Such adjustments depend upon availability of funds. Changes in financial circumstances should be conveyed as soon as they occur to the Office of Student Financial Services.

The following assumptions apply to the aid awards made by Millikin:

1. Financial aid is awarded on an annual basis and is subject to review each academic year. The FAFSA is available October 1st prior to the upcoming academic year. We encourage all students to file the FAFSA as soon as possible after October 1st. Program deadline dates may vary from year to year.
2. Millikin University funds are awarded to full-time traditional students who have not yet attained a bachelor's degree. Limited financial aid resources are available for students enrolled on a part-time basis from non-University sources.
3. Duration of eligibility for financial aid is determined by the specific source of the aid.
 - University funds are available for 4 undergraduate years (or 8 semesters) to students enrolled on a full-time basis. University funds are available only during the Fall and Spring terms and are not available for Summer and Immersion terms. Students requiring more than 8 semesters to complete their degree, may petition for additional terms of aid eligibility in writing to the Registrar and the Director of Student Financial Services.
 - Most students at Millikin will complete their undergraduate degree on average, in 4 years or 8 semesters. Transfer students may require additional semesters beyond their eligibility for financial aid based on the degree program and the completion of accepted transfer work. Transfer students should work closely with the Office of the Registrar, their advisor and Office of Student Financial Services to determine if they will be eligible for financial aid during all of their required semesters at Millikin.
4. Financial aid from any source may be renewed from year to year provided the student demonstrates financial need, meets individual program requirements and makes minimum progress towards completion of his/her academic program. **See Satisfactory Academic Progress Requirements in this section.**
5. Millikin talent and merit awards may be made to students with no demonstrated financial need.
6. Financial aid eligibility for students studying in off-campus programs will vary according to the individual program. Students planning to participate in an off-campus program should contact the Director of Student Financial Services for eligibility.

Coordination of Financial Aid

The majority of awards provided from Millikin funds are restricted for tuition only and are subject to coordination with awards from other sources also restricted to cover tuition only charges. Coordination of tuition restricted awards will be considered individually and adjustments will be made within program guidelines. Additionally, the Presidential Scholarship applies to only fall and spring semesters. Optional enrollment (overload, January immersion and summer term) are not covered by the Presidential Scholarship.

Credit Balance (Refund)

A Credit balance occurs when the total aid from Federal, State, Institutional or outside sources exceed the assessments on the student account. These can occur due to the combination of aid or due to timing of when the disbursement occurs to the account. When the credit balance occurs, the Office of Student Financial Services will issue the excess funds to the student no later than 14 days. In the event the credit balance is a result of a Parent Loan (PLUS) and the parent has requested via the application the proceeds be issued to the parent, the excess funds will be sent to the parent no later than 14 days.

For Students

Students are notified via Millikin e-mail that a refund has been issued, whether the funds were direct deposited or a check was created. In the case of a check, students are informed the check is available for pick-up in the Office of Student Financial Services. In the event the check is not picked up, they are also informed of the date the check will be mailed to their address on file.

Credit balances are issued in one of two methods:

1. Students may complete a "Refund Authorization Form", authorizing Millikin to issue funds via direct deposit. The form must be completed and forwarded to the Business Office for processing. The authorization will remain in effect unless revoked in writing by the student.
2. If a refund authorization is not on file, excess funds will be issued by check.

For Parents

Credit balances are only issued via check. Checks are mailed to the name and address of the parent borrower on the PLUS application immediately after receipt from the Business Office.

Upon written request only, student or parent may indicate they wish for the University to hold a fall credit balance to be applied to spring semester charges within the same academic year. The University cannot hold credit balances for subsequent academic years. Please visit the Office Student Financial Services to make this request.

Financial Aid: Satisfactory Academic Progress Requirements

In order to be eligible for Federal, State and Institutional aid, a student must maintain Satisfactory Academic Progress toward his/her degree. There are 3 components that a student is evaluated on and must meet:

1. Minimum Grade Point Average
2. Minimum Hours Earned
3. Maximum Time Frame

Minimum Grade Point Average

A student must maintain an overall GPA according to the schedule listed below in order to remain eligible for financial aid. Individual colleges and some financial aid programs may have higher standards. In those cases, the college or program standards will supersede university requirements.

Minimum GPA schedule:

Equal to 2 semesters - 1.8

Great than 2 semesters - 2.0

Minimum Hours Earned

To be considered making adequate progress toward a degree, a student must complete 67% of the cumulative hours he/she attempts. For students in the Traditional Programs, all hours on file with the Office of the Registrar by the "Last Day to Drop a Class" deadline for the term, will be included in the evaluation. For those individuals identified as Flexible Learning, (formerly PACE) students, Graduate students or students with part-time enrollment, all hours on file with the Registrar's Office according to the respective refund/withdraw schedules will be included in the evaluation. Hours completed with a passing letter grade or grade of P, including transfer hours, will be considered as hours earned. Hours attempted will include all passed courses, transfer credits, repeat courses, remedial coursework, as well as courses with the following grades: F, XF, W, I, WA, AW.

Maximum Time Frame

Institutional assistance is limited to 8 semesters (4 years) for students enrolled in the traditional undergraduate program on a full-time basis. Students may appeal for an extension if they believe mitigating circumstances delayed graduation. Appeals must be in writing explaining the circumstance. Appeals should be directed to the University Registrar and Office of Student Financial Services.

Eligibility for Federal and State financial aid is limited to total attempted hours which cannot exceed 150% of the credit hours required to achieve a first undergraduate degree. The majority of programs require 124 hours for graduation, therefore, $124 \times 1.5 = 186$ attempted hours allowed for financial aid eligibility. Every semester in which you are enrolled in school will be counted, even semesters when you do not receive financial aid. Transfer hours from other institutions accepted by the University will count toward the maximum credit hour limit. In the event a student changes major, requiring additional semesters, the student may request an individual review of his/her record through the appeal process noted below. Students pursuing a second bachelor's degree will have their academic record reviewed by the Office of the Registrar to determine cross application of coursework. Second bachelor's students will be placed on manual review for maximum time frame limits. For graduate programs, hours required for graduation will vary. Refer to individual program curriculum.

Evaluation Schedule

The evaluation will occur at the end of every term, including the summer semester. You will be notified, if you fail to achieve the required minimum GPA and/or you have not completed 67% of the hours attempted. You will be placed on *Financial Aid Warning* for one term of enrollment. In the event that you are nearing the time limit for your degree, you will be notified when you have accumulated 125% of your allowable attempted hours.

Financial Aid Warning:

If you are placed on *Warning*, you will continue to receive financial aid. However, you will be evaluated at the conclusion of the next semester. Warning status requirements are to complete 67% of your cumulative hours attempted and/or bring your cumulative GPA in line with the Minimum GPA Schedule to retain your eligibility for subsequent semesters. Upon evaluation, if you have met the above requirements, you will be removed from Warning status. If you do not meet either requirement, your financial aid eligibility will be canceled.

Cancel Status

If you do not meet the minimum requirements, you will not be eligible for financial aid. You do have the option of enrolling at your own expense. You also have the option to submit an SAP appeal to regain eligibility.

Appeal Process:

If your financial aid eligibility has been canceled and you feel you have extenuating circumstances that warrant an individual review, you may submit a Satisfactory Academic Progress Appeal. Extenuating circumstances may include: medical issues for yourself or family member, death of a family member or other mitigating circumstance. Maximum time frame appeals are also reviewed for change of major, military credits or extenuating circumstance as noted above. Adding a second major or minor are not situations considered for exception to the maximum time frame policy. *Documentation supporting a verifiable situation is required (i.e. proof of doctor visits, obituary).* You will have the option of attending/enrolling in classes while the appeal is under review, however, financial aid will not be released unless the appeal is approved. If the appeal is denied you are responsible for any balance owed to the University. Appeals will be reviewed by the SAP committee and notification of the decision will be issued in writing. Your appeal must be a written document that includes:

1. Why you failed to make Satisfactory Academic Progress; cite specific reasons
2. What elements have changed or what steps have you taken that will allow you to rectify the situation and enable you to make progress by the next evaluation
3. The appeal must be received by the committee:
 - a. For fall term, first week of August
 - b. For spring term, first week of January
 - c. For summer term, second week of May

Appeals should be addressed to the Satisfactory Academic Progress Committee, c/o the Director of Student Financial Services.

Financial Aid Probation

If your appeal is approved, you will be placed on *Financial Aid Probation*. Your letter of approval will outline specific probation expectations and/or the need to meet with the Center for Academic and Professional Performance to develop an academic plan. As long as you follow your academic plan and meet your probation standards, you will remain on probation and eligible for financial aid. If the academic plan is not followed or you otherwise fail to meet the minimum progress standards, your financial aid eligibility will be canceled.

Grade level classification is determined according to the following schedule of credits earned. A student must earn at least:

- 24 credits to be classified as a sophomore;
- 54 credits to be classified as a junior; and
- 88 credits to be classified as a senior.

General Graduation Requirements

In general, a minimum of **124** credits are required for most Millikin undergraduate degrees. Certain curricula in the University require more. Please refer to specific majors and programs to determine the minimum number of credits required for the degree.

A minimum of 39 credits must be earned in courses numbered 300 or above, at least 12 of which must be in the major department or area.

Students who have completed all of the requirements for University Studies and all the requirements for their selected major must also still meet the minimum number of credits for their degree. When completing the additional credit hours required, students may opt to earn a minor, complete an area of concentration which compliments their major, enroll in elective classes either within or outside their major department, or some combination of these choices. Students should make decisions regarding minors and elective credits in consultation with their advisors and with consideration of their personal interests and professional goals.

For most programs, degree candidates must maintain a minimum grade point average of 2.0 in all courses attempted at Millikin. Exceptions to this are as follows:

Education majors (for secondary, elementary, and early childhood) must maintain an overall GPA of 2.7 and a 2.7 in their major. Some secondary areas permit a lower GPA. Please see the School of Education section for more information.

Nursing (undergraduate) majors must maintain an overall GPA of 2.5

Athletic Training majors must maintain an overall GPA of 2.5

The Bachelor of Arts (B.A.) degree requires successful study of a modern language. High school transcripts of all incoming students are examined and the modern language faculty makes a recommendation concerning placement. Students may not enroll in a course numbered above or below the language placement recommendation without written permission of the placement officer of the Modern Languages Department. However, any student may start the study of a new language at the beginning level. Students needing the complete three-semester sequence are strongly urged to begin the study of their chosen language no later than fall semester of their sophomore year. The requirement for the B.A. degree (0-12 credits) is a matter of proficiency equivalent to three college semesters of a single modern language. Students may demonstrate required proficiency by successful completion of a modern language course numbered 223 or above, or by passing a proficiency exam administered by the Department of Modern Languages. Note: Placement at the 300 level does not meet the requirement. The student must either complete the course(s) or take the proficiency exam. All students for whom English is not a native language, including international students, must demonstrate proficiency in English by passing Interdisciplinary 150 and 151, or by successfully completing two semesters of English composition courses including one with a research paper emphasis at another university or college. Bachelor of Arts degree students particularly those planning to go to graduate school or planning to work in industry, business or government, may want to choose science or mathematics courses as electives. Evidence of proficiency in the student's native language or language other than English must be submitted to the University Registrar.

The Bachelor of Science (B.S.) degree has a science distribution requirement. All students are required to complete 4 credits in science for University Studies. Candidates for the B.S. degree are required to complete a minimum of 10 additional credits, including at least one laboratory science course, from no more than two departments (outside of the major department) in biology, chemistry, mathematics and computational science, or physics, in addition to the University Studies requirements. A student majoring in mathematics is required to take at least four natural science courses for the B.S. degree. Credits earned in Mathematics 087, 091, and 098 count toward graduation, but do not count toward the Science Distribution Requirement. Bachelor of Science degree students, particularly those planning to go to graduate school or better prepare themselves for international awareness, may want to choose modern language courses as electives.

Commencement

Degrees are granted at the close of the Fall, Spring, and Summer terms. Degrees are voted on by faculty and the Board of Trustees at the end of each term. Two formal Commencement Ceremonies are held in May and December. There is no Summer Commencement ceremony. Students who complete their degree in time for one of these ceremonies or who have no more than 2 courses left to complete their degree are invited to participate in one of the two ceremonies dependent upon when they complete their degree. It is important to note that participation in Commencement ceremonies does not obligate the University to confer a degree unless all requirements have been satisfactorily completed.

Application for degree

All students must complete the Application for Degree indicating the term of graduation with the Office of the Registrar as soon the student has completed a total of 80 credits but no later than the beginning of the semester the student plans on completing the degree(s). The application for degree is available in muOnline under the Student Profile. A graduation fee is charged to all graduating students whether they participate in ceremonies or not, and must be paid prior to the day of Commencement.

Petition to Participate in Commencement Policy

A student in the last semester of studies, but who will not complete all degree requirements in time to receive the diploma at the next scheduled commencement, may petition to participate in commencement ceremonies. This form is available in the Office of the Registrar or on-line.

The student must have the petition approved by his/her advisor, academic Dean and the Registrar. The petition may be approved if the student has no more than eight credits or no more than two courses left to complete the degree. The student must show evidence on the petition that all course work will be completed no later than the start of the next term immediately following the last term at Millikin. The Registrar must approve transfer of courses taken at another institution in advance.

MSN or DNP students who will meet graduation requirements early in next term and who have no more than one course or project finalization to complete may petition their advisor, the Director of the School of Nursing, and the Registrar to participate in Commencement ceremonies. Individual degree audits can be obtained by scheduling an appointment with the Office of the Registrar. Millikin University also provides students with the ability to perform their own degree audits on-line through the Banner Curriculum, Advising, and Program Planning (CAPP) program. All currently registered Millikin students have access to the degree evaluation tool via MU online and their personal secure account. All new students receive training on Degree Evaluation and many other electronic support systems at Millikin during their orientation. Additional resources on electronic support systems can be found online.

The Registrar, prior to the early registration period for the term, will run a degree evaluation which will be stored on the student's muOnline account. Questions or changes to the degree audit must be directed to the Registrar by e-mail or in person. It is the student's responsibility to keep up to date on their progress towards their degree. Millikin University provides both personal and electronic means to do so.

It is important to note...

Students are ultimately responsible for knowing University, College/School, and Departmental Graduation requirements for their degree(s).

While the University is committed to advising, it is the responsibility of the student to seek out the advisor in a timely fashion, provide information on personal and academic issues relevant to the student-advisor interaction and to be familiar with appropriate sections of the University Bulletin, including but not limited to the requirements for graduation., Section 1.2.3.1 Teaching, General and Academic Advising.

Advisors and students have access to electronic degree evaluations via MU online.

Confirmation and Awarding a Degree

Degrees are awarded at the official close of the Fall, Spring and Summer terms. Degrees are granted by vote of the faculty and the Board of Trustees. To be granted a degree all degree requirements must be complete and confirmed by the Registrar by: February 1 for a degree awarded in Fall term; July 1 for a degree awarded in Spring term; or September 1 for a degree awarded in Summer term. Once a deadline for awarding has passed, no further degrees will be awarded for the respective term except for errors in administrative processing. In cases where course work is completed after the deadline, students may petition the Registrar for a letter confirming the completion of degree requirements and confirmation of pending degree to be awarded at the end of the next term.

A Millikin University diploma as of December 2014 consists of Academic Degree, Student Name, and Latin honors. Detail information regarding Major, Minor, Concentrations (tracks, emphasis, or endorsements), Academic Certificate(s), and scholarly designations are found on a student's individual transcript.

Graduation Honors

Graduation Honors are based on the student's final overall grade point average (GPA). Honors designations are as follows: Cum Laude – 3.500 to 3.649; Magna Cum Laude – 3.650 to 3.799; Summa Cum Laude – 3.800 and above. Millikin University does not round to the nearest tenth, but displays the GPA out three places past the decimal. Millikin University does not rank students. Honors designations do not exist for graduates in the MBA, MSN, or DNP.

Residency Rule

Candidates for all degrees in the traditional program must earn at least 33 of their last 45 credits in residence at Millikin, including work taken in Summer Session. Students can transfer an unlimited number of credits and grades from affiliated programs such as the Institute for the International Education of Students (IES), the Urban Life Center in Chicago, the Washington Semester, or other university approved off campus study programs. Students completing their degree in these programs are exempt from the Residency Rule. The grades received in these programs are calculated in the overall Millikin GPA.

Students completing work off campus in an accredited Allied Health Program (medical technology and physical or occupational therapy), after earning 96 credits at Millikin, are exempt from this rule. Students who enter medical, dental, or veterinary schools after their junior year at Millikin are also exempt from this rule but must complete 64 of their last 96 credits in residence at Millikin.

Completing the Degree Off-Campus

Degree candidates approved to complete graduation requirements elsewhere, either in residence, by correspondence or on-line, must confirm their plans with the Registrar at least six weeks prior to commencement. No more than 12 credits may be transferred back to complete a degree off-campus. This rule applies to the last 45 credits in the traditional student's degree program.

Academic Definitions

Academic Program

A Millikin University Academic Program, for degree seeking students, consists of University Studies course requirements and all courses meeting requirements for a selected major. Millikin University requires a minimum number of 124 credits of baccalaureate course work to earn a degree, though individual major requirements may require a higher number of total credits as determined appropriate.

A Millikin University Academic Program, for non-degree seeking students, consists of course work required for a Millikin Academic Certificate, course work required for completion/entitlement for licensure, or course work requested by a student for a specified term of enrollment.

Academic Degree

Millikin University offers five undergraduate degrees. These are the Bachelor of Arts (B.A.), conferred on graduates of the College of Arts and Sciences; certain majors in Music, Theatre, Art, and Arts Technology from the College of Fine Arts and selected majors in the College of Professional Studies; The Bachelor of Fine Arts degree (B.F.A.), for certain majors in theatre or in art; the Bachelor of Science (B.S.), conferred on graduates of the Tabor School of Business, some majors in the College of Professional Studies and certain areas of the College of Arts and Sciences; the Bachelor of Music (B.M.), for some graduates of the College of Fine Arts; and the Bachelor of Science in Nursing (B.S.N.), conferred on nursing graduates in the College of Professional Studies.

An Undergraduate Academic Degree:

- Requires 124 credit hours of Baccalaureate level course work;
- Contains no less than 39 credits of upper level course work;
- Requires course work in the student's chosen academic major of study;
- Requires departmental and divisional requirements and/or restrictions to be met;
- May contain course work in optional minor or concentration area of study.

Millikin University also offers three graduate degrees. Master of Business Administration (M.B.A.), conferred on graduates of the Tabor School of Business and the Master of Science in Nursing (M.S.N.) degree and the Doctor of Nursing Practice (D.N.P) degree, conferred on graduates of the College of Professional Studies: School of Nursing.

Degree requirements are effective according to the date of entry to the University. A student may elect to adopt new degree requirements. By doing so they must adopt any new major requirements in effect for that Bulletin as well. Students must fulfill the degree/major requirements described within one Bulletin.

Double Degrees

Students seeking a second degree must meet all degree requirements as listed in the current Bulletin for both degrees and earn no less than 33 additional credits at Millikin to qualify for the second degree. Students may complete more than one degree program simultaneously. Students must meet all GPA requirements and complete all of the work required for both degrees as described in the Bulletin. Two diplomas are awarded in the case of double degrees.

Academic Major

A major is an approved area of concentrated study leading to an academic degree. In some degree programs, major requirements make up a large portion of the requirements for the degree. Requirements for a major are listed in appropriate sections of this Bulletin. Millikin students must declare their major by the time they have completed 60 credits.

Substitutions and Waivers

With permission of the relevant department chair or academic program director, academic program requirements can be substituted with other courses either in residence or as a transfer from other institutions. For interdisciplinary majors and minors (e.g., Environmental Services, Criminal Justice, etc.), the relevant coordinator may make substitutions for that academic program. For college distribution requirements, substitution requirements may be made by the relevant academic Dean. For University Studies, substitutions will be at the discretion of the area coordinator. With the permission of the relevant Dean (or the Provost in case of University Studies requirements), program requirements can be waived. The Office of the Registrar must be notified of all course substitutions and waivers upon approval.

Change of Major/Special Programs/Degree Requirements

Students entering Millikin for the first time must meet degree requirements listed in the current Bulletin. Degree requirements are effective according to the date of entry to the institution, while major requirements are effective according to the date of official declaration of the major. Students may adopt a future Bulletin to meet new (degree/major/minor/concentration/academic certificate) requirements for their particular program of study.

Double Majors

- The University provides the opportunity for students to complete multiple majors. One degree is awarded in the case of double majors.
- Student must designate one major as primary.
- Primary major determines the degree and the college home, as well as additional school/college/distribution requirements for the degree.
- Each major change and declaration must be approved by the College/School responsible for the major.
- Students must meet GPA, certification, and core requirements for both majors.
- Departmental and division requirements and/or restrictions must be met for both majors. (e.gg. entrance auditions for fine arts or state exams for teacher education, double dipping between the two majors)
- Students must be in good standing to declare a second major. First semester students are not eligible to declare multiple majors.
- It is very rare for a student to complete more than two majors within 8 semesters of study at Millikin University. Students should explore all requirements carefully.

Major requirements are those described in the Bulletin in effect at the time a major is declared.

Academic Concentration (Tracks, Emphases, Endorsements)

Millikin University provides the opportunity for students to specialize areas of study within a major. A concentrated grouping of course work has been designated to ensure students, who elect to pursue a concentration, receive in-depth knowledge for career aspirations and/or preparation for graduate work identified within the concentration chosen. Concentrations are not offered, nor required for all majors.

An academic concentration cannot be awarded when the courses are a complete subset of another academic concentration.

See concentrations offered under major areas listed in appropriate sections of the Bulletin.

Academic Minor

Millikin University provides the opportunity for students to complete an academic minor in addition to the academic major. The minor consists in most cases of a minimum of 21 credits, with at least 9 credits earned in courses numbered 300 or above. Requirements for a minor are listed in appropriate sections of the Bulletin. A minor is not required for students earning a degree from the University. An academic minor cannot be awarded when the courses are a complete subset of the required courses for the declared major.

Undergraduate Academic Certificate

A Millikin University Academic Certificate consists of Student Name, an Academic Certificate in [Academic Certificate title], and date on which Academic certificate was granted.

Millikin University provides the opportunity for individuals to complete an Academic Certificate. In most cases, an Academic Certificate consists of 9 to 17 credit hours of baccalaureate course work. The Millikin University Academic Certificates provide opportunities for individuals to demonstrate focused study in academic area(s) which enhance personal and professional development. Current degree-seeking students, new part-time non-degree seeking students, or community members with a high school diploma, may enroll in an academic certificate program.

A Millikin Academic Certificate:

- Requires 9 – 17 hours of course work;
- Consists of a sequences, patterns, or group of courses;
- Is developed, supervised, and evaluated by the faculty members of the academic area offering the certificate;
- Where 2/3 of the requirements for Academic Certificate must be completed in residency;
- Students earning a degree will not earn Academic Certificates for courses that are a subset of the required course sequence for their declared major/minor.

While some of the Academic Certificate(s) may support individuals' work toward external certification, licensure, or endorsement goals, the Academic Certificate does not exist for that purpose. Academic Certificate awardees do not participate in Commencement.

Graduate Academic Certificates

Millikin University provides the opportunity for non-degree seeking individuals who hold a baccalaureate degree and graduate-degree seeking individuals to complete a Graduate Academic Certificate. In most cases, a Graduate Academic Certificate consists of **9 to 17 credit hours** of graduate course work. Millikin University Graduate Academic Certificates provide opportunities for individuals to demonstrate focused study in academic area(s) which enhance personal and professional development.

A Millikin Graduate Academic Certificate:

- Typically requires 9 – 17 credit hours of course work;
- Consists of a sequence, pattern, or group of courses that are part of existing curriculum;
- Is developed, supervised, and evaluated by the faculty members of the academic area offering the certificate;
- Where 2/3 of the course work for certificate must be completed in residency.
- Students earning a degree will not earn a given Graduate Academic Certificate if more than 1/3 of the coursework (not including pre-requisites) for said Graduate Academic Certificate satisfies the student's degree requirements.

While some of the Graduate Academic Certificate(s) may support individuals' work toward external certification, licensure, or endorsement goals, the Certificate Programs do not exist for that purpose. Non-degree seeking Graduate Academic Certificate awardees do not participate in Commencement, in which case Graduate Academic Certificates are awarded upon completion and approval.

A Millikin University Graduate Academic Certificate will state: (a) Millikin University; (b) Awarded Student Name; (c) A Graduate Academic Certificate in [Certificate Title]; and (d) Date on which the certificate was granted.

Academic Policies and Grading System

Definition of a Credit Hour

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for the other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

Full-time Students

Undergraduate: 12 - 18 credit hours

Graduate: Summer Term: 6 credit hours

Fall & Spring terms: 9 credit hours

Written permission of the student's academic dean, academic advisor, dean of students, and director of financial aid are required for registrations totaling the following credit hours:

Undergraduate Program (Fall or Spring Semester): 23 or more credit hours

January Term: 8 or more credit hours

Summer Term: 8 or more credit hours

Part-time Students

Undergraduate students enrolled for 11 credits or less in a regular semester are designated as part-time. Part-time students seeking a degree at Millikin must maintain the requirements for good academic standing. The requirements for good academic standing do not apply to non-degree seeking part-time students.

Auditing a Course

Students who wish to attend classes and lectures regularly, but without responsibility for outside work and examinations, are classified as auditors, and do not receive college credit. Audit registrations may be changed to credit registration within the first six weeks of the semester, (with Registrar and Professor approval). Courses taken on an audit basis are billed at the same level as courses taken for credit. Credit registrations may be changed to an audit registration during the first six weeks of the semester with permission of the Registrar.

Degree-holding alumni and friends of the University are permitted to audit any regularly scheduled class at the University tuition free on a space-available basis. This does not include classes taken during summer and winter sessions. The Office of the Registrar handles these registrations. There is a \$50 fee charged to cover access to Millikin's computer network where most faculty post assignments, test dates, additional resources and readings and for access to the Staley Library.

Music Credit

Only 10 credits of applied music may be counted toward undergraduate degrees other than degrees in Music. Candidates for the B.A., B.S.N. and B.S. degrees may earn up to six credits in music organizations. Candidates for the B.M. degree are limited to the number of credits stated in the requirements for their degree major and emphasis. Although additional credits may be earned, only the number required for the specific degree and those representing the lowest average may be utilized to fulfill graduation requirements and to calculate honors.

One Credit for Sport Participation

No more than four one-credit sport activity courses can be counted toward the degree. No more than 1, one-credit sport activity course can be taken each semester. Credit for participation in intercollegiate athletics is given based on the semester in which intercollegiate competition occurs. Students participating in athletic competition that spans more than one semester may choose when academic credit is earned.

ES040 Baseball	ES051 Golf - Men's	ES053 Tennis - Men's
ES041 Basketball - Men's	ES052 Golf - Women's	ES054 Tennis - Women's
ES042 Basketball - Women's	ES044 Soccer - Men's	ES055 Track & Field - Men's
ES050 Cross Country - Men's	ES047 Soccer - Women's	ES056 Track & Field - Women's
ES049 Cross Country - Women's	ES045 Softball - Women's	ES046 Volleyball
ES043 Football	ES091 Swimming - Men's	ES057 Wrestling
	ES092 Swimming - Women's	

Undergraduate Student Enrollment in Graduate Level Courses

An Undergraduate student who meets the following criteria may enroll in up to 6 graduate level credit hours. Typically, no more than 3 in any given academic term (Fall, Immersion, Spring, Summer), though in some cases up to 6 hours in a term may be permitted. Students in approved 3+2 or 4+1 undergraduate to graduate programs may sometimes exceed the 6 credit per term limit.

In all cases the student must:

- Have successfully completed 88 credit hours prior to the start of the Graduate Course
- Have an overall cumulative GPA of 3.0
- Be enrolled in at least 12 undergraduate credit hours for the semester (enrollment in under 15 undergraduate credits may reduce the amount of the State of Illinois MAP grant the student can receive)
- Have the signed approval of the student's Academic Advisor, the Director of the Graduate Program, the Financial Aid Director, and the Academic Dean overseeing the Graduate Program

Important Notes on Enrollment in Graduate Level Course(s)

- Enrollment in any given course is contingent on open seat eligibility with preference given to graduate level students
- Enrolled Undergraduate and Graduate credits cannot be combined to determine Full-time enrollment status (undergraduate and graduate enrollments are separate for these purposes)

- Permission to enroll in a graduate course does not mean or imply acceptance into a graduate program
- Graduate level course work will only be counted toward an undergraduate degree or count towards undergraduate graduation requirements for students who are enrolled in a Millikin University approved 3+2 or 4+1 program. For students not enrolled in an approved 3+2 or 4+1 program the credits from graduate courses will count only as graduate credit hours.
- Only students enrolled in a Millikin University approved 3+2 or 4+1 program may apply designated graduate level courses to their undergraduate degree and the total number of credit hours applied to both programs (undergraduate and graduate) may not exceed 30 credit hours. Credits applied to both programs will be designated as upper-division (400-level or above) course work completed in the undergraduate program.

Types of Academic Activities

Lecture, seminar, quiz, discussion and recitation: A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two hours of outside study for each class session. Typically a three-semester credit hour course meets three times per week for three 50-minute sessions or twice a week for two 75-minute sessions for fifteen weeks for a total of 45 sessions.

Laboratory: A time devoted to experiments, fieldwork or demonstrations required as all or part of a course. A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is at least 50 minutes or more in duration.

Activity supervised as a group (laboratory, field trip, practicum, workshop, and group studio): A class built totally around a format of experiments, tests or demonstrations. A similar measure is applied to this type of activity as described above.

Directed Study: This course is an opportunity that allows one to five students to meet individually or collectively with a professor in order to take a credit course - not currently being offered - from the regular curriculum. It is understood (1) that the student will cover material comparable to that included in a regularly scheduled offering of the course, and (2) that the option will only be exercised as a scheduling necessity or convenience when adequate reasons for so doing have been presented. The equivalent of fifteen 50-minute sessions of student academic activity is required for each credit hour attempted.

Independent Study: A specially designed in-depth project in which from one to five students meet with a professor to study a body of material that is not synonymous with that comprising any one of the regular curricular course offerings. The equivalent of fifteen 50-minute sessions of student academic activity is required for each credit hour attempted.

Internship: An internship is defined as an experience in which a currently registered Millikin student engages in a professional environment. The internship experience may happen on Millikin's campus or outside the university's physical boundaries. Traditionally, 1 credit is awarded after a minimum 40 hours of time spent at the internship experience. It is recommended that for each credit earned, there is a learning goal associated. At least one learning goal will be met for each internship. Individual departments will determine whether these experiences should receive a letter grade or be offered pass/fail. Learning goals may be repeated for mastery in subsequent internships. The goal of an internship is to integrate classroom learning with practical skill development for success in a professional setting.

Service Learning: A structured opportunity to learn beyond campus with approved supervision by addressing a genuine community need and intentionally assessing the learning. Service learning is integrated into the Millikin Program of Student Learning, existing courses in departments, and interdisciplinary electives. The equivalent of fifteen 50-minute sessions of student academic activity is required for each credit hour attempted.

Practicum: A regularly scheduled course that includes a component in which the student serves an apprenticeship or engages in a field experience under designated supervision. Unlike the internship, the practicum includes during the course a number of classroom meetings in which the background or context for the field experience is presented. The equivalent of fifteen 50-minute sessions of student academic activity is required for each credit hour attempted.

Seminar: A regularly scheduled course generally enrolling 20 or fewer students that requires students to present papers reports or otherwise assumes responsibility for orally presenting and defending the results of their scholarship. The equivalent of fifteen 50-minute sessions of student academic activity is required for each credit hour attempted.

Activity: Either a course or a time designation for a period in which a student receives academic credit for engaging in activities that are primarily physical rather than intellectual in nature.

Studio: A course in which a student (1) meets for instruction or experimentation in one of the creative or performing arts and (2) is required to engage in the creative processes of that art. The equivalent of fifteen 50-minute sessions of student academic activity is required for each credit hour attempted.

Short Sessions (Immersion, Summer School): Credit hours may be earned in short sessions proportionately to those earned for the same activity during a regular term of the institution, normally at no more than one credit per week of full-time study.

Additional Regulations

In addition to the University's academic requirements, students are required to abide by those regulations outlined in the Student Handbook. Students must meet current requirements for good standing and changes in special curricula set by outside agencies. Compliance with these regulations and satisfactory completion of all academic requirements are the responsibility of each student.

Grading System

A grading system provides a convenient way in which an assessment can be made of relative achievement. The faculty at Millikin has established the following letter grades:

Grade	Definition	Quality Points
A	Outstanding	4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+	Good	2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-	Satisfactory	0.7
F		0.0
Grade		
XF	Failure due to Academic Dishonesty	0.0
P	Pass (no quality points)	
W	Withdrawal (no penalty) awarded only during first ten (10) weeks of the semester	
WA	Withdrawn Administratively	
I	Incomplete *	
NG	No grade reported	

*Incomplete Grades

The transcript may also carry the designation I (Incomplete). This designation is made in consultation between the student and the instructor. (Example: because of illness or other factors beyond the student's control). Incompletes must be removed within the first eight weeks of the next semester following receipt of the grade, otherwise it automatically becomes an F. Requests for an extension of this deadline because of illness or other reason beyond the student's control, must be approved by the instructor prior to the end of the eight-week period. The Instructor must notify the Office of the Registrar of any extensions granted prior to the end of the 8th week.

Midterm Grades

Midterm letter grades (A-F) will be posted online during the fall and spring terms for Undergraduate 16 week courses at approximately the 8th week of the semester. The due date for midterms is set by the Registrar.

Grade Point Average (GPA)

A student's grade point average (GPA) is computed by dividing the number of Points earned by total graded credits attempted. Credits and grades earned in an affiliate registration will be considered as credits earned and attempted at Millikin. The overall grade point average is determined by dividing Total Points by total GPA Hours Attempted Credits for Millikin credit and grades only.

How to calculate Grade Point Average (GPA)

It is essential for students to understand how to calculate their semester and overall grade point average. Millikin, like most universities, grades on a four-point scale, which includes plus (+) and minus (-) grades as illustrated above.

A student's GPA is determined by taking the total number of points earned and dividing it by the number of credits attempted for a letter grade. Grades of P or W or I are not factored into the GPA.

Multiply the credit value of each course by the point value of the grade. For example, a three-credit course in which you earn a C (2.0) is worth 6 points. Next, total the points you have earned in all of your courses after multiplying their value by the value of the grade awarded. Divide the number of credits you have attempted, excluding courses with grades of P, W or I.

For example:

Fall Semester					
Course	Earned	Attempted	Grade	Points	
Math	4	4	B	(3.0 x 4)	12
Literature	3	3	C+	(2.3 x 3)	6.9
Biology	4	4	A	(4.0 x 4)	16
Sociology	3	3	C-	(1.7 x 3)	5.4
Music Appreciation	3	3	B-	(2.7 x 3)	8.1
Fitness	1	0	P	(0.0 x 0)	0.0
Total	18	<u>17</u>			48.4
Semester GPA				(48.4/17)	2.84
Spring Semester					
Course	Earned	Attempted	Grade	Points	
English	3	3	A	(4.0 x 3)	12
History	0	0	W	(0.0 x 0)	0.0
Chemistry	4	4	B+	(3.3 x 4)	13.2
Psychology	3	3	D	(1.0 x 3)	3
Communication	3	3	B	(3.0 x 3)	9
Total	13	<u>13</u>			37.2
Semester GPA				(37.2/13)	2.861
Overall GPA		Attempted Credit	Points	Totals	
		(17 + 13 = 30)	(48.4+37.2 = 85.6)	(85.6/30)	2.853

To determine the overall or cumulative GPA the total credits attempted for both semesters are added together and divided by the total points from both semesters. Millikin does not round up to the nearest 10th, but instead displays three places past the decimal. For example if a student has earned an overall GPA of 3.499 and graduation honors requires a 3.5 the student **would not** qualify for Honors.

Millikin University provides a grade calculator on each students' My Millikin web site.

Repeated Courses

When a student repeats a course at Millikin to replace their prior grade, the second grade received will determine the student's grade and the credit earned for the course. All course grades will appear on the transcript. A course may be successfully repeated beyond the second attempt to satisfy degree requirements, but credits will not be earned nor will the grade affect the student's grade point average. The failure of a course beyond the second attempt will negatively affect a student's grade point average.

A course repeated at an institution other than Millikin does not eliminate the previous grade from being computed in the student's grade point average. The repeated course will be recorded for zero earned credits, but can be used to satisfy degree requirements. Transfer courses do not affect the overall grade point average.

Repeating of a course(s) will affect academic progress. All repeated courses must be reported to the Office of the Registrar prior to the end of the registration period. Failure to do so may jeopardize a student's ability to make acceptable progress towards their degree.

Academic Honors

Academic honors are awarded to students who have attempted a minimum of 12 **graded** credits during a semester (excluding Summer and Immersion terms) with a grade point average as follows: High Dean's List – 4.00; Dean's List – 3.5 to 3.99. Students ending the semester with an incomplete may not be considered for the dean's list until the grade is made up. If a student has earned 12 credits but 3 credits are graded with a Pass they cannot be considered for Dean's list either since they would only have 9 graded credits determining the semester GPA. Pass grades are not calculated into the GPA.

Pass/Fail Option

A pass/fail option is made available particularly to allow high achieving students in one area to take courses in other areas without undue concern about a lower grade due to competition with majors in the other areas. Specifically, any course not required by the major can be taken on a Pass/Fail basis.

Full-time students at the junior and senior level with a grade point average of 3.0 or higher may take no more than one course in any term under a pass/fail option. Students wishing to complete a course under the pass/fail system must complete the appropriate request form, which can be obtained from the Office of the Registrar. This option must be elected within six weeks of the beginning of classes.

Pass/Fail Courses

1. May include required University Studies courses.
2. May not be in the student's major field, except with the written permission of the Department Chair or major coordinator.
3. May not include core courses or Mathematics 130 for students majoring in Tabor School of Business, except with the written permission of the Dean of the School. Students majoring in the College of Fine Arts may not include core courses in the School of Music except with the written permission of the Dean of the School.
4. Are open only to full-time students with at least a 3.0 cumulative grade point average and junior (54 – 87 credits) or senior standing (88 credits or higher).
5. May include some courses in addition to the above limits. These courses (e.g., internships, experimental courses) in the judgment of the faculty member with concurrence of the appropriate Academic Dean, may be graded on a pass/fail basis for all students registered in that course.
6. The pass/fail option may not be appropriate for students who intend to pursue advanced degrees at graduate or medical schools, or who may transfer prior to the completion of their bachelor's degree. Students considering taking courses under the pass/fail option are advised to discuss this option with their advisors. Students should be aware that some highly competitive graduate, medical, dental and law schools may not be willing to consider for admission those students with pass grades on their official transcripts.

An instructor will report the normal letter grade for the student. Normally, the instructor will not be aware which students in the class, if any, have elected the pass/fail option. The Office of the Registrar will convert a C- or better to a P grade for those students choosing this option. The grade of P is not computed in the student's cumulative grade point average. A grade of D+, D, D-, or F received under this option will be recorded in the student's academic history as such and counted in the cumulative grade point average.

A student repeating a course may not do so under the pass/fail option.

Normal Progress Toward a Degree

Please refer to the Financial Aid Section for this information.

Requirements for Good Academic Standing

Millikin University promotes excellence in every aspect of the University experience. To ensure academic excellence, the University has set minimum standards regarding grade point average. However, students are expected to achieve at the highest level of their ability in order to be successful in the completion of their degree.

A degree-seeking student at Millikin is in good academic standing and making satisfactory progress toward a degree, if the student maintains a 2.0 minimum overall grade point average and maintains a 2.0 GPA for all work attempted at Millikin. Some programs require higher overall grade point averages (See Education, Nursing and Athletic Training).

Some University organizations place restrictions on their members who fail to meet requirements for good standing. Each organization is responsible for notifying its own members about its requirements. Requests for confidential information regarding the academic standing of members of University organizations must be made through the Office of Student Development.

Academic Probation

The first time any student fails to achieve a Millikin cumulative grade point of 2.0, the student will be placed on probation for the following semester. Students on academic probation for the first time will be automatically enrolled in IN 110, Strategies for Academic Success, for the following term.

Students will be required to complete IN 110 in the next full semester that follows the notification of academic probation when one or more of the following conditions are met:

- student completes Millikin coursework during the summer or January immersion semester that results in the cumulative grade point average falling below a 2.0; or
- student receives a final grade to resolve an incomplete grade after a semester has begun that results in the cumulative grade point average falling below a 2.0.

Students are not automatically enrolled in IN 110 if:

- student begins their academic program during a January or summer semester and completes fewer than 7 credits with an cumulative grade point average below 2.0; or
- student cumulative grade point average rises above 2.0 before the term in which they would be enrolled.

However, these students are encouraged to seek available resources through the Center for Academic and Professional Performance.

While on Academic Probation, students are not permitted to enroll in more than 17 credits, including IN 110, without the permission of their academic advisor.

Academic Dismissal (Suspension)

A student may be dismissed from the University, if his or her Millikin cumulative grade point average falls below the following suspension schedule:

Required Millikin Semesters of Study	Minimum G.P.A.
After two semesters	1.8
After four semesters	2.0

A student already on probation may be suspended if the Millikin cumulative grade point average is not improved to a 2.0, or if the term grade point average is not a 2.25.

Special permission can be given by the Council on Student and Academic Standards for the student to remain on probation for an additional semester.

A suspended student may present a written petition for reinstatement for a subsequent semester to the Council on Student and Academic Standards through the University Registrar. Students are responsible for explaining in the petition why their ability to meet academic requirements has improved. Petitioning the Council does not assure reinstatement. Exceptions to the semester suspension will be made only in extraordinary cases.

A student may also be suspended from attendance at the University for reasons other than academic failure as determined through the University judicial process. See the Student Handbook.

Suspension for Excessive Withdrawals

Each semester, a full-time, degree-seeking student at Millikin is expected to complete a minimum of 12 credits with a grade other than a withdrawal (W). Failure to do so results in the loss of full-time status, which may in turn lead to losing financial aid and becoming ineligible to participate in certain University activities.

Students may have legitimate reasons for withdrawing from a course, but generally students should complete those courses for which they register. Students who withdraw from courses excessively may be given academic warning or may be suspended from further study at the University. The Council on Students and Academic Standards will act on the recommendation of the student's academic Dean and the approval of the Provost.

Official University Withdrawal – Traditional Program

Students officially withdrawing from the University during the first 10 weeks of a semester receive a grade of W for the course or courses being withdrawn.

Official Course(s) Withdrawal – Traditional Program

Students dropping a course or courses during the first 10 days of a semester will have the course removed from their academic record.

Students withdrawing from a course after the first 10 days up to 10 weeks of a semester will receive a grade of W for the course. After the 10th week of the semester courses remaining on student schedule will result in the course being graded by the faculty based on work completed for the course.

Re-Admission to Millikin: See Admission Section of Bulletin for Re-admission guidelines.

Administrative Withdrawal

When a student fails to either attend a course or complete required academic work related to the course, they are at risk of being administratively withdrawn. This policy applies to all students at any time during the semester regardless of their academic standing.

The Policy

Millikin University provides faculty/administration the authority to withdraw a student from a single course, multiple courses, or the University at any time during a semester or term for failure to comply with academic policies or requirements including, but not limited to:

- Demonstrating a lack of academic engagement during the semester defined by one or more of the following as:
 - Missing an excessive amount of scheduled class time as defined by the faculty member in the syllabus of the course. Excessive time will not include excused absences or University-related activities that are approved by the faculty member prior to the absence.
 - Failure to submit or complete assignments, quizzes, or exams.
 - Failure to comply with scheduled opportunities for academic remediation.
 - Violating learning contracts or policies outlined by the course syllabus or the Millikin University Student Handbook.
 - Willful and sustained disruption of the learning environment during course meetings, sessions, or related course activities.
 - Lack of meaningful engagement in the learning environment during course meetings, sessions, or related course activities.
- The instructor of the course will initiate the withdrawal process and can stop the process at any time. Once the withdrawal process is set into motion the student will be notified via email copied to the University Registrar and Dean of Student Development.
- The withdrawal process may take place if any above listed behavior is noted. If a student is administratively withdrawn from a course or the University, the student will be ineligible for refund of tuition.

Procedures

Students are responsible to know and understand the expectations for coursework requirements. This includes but is not limited to the attendance policy and how attendance will affect their grade. Faculty members are required to thoroughly and clearly cover these requirements of attendance and engagement in their syllabi. The Administrative Withdrawal process is initiated by the instructor of the course after an official warning has been issued to the student and notification is made to the Registrar and Student Development. The instructor will maintain accurate and consistent records of student attendance throughout the semester.

A faculty member initiates an Administrative Withdrawal in consultation with the department chair and Dean responsible for the course a student is being withdrawn from. An Administrative Withdraw form with supporting documentation, and the respective Dean's signature, will be official when received by the University Registrar. The Office of the Registrar will then notify the student via email and a personal letter detailing the administrative withdrawal. Students who are administratively withdrawn during a semester:

- Are responsible for all debts and other charges related to the course.
- Are not eligible for a tuition refund.
- Are eligible for Academic Probation/Suspension when overall GPA falls below 2.0
- Will receive a "WA" grade for the course for the semester. This grade will not affect the student's GPA.
- May lose eligibility for residential status or athletic competition if withdrawal drops them below full-time status.
- May have changes in their financial aid eligibility as a result of withdrawal. Due to financial aid being based on many factors, these changes will vary. (Please contact the Office of Student Financial Services).

Copies of any Administrative Withdrawal or notices related to the matter will become a part of the student's permanent file in the Office of the Registrar

Student Appeal Process

After receiving a notice of an Administrative Withdrawal, should a student wish to contest the academic withdraw, the student will first discuss this with the faculty member involved. If the matter is not resolved to the student's satisfaction with the faculty member, then the student has the right to appeal the administrative withdraw as follows:

- The student must initiate the appeal within four business days of being notified of an Administrative Withdrawal by the Office of the Registrar
- The appeal must be made in writing/email to the Dean responsible for the area of study with copies sent to the faculty member and the University Registrar.
- The letter of appeal will be reviewed by the Dean. The Dean in consultation with the department chair will make the decision of whether or not to investigate the faculty member's attendance records.
- The Dean may review the student's overall academic engagement, participation, and attendance for the course in question tracked by the faculty of the course.
- The Dean will forward a recommendation on the outcome of the appeal with supporting documentation to the Provost, who may determine if additional information is needed for a final decision on the appeal.
- The appeal decision should take no more than four business days after receipt of the appeal.
- Appeals will not be considered during times when the University is not in session, or closed.
- The final decision on the appeal will be forwarded from the Provost to the student, dean, faculty member, and University Registrar.
- The decision made by the Provost during the appeal process is final and will be recorded in the student's record in the Office of the Registrar

Academic Integrity Standards

Academic Freedom

Millikin University requires that academic freedom be exercised in harmony with the specific character and objectives of the University, which are those of an institution of higher learning. In consequence, it expects the members of the faculty to be supportive of the Mission and Vision Statement of the University. Institutions of higher education are conducted for the common good. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and scholarly/artistic activities. Academic freedom in scholarly/artistic activities is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental to protecting the rights of the faculty member in teaching and the student in learning. The common good to the individual faculty member and the University depends upon the search for truth and its free exposition. (Policies and Procedures: Faculty, 2006, section 1.2.1). The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty to guide the actions of all its members. Any violation of this threatens the unrestricted and honest exchange of knowledge. It is the responsibility of every person in the academic community (students, faculty, and administrators) to see that dishonesty is not tolerated. This responsibility may also include reporting known or suspected violations to the appropriate authority (Policies and Procedures: Faculty, 2006, section 6.9)

Academic Evaluation / Grade Appeal

Students are responsible for maintaining all standards of academic performance established by their professors, but they will have the right to be heard through orderly procedures against prejudiced or capricious academic evaluation. Students who believe that they have received an unfair grade or final evaluation should first confer with the instructor to resolve the disagreement. If a justifiable question remains in the student's mind, he/she may next confer with the chair/director of the faculty member's department who may investigate the matter, mediate between the student and instructor, or take any other reasonable action the chair/director believes may solve the disagreement. If there is still no resolution after meeting with the chair/director, the student may present the case to the dean of the school in which the course was offered. The Dean may consult with the departmental chair/director and the faculty member. The Dean will decide whether or not to begin a University investigation of the faculty member's grading practices. The faculty member reserves final judgment on all matters pertaining to student grades unless the administration is proceeding against the faculty member pursuant to Dismissal for Cause as written in the Faculty Policy and Procedures handbook. There shall be no further appeals beyond the Dean. If a faculty member has left the University and is unavailable or unwilling to respond to requests for grade changes, the chair/director or Dean, if necessary, shall have the power to change a grade. The appeal process must begin no later than one calendar year following the grade assignment.

Academic Integrity / Student Rights and Responsibilities

Academic institutions exist for the pursuit of truth and for development of students. As members of the academic community, students will be encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth. Free inquiry, free expression and responsible use thereof are essential to any community of scholars. Each member of the academic community has both rights and responsibilities that derive from the agreed standards of the community. By virtue of the student's basic purpose in joining the academic community, the primary right and responsibility of the student is to cherish and exercise the freedom to learn. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. The responsibility to secure and respect general conditions conducive to freedom to learn is shared by all members of the academic community. The faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the University. Violations of academic integrity are defined as follows:

These kinds of offenses violate academic integrity.

- a. **Cheating** on quizzes or examinations occurs when any student is found using or attempting to use any book, paper, or other article, or assistance from fellow students, or any other unfair or unlawful means, such use being intended to deceive the person in charge of the quiz or examination with reference to his or her work. No student may substitute for another student in any quiz or examination. No books, notes, papers or related articles shall be brought into or used at any quiz or examination unless specifically authorized by the person in charge. All such books, papers, or other authorized articles are subject to inspection, and no other use shall be made of books or papers than that authorized. The possession at any quiz or examination of any articles the use of which is prohibited will be regarded as evidence of guilt. Conversation or other communication between students in examinations and quizzes is forbidden.
- b. **Collusion** occurs when students willfully give or receive unauthorized or unacknowledged assistance. Both parties to the collusion are considered responsible.
- c. **Electronic dishonesty** is the unacknowledged or unauthorized appropriation of another's program, or the results of that program, in whole or in part, for a computer or electronic-related exercise or assignment.
- d. **Grade falsification** is any attempt to falsify an assigned grade in an examination, quiz, report, program, grade book, or any other record or document.
- e. **Plagiarism** is the unacknowledged appropriation of another's work or programs. Specifically, (1) students who use the exact words of another must enclose those words in quotation marks or show, through indentation or typestyle, that the material is quoted and indicate the source, either within the text of their work or in a footnote; (2) students who take ideas from another person or written work, but who either paraphrase those ideas in their own words or else make a few mechanical alterations (rearrange sentences, find synonyms, alter prepositions, punctuation, conjunctions, and the like) must also indicate the source, either within the text of their work or in a series of footnotes clearly indicating the extent of the material paraphrased; and (3) students may not turn in as their own work any materials written for them by another person or any commercially prepared materials, such as computer programs and term papers, purchased on or off campus.
- f. **Other forms of academic dishonesty** including (1) data falsification, fabrication of data or deceitful alteration of collected data as part of any academic assignment submitted as one's work for academic consideration; (2) unauthorized copying of or collaborating on homework assignments and turning in as one's own work any part of another person's written exercise or computer program. Students who receive help from others on a project should acknowledge that help and specify the extent of it in the written report of that project; and (3) the submission of the same academic work for credit more than once without the permission of the instructor to whom the work is being submitted.

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses. They will make the determination as to whether the student violated the Academic Integrity Policy. Should the faculty member determine that the violation was intentional and egregious, he or she will decide the consequences, taking into account the severity and circumstances surrounding the violation.

Consequences could range from failure for the assignment to failure for the course. If the faculty member determines that failure for the course is the appropriate consequence, he/she will decide between giving an F for failure or an XF. If an XF is assigned it signifies failure due to academic dishonesty and is indicated on the student's transcript. If the consequence is anything but an XF, the faculty member will inform the student in writing and forward a copy of the letter to the Registrar and to the Dean of Student Development. This letter will be destroyed when the student graduates from the University unless a second breach of integrity occurs.

Before assigning an XF, the faculty member will review the situation with the chair and/or director and dean. If an XF is assigned for the course, the faculty member's letter of explanation becomes a permanent part of the student's record, and the XF remains as a permanent grade, which cannot be removed from the transcript. However, students may repeat the course for credit toward graduation. If a second violation occurs subsequent to the first breach of integrity, the Dean of Student Development will begin disciplinary and judicial processes of the University, as outlined in the Student Handbook. Some programs and majors have more explicit ethical standards which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University.

Attendance

As responsible persons, Millikin students are expected to attend all regularly scheduled classes and laboratories. However, students are responsible for material covered in class, whether or not they are present.

Absences due to illness of the student, serious illness or death in the immediate family, or religious holidays, or extenuating circumstances generally carry no penalty. Students are expected to notify their instructor's in advance about anticipated absences and to make appropriate arrangements to make up work. In case of illness, students are expected to report to the University Student Mental Health & Behavioral Services.

Students participating in athletics, with performing groups, or otherwise representing the University will sometimes have events scheduled in conflict with their classes. Students should notify their instructors well in advance of these dates. Individual faculty may have different policies about attendance and makeup privileges for students absent on University business, and students should determine this in advance of their anticipated absences.

At the beginning of each semester, faculty should inform students about their policies on attendance, makeup privileges, and acceptance of assignments after established deadlines. This written policy is usually contained in the course syllabus distributed on the first day of classes. It is the student's responsibility to understand and abide by these policies.

Faculty will take note of excessive absences and report them to the Office of Student Development and the Office of the Registrar.

Accelerated Course Attendance

Any absence will likely have a negative impact on the student's participation and grade in the course. Students who miss more than 25% of the scheduled contact hours of an accelerated course will be notified they should drop the course or they may be assigned a failing grade for the course*. It is the student's responsibility to contact their academic advisor and complete the necessary paperwork. A student who officially drops from a course prior to the last day of class will receive the grade of W on their transcript. Students who fail to officially drop will receive a grade of an F- on their transcript.

*Examples:

25% of a 10-week course (3 credit hours) with 40 scheduled contact hours is 10 hours.

25% of an 8-week course (3 credit hours) with 32 scheduled contact hours is 8 hours.

25% of a 7-week course (3 credits hours) with 28 scheduled contact hours is 7 hours.

25% of a 5-week course (3 credit hours) with 20 scheduled contact hours is 5 hours.

25% of a 4-week course (2 credit hours) with 16 scheduled contact hours is 4 hours.

Any portion of a missed class (coming in late, leaving early, or taking excessive breaks) may be counted toward total absences.

The instructor may set additional requirements for a course but will not modify the minimum class attendance policy. Accepting makeup work, late, or missing assignments is at the discretion of the instructor as established in the requirements for each course. The instructor's willingness to accept makeup, late, or missing work will apply only to the student's recorded grade in the regularly scheduled course. Acceptance of makeup, late, or missing work will NOT allow the student to complete the course unless the faculty have assigned an incomplete for the course.

Personal Computer

Millikin University requires that students bring personal computers to campus as part of the technology needed to maximize their learning experiences. Millikin's Information Technology Department recommends that computers brought to campus by students meet the minimum specifications to best assure compatibility with software and other hardware in use at the university.

Students who do not own a computer that meets these specifications may elect to purchase one through the Millikin's online bookstore eCampus. Financial aid may apply to support such a purchase as part of their materials for classes. Students should consult the staff in the Student Financial Services Office for more information about financial aid and purchases through eCampus.

If you are considering the purchase of a new computer a list of suggested minimum specifications can be found at <https://www.millikin.edu/IT/tech-support>. **Please make sure to check with your advisor or faculty to determine if there is a department or course specific computer requirement.**

Registration/Validation

Registration

Students are required to meet with their advisor and work out a plan of study for the upcoming term. The Office of the Registrar announces dates and times for scheduling day and registration. Online registration is available to students during eligible time periods. Students register by class or honors groups during specific announced times and dates with seniors, and other special designated groups first and then the juniors, sophomores, and freshman classes following.

Students may make changes to their registration between the beginning of the registration period and prior to midnight on the date of the second class meeting. For online and hybrid course registration is available until the start of the course.

Each student is encouraged to enroll in courses on a semester basis. The student is financially responsible for all courses they have enrolled in for each semester. Registration records are available through the student portal.

In order for students to be properly prepared, students are encouraged to register for all classes at least two (2) weeks before the first class meeting.

After the second class meeting, a student may withdraw and receive a grade of "W" for the course. After the course withdraw deadline date, courses remaining on student schedule will result in the course being graded by the faculty based on work completed for the course.

Any course that the student withdraws from will be reflected on the student's transcript and account as described in the Refund Policy section. Students should be aware that withdrawing a course will change the total credit hours for the semester and may affect financial aid eligibility and/or financial aid awards.

Validation

All returning students must validate their registrations prior to the first day of class for the fall and spring semester. Validation is set-up via MU Online at <https://muonline.millikin.edu>. A student who does not validate for a term, may have his/her schedule administratively withdrawn. Current students who do not validate and do not withdraw officially from the University prior to the start of classes may be liable to pay all tuition and fees owed for that term.

Advising

Advising Mission Statement

Whereas a Millikin education is the preparation for professional success, democratic citizenship, and a personal life of meaning and value, advising is central to delivering the education mission of Millikin University. Advising is both

- A collaborative system shared by students, faculty, administration and staff attuned to departmental needs for professional development and
- An ongoing process of exploration, discovery, reflection and growth.

As such, advising adds to a Millikin education by facilitating and integrating reasoned choices that promote the student's personal professional growth within multiple global communities.

Academic Advising and Counseling

Each Millikin student is assigned to a faculty advisor for assistance in developing a Plan of Study, and for continued advice and counsel throughout the student's years at Millikin. The student and advisor will work collaboratively to develop the student's Plan of Study, which will be reviewed and revised throughout the student's undergraduate years. This advising is an integral and continuous part of the educational process.

In general, the appropriate Dean (on the basis of the student's major field of interest) assigns advisors. New students participate in special advising sessions at an orientation and registration program prior to enrollment. Students confer with their advisors prior to registration and changes in registration can be made with the advisor's consent. Grades are available on-line to the student via a personal secure account on MU Online. Each faculty member maintains regular hours for student conferences, but the student may also request appointments in addition to those arranged by the advisor.

Additional assistance is provided for any student who receives a deficiency notification during a semester or who falls below a 2.0 grade point average at the end of each term. This is a supplementary program, which may be both individual and group oriented. Assistance may be given through the student's advisor and the Center for Academic and Professional Performance as well as by individual faculty members.

The advisor-student relationship is important. Mutual confidence, respect, and understanding between the advisor and student are necessary to achieve the best results.

It is important to note...

Students are ultimately responsible for knowing University, College/School and Departmental Graduation requirements for their degree(s). The advisor should help the student interpret Departmental, College and University requirements as described in the Bulletin. It is the responsibility of the student to seek out the advisor in a timely fashion, provide information on personal and academic issues relevant to the student-advisor interaction and to be familiar with appropriate sections of the University Bulletin Policies and Procedures for Faculty. Advisors have access to degree evaluations for students assigned to them via MU online.

Millikin University Definition of Academic Advising

Academic advising is a proactive, on-going relationship that pairs guided discovery with intentional strategic planning to result in enhanced persistence, connection to appropriate campus and community resources, and development of career goals.

Roles in Advising

What are the responsibilities of the Academic Advisor?

- Be familiar with each advisee and his/her academic histories and be available to partner with the advisee to develop and revise the plan of study, incorporating career goals, skill development, and personal and professional development as part of the student's University experience.
- Be familiar with the curricular requirements and progression policies of the student's chosen field(s) of study.
- Be familiar with the various campus support services and resources (such as Student Development, Center for Academic and Professional Performance, Writing Center, Math Center, tutoring services, Health Clinic, Counseling Services, etc.).
- Be aware of confidentiality issues and FERPA requirements.
- Develop partnerships with Secondary (Student Development) Advisors (if applicable) and report issues through available technologies.
- Participate in ongoing training and development on advising.

What are the responsibilities of the Student Advisee?

- Maintain an ongoing rapport with the assigned advisor, to include regular communication.
- Know the university, college, and major requirements of the chosen field(s) of study.
- Be proactive in advising meetings. Present specific questions, prepare for class scheduling sessions by creating a tentative schedule, and monitor own progress, keeping in mind the requirements, plan of study and career goals.
- Participate in regular self-reflection regarding personal and academic growth, and take advantage of university resources beyond the faculty advisor (including Secondary Student Development Advisors, Center for Academic and Professional Performance, Writing Center, Math Center, tutoring services, Health Clinic, Counseling Services, etc.).

The Council on Students and Academic Standards, in partnership with the Committee on Scholarship and Faculty Development, provides oversight of academic advising to include training and development, policies, and procedures.

Millikin University Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Millikin University receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request an amendment to the student's education record which the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. A student who wishes to ask the school to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.
4. If Millikin University decides not to amend the record as requested, the Registrar will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
5. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
6. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Millikin University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Millikin University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Millikin University.
7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Millikin University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student.

- To other school officials, including teachers, within Millikin University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires Millikin University, with certain exceptions to obtain written consent prior to the disclosure of personally identifiable information. However, Millikin University may disclose appropriately designated "directory information" without written consent, unless the student has advised Millikin University to the contrary in accordance with Millikin University procedures. The primary purpose of directory information is to allow Millikin University to include this type of information from your education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production; Honor roll or other recognition lists;
- Graduation programs;
- and Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If a student does not want Millikin University to disclose directory information from education records without prior written consent, the student must notify Millikin University in writing by the first class of the term. Millikin University has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- | | |
|---|---|
| -Student's name | -Participation in officially recognized activities and sports |
| -Address | -Telephone listing |
| -Electronic mail address | -Weight and height of members of athletic teams |
| -Photograph | -Degrees, honors, and awards received |
| -Grade level | -Major Field of study |
| - Eligibility for academic and co-curricular honors societies, organizations, or awards | |
| -Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, will not be used for this purpose.) | |

General Policy

The University reserves the right to impose penalties, to deny entry or re-entry, and to exclude those whose behavior falls short of satisfactory levels of social, moral or academic standards. In unusual and extraordinary circumstances where the emotional or physical welfare of a student or of the University community is in jeopardy, it may become necessary to suspend or dismiss that student, regardless of time of year or the student's class standing. Under such circumstances the University will seek appropriate professional advice before taking action.

Advanced Placement (AP credits)**Placement Testing – Summary**

In general, we do not recommend that students take the ENG LANG/COMP test since all new freshmen at Millikin are required to take a Freshman Seminar which is co-horted with Critical Writing, Reading, and Research I and that test will not waive the (CWRR I) requirement. A passing score will be awarded as an English Elective for 3 credits. Any Advanced Placement credit is awarded a grade of P for Pass.

EXAM	MU EQUIVALENT	CREDITS	CAN COUNT AS *
Lab-Science:			
Biology	BI102 – Topics in Biology	4	NATL
Chemistry	CH121/CH151 – Gen Chemistry & Lab	4	NATL
Physics 1	PY111/171 – College Physics I & Lab	4	NATL
Physics 2	PY112/172 – College Physic II & Lab	4	NATL
Physics B	PY1XX – Physics Elective	4	NATL
Physics C: Mechanics	PY151/171 – University Physics I & Lab	4	NATL
Physics C: Elec & Magn	PY152/172 – University Physics II & Lab	4	NATL
Env. Science	BI130 – Environmental Biology	4	NATL
<i>(Test Score of 3 or Higher For All of the Above)</i>			
Quantitative Reasoning:			
Statistics	MA130 – Elem Prob & Stats w/Sprdsheets	3	QR
<i>(Test Score of 4 or Higher)</i>			
Calculus AB or BC	MA110 – College Algebra	3	QR
<i>(Test Score of 3 on Calculus AB or AB sub score of 3 on Calculus BC)</i>			
Calculus AB	MA140 – Calculus I	4	QR
<i>(Test Score of 4 or Higher)</i>			
Calculus BC	MA140 – Calculus 1	4	QR
<i>(Test Score of ≥ 1, WITH AB subscore of 4 or 5)</i>			
Calculus BC	MA140 & MA240 – Calculus II	8	QR
<i>(Test Score of 4 or Higher)</i>			
Computer Science A	IS221 – Programming Fundamentals	3	
<i>(Test Score of 4 or Higher)</i>			
Economics:			
Econ-Macro	EC100 – Principles of Macroeconomics	3	
Econ-Micro	EC110 – Principles of Microeconomics	3	
<i>(Test Score of 3 or Higher)</i>			
English:			
Eng Lit/Comp	EN120 – Approaches to Literature	3	LIT
Eng Lang/Comp	EN1XX – English Elective Credit	3	
<i>(Test Score of 3 or Higher)</i>			
Political Science:			
Govt. & Pol. US	PO105 – The American Political System	3	USD2
Govt. & Pol. Comp	PO1XX – Political Science Elective Credit	3	
<i>(Test Score of 3 or Higher)</i>			
History:			
European Hist.	HI201 or HI202 – Rise of Modern Europe	3	ICS/HSST
U.S. History	HI203 – U.S. History to 1865	3	USSD/HSST
World History	HI100 – Intro to Modern World	3	HSST
<i>(Test Score of 3 or Higher)</i>			
Human Geography:			
Human Geography	HI 206 – Cultural Geography	3	
<i>(Test Score of 3 or Higher)</i>			
Psychology:			
Psychology	PS 130 – Intro to Psychology	3	Major
<i>(Test of Score of 3 or Higher)</i>			
Modern Languages:			
Spanish Literature & Culture	SP114 – Continuing Spanish	4	ICS
Spanish Language & Culture	SP114 – Continuing Spanish	4	ICS
French Language & Culture	FR114 – Continuing French	4	ICS
Italian Language & Culture	IT114 – Continuing Italian	4	ICS
<i>(Test Score of 3)</i>			
Spanish Literature & Culture	SP223 – Intermediate Spanish	4	ICS
Spanish Language & Culture	SP223 – Intermediate Spanish	4	ICS
French Language & Culture	FR223 – Intermediate French	4	ICS
Italian Language & Culture	IT223 – Intermediate Italian	4	ICS
<i>(Test Score of 4 or Higher)</i>			
Spanish Literature	Placement no Credit	0	No Credit
<i>(Test Score of 4 or Higher will place the student into a 300 level language course)</i>			
Music:			
Music Theory	MT111 – Music Theory I	2	QR
<i>(Test Score of 4 or Higher)</i>			
	MT113 – Ear Training I	2	QR
Art:			
Art History	AR1XX – Art Elective Credit	3	FNAR
Art General	AR1XX – Art Elective Credit	3	FNAR
Art Drawing	AR1XX – Art Elective Credit	3	FNAR
Art 2-D Design	AR1XX – Art Elective Credit	3	FNAR
<i>(Test Score of 3 or Higher For All of the Above)</i>			

*Codes: NATL-Natural Science, QR-Quantitative Reasoning, LIT-Literature, ICS-International Cultures & Structures,

FNAR-Creative Arts, USSD-United States Cultural Studies, USD2-United States Structural Studies, HSST-Historical Studies

College Level Examination Program – CLEP Credit

Students must be out of High School for at least three years and not attending the traditional day program to qualify for CLEP credit. The following applies to credit for CLEP exams:

The University grants credit for the College Level Examination Program (General Examinations) on the basis of a minimum score provided the student has not attended secondary school in the past three years. Semester credits may be awarded for each test (as indicated on the chart). In general, credit will be awarded in English and in areas outside the area of major interest of the student. Credits may be applied to elective University Studies requirements. Students are allowed to earn up to 30 credits by successfully completing CLEP exams. Students cannot receive credit for a CLEP exam if they have already attempted the equivalent course. CLEP exams can only be attempted once and cannot be repeated. CLEP credit does not apply towards requirements in the Major.

Subject	Millikin Course ID	Required Score	Credit Awarded
American Literature	EN 231/232	50	6
Analyzing and Interpreting Literature	English Lit Elective	50	3
College Composition	IN 150/151	50	3-6
English Literature	EN 321/322	50	6
Humanities	Literature Elective	50	3
Humanities	Creative Arts	50	3
French Language Level 1	FR 103	50	4
French Language Level 2	FR 114	62	4
Spanish Language Level 1	SP 103	50	4
Spanish Language Level 2	SP 114	63	4
American Government	PO 105	50	3
History of the US I: Early Colonization to 1877	HI 203	50	3
History of the US II: 1865 to Present	HI 204	50	3
Macroeconomics	EC 100	50	3
Microeconomics	EC 110	50	3
Introduction to Psychology	PS 130	50	3
Social Sciences and History	Social Science Electives	50	6
Introduction to Sociology	SO 100	50	3
Western Civilization I: Ancient Near East to 1648	HI 201	50	3
Western Civilization II: 1648 to Present	HI 202	50	3
Biology	BI 102	50	4
Calculus	MA 140	50	4
Chemistry	Physical Science Elective	50	4
College Algebra	MA 110	50	3
College Mathematics	Quantitative Reasoning	50	3
Natural Sciences	Physical/Biological Sciences	50	6
Introductory Business Law	BU 260	50	3
Spreadsheet Applications	IS 130	50	3

DANTES (DSST)

Millikin gives credit for DANTES Subject Standardized Tests. Credit is based on the subject area and can satisfy either General University Wide course requirements or in some cases courses required by a specific major. Official test scores must be sent to the Office of the Registrar for evaluation. Only students who have been out of High School for 3 years and not enrolled in the traditional day program can apply this credit toward a Millikin degree. No credit can be given for courses in the Major. Only scores of 50 points or higher will receive credit.

College Credit Recommendation Service (CREDIT) / American Council on Education (ACE)

Millikin University works with the American Council on Education (ACE) to give credit to adult learners for courses, apprenticeships, certification, and training received from sources other than college and university degree programs. Universities work with ACE to provide reliable course equivalency information to facilitate credit award decisions. Participating organizations include corporations, professional and volunteer associates, schools, training suppliers, labor unions, and government agencies. Adult learners may search the National Guide at <http://www.acenet.edu/nationalguide/> for courses that have been recommended for college credit, and may request a transcript for completed credit-recommended courses at <http://www.acenet.edu/transcripts/>.

International Baccalaureate Policy

Millikin University recognizes the International Baccalaureate program and awards six to eight semester credits for each higher level examination score of 5, 6, or 7. Credit will be awarded in general areas depending upon the subject completed by the student. No credit will be awarded for subsidiary exam results. The University Registrar will make final decision regarding acceptance of International Baccalaureate credit. Exemptions from specific courses will be granted subject to departmental recommendation. If you have additional questions or would like to discuss the possibilities in more detail, please contact the Office of the Registrar (1-800-373-7733 ext. #9) and speak directly with Jason Wickline, Registrar or e-mail at jwickline@millikin.edu.

College of Arts and Sciences

Dean Randy Brooks • (217) 424-6205

Philosophy of the College of Arts & Sciences

In the College of Arts and Sciences students become seekers and creators of new knowledge and put their new knowledge to work to transform themselves, their communities, and their professions. Through performance learning, faculty members invite students to learn beyond the instant, to be creators of new knowledge, to go beyond knack into creative uses of knowledge to solve problems, to understand the physical world and the social world, and to transform ourselves and our communities and our world with our arts and sciences.

What are the Arts & Sciences?

Both the liberal arts and sciences are primarily ways of developing and using new knowledge to improve the human condition.

Rooted in classical traditions of higher education, the most fundamental concept of a liberal art is the distinction between "knack" and "art." Someone who can do something very well over and over again may have developed a "knack" for doing that one thing. However, if they are asked to explain how they do it or if they are asked to do something else in a different context, they have difficulty transferring that knack to the new situation. On the other hand, someone who has an "art" not only knows the tools of the trade, they also have a broader theoretical understanding of how to use those tools in a variety of situations. They are not limited to simply doing the same thing over and over. They can adjust and adapt to the needs, the contexts, the problems never faced before in a new situation. They can reflect on their art and explain their knowledge and skills to others. Therefore, the highest level of learning valued in the liberal arts is the integration of theory and practice—a knowledge that transcends the particular problem combined with the ability to practice the art effectively in particular instances. The goal of studying the liberal arts is to create new knowledge that can be applied in a variety of possible situations.

In the same way, the primary goal of the sciences is to create new knowledge, by means of the scientific method of investigation. The sciences seek to discover, understand, or to understand better, how the physical world works, with observable physical evidence as the basis of that understanding. It is done through observation of existing phenomena, and/or through experimentation that tries to simulate phenomena under controlled conditions. Through first hand research in laboratories or in the field, students and faculty in the sciences seek to discover new knowledge and ways to use that knowledge in a variety of applications.

In the College of Arts and Sciences we ask students to take the academic stage, to perform their knowledge, to develop habits of life-long learning, to start contributing to a better personal life, a better community, and a better world. There are plenty of problems in the world. Our students are the perfect ones to develop the arts and sciences that the world needs now to solve those problems.

Celebrating Performance Learning in the College of Arts & Sciences

The College offers seven distinctive programs of excellence that feature the integration of theory and practice through performance learning. These programs are characterized by (1) doing work in the discipline with a professional public performance required of all students before graduation; (2) extra-curricular academic engagement and professional growth experiences beyond the classroom, (3) opportunities for interdisciplinary and cross-disciplinary studies, (4) a strong commitment to quality learning experiences for majors and students in other academic programs. The seven programs of excellence are:

Natural Sciences Research – Natural Science students engage in research—in the laboratory, in the field, and through pre-professional internships. Students in Chemistry and Biology learn to be effective laboratory researchers and are encouraged to share the results of that research with others through poster exhibits, conference presentations, and community outreach events. Field studies often take the form of intense immersion travel courses. In addition to preparing students to be chemists and biology researchers, the natural-sciences research program teaches all students about natural science methods and serves the science instruction needs of many programs including the Pre-Professional Program (Pre-Med & Pre-Pharmacy), Nursing, Exercise Science and Athletic Training.

Behavioral Science Research & Social Action – Students in this program can choose an emphasis on research or social action. The Psychology major prepares students in experimental research methods and invites students to join ongoing research projects, such as the Social Perception Research Project. The Human Services major emphasizes service learning and social action, preparing students to become professionals in organizations dedicated to helping people and communities. Students in this program have often participated in Alternative Spring Breaks and similar immersion courses, where they go to a community in need and work directly with others attempting to make a difference. In addition to preparing majors, the social structures & action program teaches all Millikin students about United States and global social structures and supports specific learning goals in the Nursing and Education programs.

Applied Mathematics & Physics – Students in this program develop advanced mathematical modeling abilities in a variety of applied mathematics fields including actuarial science, physics, or mathematics education. The mathematics department hosts an undergraduate mathematics conference each year, and the physics faculty and honor society hosts numerous science and astronomy outreach programs to schools and the community. In addition to preparing students for applied mathematics professions, this program prepares all Millikin students with necessary quantitative reasoning skills necessary for an educated person in our society.

Professional Communication – Students in professional communication develop advanced skills in public relations, organizational communication or media production. All students have opportunities to practice their professional communication through campus organizations such as the award-winning Millikin University radio station, WJMU, and through required professional internships. The program provides instruction in professional oral communication skills to all Millikin students.

Writing & Publishing – Students in the writing and publishing program can concentrate on journalism, creative writing, professional writing, literature, or English Education. In addition to courses on the art of publishing and web publishing, students in this program join student-run publishing companies at Millikin University. The journalism students write, edit and publish the student newspaper, the *Decaturian*. Students interested in book publishing manage the Bronze Man Books company that publishes 2-4 books each year. Students interested in literary editing publish *Collage*, the Millikin University literary magazine, or join Blue Satellite, a poetry broadside publishing company. Students in this program usually complete a professional writing internship and those interested in teaching complete a teaching writing internship or work in the Writing Center as tutors. This program also provides writing instruction to all Millikin University students and literary studies to all College of Arts and Sciences students.

Ethical Reasoning & Political Action – Students in Political Science or Philosophy engage in ethical reasoning and political action. This program is designed for students interested in careers in politics or law. Beyond classes on political science research methods or traditions of argumentation, students learn to apply their abilities through simulations and competitions such as Moot Court, Model Illinois Government, and Model United Nations and Intercollegiate Ethics Bowl. Millikin University students have routinely been among the highest achieving participants in these competitions. All Millikin students engage in ethical reasoning and activities characteristic of democratic citizenship in a global environment as they complete our University Studies program. The Ethical Reasoning and Political Action program reinforces and substantially extends Millikin's commitment to the importance of ethical reasoning is a main thread throughout the University Studies courses, so it is not surprising that this program provides instruction to all Millikin University students on ethical reasoning and democratic citizenship in a global environment by giving students the opportunity to perform their learning in a public professional setting. This program also supports instruction on ethical reasoning in the Tabor School of Business.

International Cultures & History – Students interested in studying international cultures have many opportunities to study abroad through immersion or semester-long opportunities. Students in History conduct research including field studies or primary texts in their courses and through internships with historical organizations, such as museums. Courses in Modern Languages and many courses in History provide opportunities for Millikin University students to learn more about the United States and other cultures. Our Modern Languages program emphasizes a communicative pedagogy, in which students learn by using a modern language and immersing themselves in another culture. Each modern language has an active extra-curricular organization that features guest speakers, events and programs such as the WJMU weekly program *Espanol en Accion* hosted by chair of the department. The international cultures and history program instructs all students at Millikin University through international cultures and structures courses.

Academic Organizations and Majors

The College of Arts and Sciences is composed of three divisions and 12 academic departments. The College offers a variety of majors leading to the Bachelor of Arts (B.A.) degree or the Bachelor of Science (B.S.) degree. Additional degree programs are outlined in the Honors Programs section of this Bulletin and several Pre-Professional and Interdisciplinary programs are noted in the section on Special Academic Programs.

The divisions of the College, respective majors and degrees available are:

Humanities

*English - Education, B.A.**
English - Literature, B.A.
English - Writing, B.A.
Foreign Language Spanish Education, B.A.
History, B.A.
*Social Sciences, Secondary Teaching B.A.***
Political Science, B.A.
Philosophy, B.A.
Spanish, B.A.

Social Sciences

Communication, B.A., B.S.
Criminal Justice, B.A., B.S.
Human Services, B.A., B.S.
Psychology, B.S.
Sociology, B.A., B.S.

Natural Science and Mathematics

*Biology, B.A., B.S.**
*Chemistry, B.A., B.S.**
Computer Science, B.A., B.S.
*Mathematics, B.A., B.S.**
Physics, B.A., B.S.

Interdisciplinary

Interdepartmental, B.A., B.S.
Environmental Studies, B.A., B.S.
 *Teacher certification available.
 **Teacher certification available in Social Sciences, Secondary Education, with emphasis on teaching history.

Exploratory Studies

The Exploratory Studies program is designed for students who are not ready to declare an academic major. Exploratory Studies is a temporary program that provides the benefits of a declared major, including faculty advising, access to introductory major courses, and the opportunity to gain broad exposure to academic disciplines across the University. Most Exploratory Studies students will declare a major during their first year. However, all students must declare a major prior to completing 60 credits.

During their first full semester in the program, all Exploratory Studies students will complete a one credit, pass/fail practicum supervised by the Center for Academic and Professional Performance in consultation with the Dean of Arts & Sciences. This practicum experience will include assessment of interest and abilities, exploration of career options, education relating to professional success, and interaction with faculty across the disciplines.

Degree Requirements

Academic Minors

Students may complete an academic minor in addition to a major. The minor consists of a minimum of 21 credits in the minor program. A minimum of 9 credits must be earned in courses numbered 300 or above in the minor program. Students wishing to complete a minor should consult the chair of the department in which they wish to minor. In addition to the minors available within the College, minors in the areas of business administration, finance and information technology, dance, economics, music and theatre are available to students majoring in the College of Arts and Sciences.

Graduation Requirements

College of Arts and Sciences

Students in the College of Arts and Sciences are responsible for meeting all University-wide requirements and the requirements for a major within the College or one of the special baccalaureate programs. In addition, Arts and Sciences students must complete at least 39 credits in courses numbered 300 or above.

College of Arts and Sciences Distribution Requirement. In addition to completing courses described under the University Studies program, students with a major sponsored by a department in the College of Arts and Sciences must complete one course in Historical Studies and one course in Literature according to the following directions:

a. Historical Studies.

Learning Goals;

Students will be able to express in oral and written form their understanding of major issues and intellectual theories within the discipline of history. Students will demonstrate their ability to research and analyze objectively any historical or social and cultural topic and generate an independent and original point of view.

Any one course offered by the history department (prefix: HI), an approved course in philosophy (PH223 Scientific Revolutions, PH300 Ancient Philosophy, PH301 Modern Philosophy, PH303, History of Ethical Thought, PH 310 Political Philosophy); MA320 History of Mathematics; an approved course offered within the University Studies curriculum (designated sections of IN250, 251, 350, or from within the ICS distribution requirement), or another course approved by the College.

b. Literature.

Learning Goals;

Students will examine literary genres and historical/cultural contexts of literature. Students will analyze literary texts using a variety of analytical methods and develop their own analysis of those texts.

Any one course in literature from among EN120, 220, 222, 231, 232, 233, 234, 241, 242, 250, 321, 322, 325, 331, 340, 350, 360, 366, 420; SP320, 321, 323, 324, 481, 482; an approved course offered within the University Studies curriculum (designated sections of HN203, IN250, 251, 350, or from within the ICS distribution requirement), or another course approved by the College.

A current list of approved liberal arts distribution requirement courses will be maintained in the office of the College of Arts and Sciences.

Either the **Bachelor of Arts (B.A.)** or the **Bachelor of Science (B.S.) degree** is offered for each major program in the College as indicated above. Some majors allow the student to choose which degree they prefer. Please see the Graduation Requirements for specific Bachelor of Arts and Bachelor of Science degree requirements.

Behavioral Sciences

The Department of Behavioral Sciences has majors in Human Services and Psychology.

Dr. Linda Collinsworth, Chair

Behavioral Sciences Department Faculty

Full-Time: Linda Collinsworth, Mary Garrison, James St. James, Melissa Scirle

Human Services

Major in Human Services

This program leads to a Bachelor of Arts degree or a Bachelor of Science degree, and is designed for the student who intends to pursue a career in the Human Services professions. It will provide a strong background for those students who wish to enter the human services field immediately after graduation at the bachelor's level. It will also provide an excellent preparation for those students seeking a master's degree in social work, counseling and related fields. Students will participate in performance learning experiences in several classes as well as a capstone experience in their area of selected interest in the field.

Note: The Behavioral Sciences department changed the course designations for Human Services courses from (SO) to (HM) in the Spring 2014 semester. In previous bulletins, these courses carried the SO designation.

Human Service Major GPA Requirements

All course work required for the human service major, listed below, as well as all required human service courses must be completed with a grade of C- or better to advance in the major of study curriculum. In order to continue in the human service major the student must maintain a grade of C- or better in all courses required by the major.

If at any time after declaring a human service major the student earns below a C- in a required human service class, the student must repeat that course and obtain a grade of C- or better before progressing to the next sequential human service course. If a student, who repeats a class on the second attempt, earns below a C-, they must request in writing a meeting with all Human Service faculty who will determine the student's eligibility to continue within the major course of study.

Required Courses

SO100. Intro to Sociology - 3
 PS130. Intro to Psychology - 3
 PS201. Statistical Methods - 3
 HM200. Introduction to the Helping Professions – 3
 HM214. Social Work Theory and Practice - 3
 HM215. Human Behavior and the Social Environment - 3
 HM317. Practice with Diverse Populations - 3
 HM320. Poverty – 3
 HM370. Methods of Intervention: Individuals – 3
 HM371. Methods of Intervention: Groups & Families - 3
 HM470. Understanding Professional, Public and Personal Ethics – 3
 HM475. Capstone Internship – 7-9

Electives (3 credits): only 1 course is required from the following list of options:

HM316. Social Issues in Health Care - 3
 HM318. Social Gerontology - 3
 HM319. Introduction to Child Welfare - 3
 HM321. Mental Health Services - 3
 HM480. Advanced Internship – 1-6
 PS305. Social Psychology - 3
 SO330. Sociology of Gender - 3
 CO330. Interpersonal Communication - 3
 CO331. Relational Communication - 3
 CO332. Gendered Communication - 3
 CO343. Communication and Conflict - 3

Additional Opportunities for Majors

Independent Study. (1-3)

For students having specific needs or desiring additional growth and learning not covered in any of the regular courses that are available, independent study may be taken. Course content and requirements for course completion are arranged with the supervising human services faculty. Some independent study examples are:

Teaching Assistantship (3)

HM370, Methods of Intervention: Individual; HM371, Intervention with Families and Groups; HM214, Social Work Theory and Practice; HM317, Practice with Diverse Populations; HM321, Community Mental Health; and HM360, Clinical Use of Horses.

Human Services Courses (HM) (Credits)

HM 200. Introduction to the Helping Professions (3)

This course will offer a comprehensive look into various helping professions allowing students the chance to explore professions and gain perspectives as they investigate career opportunities within the helping field. Exploration of topics including personal and professional values, self-awareness, career paths, salaries, supervision, education and credentialing requirements, and demographic information of various professions. Special focus will be given to confidentiality and documentation within the helping professions. Helping professionals from various training backgrounds currently in practice will be included into course curriculum as guest speakers.

HM 214. Social Work Theory and Practice (3)

This course provides a detailed study of social work as a profession, including a review of values, ethics and theoretical perspectives supporting intervention strategies and methods of the profession. An introduction to the fields of concentration or specialties in clinical practice will be provided. An introduction to social policy and the process of policy development will be reviewed. Content will also be provided that focus on the interpersonal, analytical and problem-solving skills, which are required in professional social work.

HM 215. Human Behavior and the Social Environment (3)

This course focuses on the lifespan stages from infancy through later adulthood introducing social systems theories, psychological theories and developmental theories examining why people behave as they do. Students will be able to apply this knowledge to generalist Human Services practice while integrating the impact of culture and environmental conditions on individuals, families, small groups and communities.

HM 316. Social Issues in Healthcare (3)

The purpose of this course is to introduce the changing role in health care in our country. The identification of key issues involving interdisciplinary collaboration and the development of strategic interventions with other health care professionals and teams is explored. Roles in social work, discharge planning, case management, home care, hospice care, and the historic and current policies that affect health care will be studied. An overview of health care payment systems will be covered.

HM 317. Practice with Diverse Populations (3)

This course will focus on foundational knowledge of the connection of privilege, power, oppression and discrimination to race, class & gender to expand students' knowledgebase. A focus on self-awareness of one's own culture, values and perceptions as it relates to living and working within a diverse community. This course will expand students' skills necessary to effectively interact with and/or serve culturally diverse populations. Particular cultural groups will be addressed focusing on the group's history, cultural values, contemporary realities as well as the application of clinical principles including engagement, assessment and intervention.

HM 318. Social Gerontology (3)

This course provides an introduction to the field of Social Gerontology and the services available to meet the needs of the geriatric population. The processes and realities of aging in contemporary American society will be examined. Some topics will include health care, social roles, community life, personal aging, death and dying and the community/social program that support the aging population. Community professionals who provide services to seniors will be included in classroom presentation and site visits to senior programs will be completed.

HM 319. Introduction to Child Welfare (3)

This course provides an introduction to Child Welfare in the United States and examines current child welfare policies and practices. The course explores the rights of children, the rights and responsibilities of parents and society and their points of conflict. It provides relevant content for students considering careers in child welfare, schools, juvenile justice and family.

HM 320. Poverty (3)

This course is designed to expand students' awareness and understanding of poverty. This course will particularly examine the nature and extent of poverty that exists within the United States. Particular attention will be given to the views of poverty, characteristics of poverty population, and causes of poverty and government policies that address poverty. Focus on understanding the impact of poverty related to children and families, women, older adults and the working poor.

HM 321. Mental Health Services (3)

This course will focus on past, present and future needs of mental health policy as well as mental health programs, services, funding, system structure and populations service by mental health services. Students will gain first-hand knowledge and experience about the mental health field through performance learning through facility site visits, class guest speakers and a community based semester project.

HM 370. Methods of Intervention: Individuals (3)

This course provides an introduction to generalist clinical practice. Students are introduced to the development of professional self by study of individual issues that impact their role as helping professionals. Students begin to learn the counseling skills and methods required for practice with individuals. Interview theories and skills for engagement, assessment, planning, intervention, evaluation, termination and follow-up phases of the problem-solving model and processes are taught. This course will emphasize concepts for understanding, measuring, and evaluating competence based upon professional and client centered goal setting and evaluation.

HM 371. Methods of Intervention: Groups/Families (3)

This course provides content on generalist practice with a focus on small groups, individuals in a group context, and working with families. Initial content focuses on the role of the developing counselor in this service area. Counseling skills of engagement, assessment, planning, intervention, evaluation, termination and follow-up phases of the problem-solving model and process are taught. Students will be introduced to the process of developing group proposals and continuing to presentation for funding of groups.

HM 470. Understanding Professional, Public and Personal Ethics (3)

This course is designed to develop and expand students understanding of ethics as they related to professional, public and personal arenas. Students will learn to identify and manage ethical issues and dilemmas as well as gain an appreciation and understanding of the values and ethics within the human service field. Students will acquire knowledge about professional and ethical standards of practice and their role in competent, ethical practice, increase self-awareness and develop and awareness of how personal values and professional behaviors interact, increased ability to recognize ethical issues and to apply ethical decision-making models. Students will utilize critical thinking skills to recognize and accept the impact of diversity and social justice in understanding and addressing ethical dilemmas.

HM 472. Pre-Internship Seminar (1)

This course will prepare students for their capstone internship experience in the upcoming semester covering a variety of areas including details of the Human Service capstone internship expectations and projected experiences. Specifically, students will focus on the development of career goals, how to research and secure an internship, and the identification of personal, academic and professional skills as a foundation for goal development during the capstone experience. Further, students will learn how to effectively develop a professional resume and capstone internship goals as well as gain understanding of professional development and professionalism in the workplace so students are prepared for their entry into the professional world of human services.

HM 475. Capstone Internship (7-9)

Students are placed as an intern in selected learning sites including community, state, social service, or welfare agencies based on the students interest and agency acceptance. These placements, which are supervised by a faculty member and an agency/site supervisor, are considered pre-professional experiences, and the expectation is that students will be using the knowledge, skills, and values, learned while pursuing their major course of study. Students work on site will be based upon an individually developed learning plan that integrates and applies previous course content and clinical skills. Through concurrent class participation on campus, clinical reports of field experience, paper assignments, clinical intervention presentations, and group discussion in their classroom time during this semester, students will integrate their experiences and their previous academic knowledge with their practical experience.

HM 480. Advanced Internship (1-6)

This course is to follow successful completion of HM 475. Student may select to expand their experience in the field by obtaining a second internship experience or by expanding their role and function at their initial internship site. Additional learning experiences and classroom assignments will enhance continued performance learning.

Psychology

Major in Psychology

Psychology is the scientific discipline with diverse domains that encompass variables from the most basic (e.g., neuroanatomy and neurochemistry) to the interactional (e.g., sociocultural) levels. The discipline employs the scientific method to understand mind and behavior, and also delivers clinical and consulting services derived from this empirical base. A major in psychology leads to a Bachelor of Science Degree and is designed for the student seeking a liberal arts degree or graduate study leading to a Master's degree or a Ph.D. in experimental (e.g., cognitive, learning, physiological, quantitative, industrial/organizational, memory, etc.) or clinical (e.g. psychotherapy, psychological assessment, child and adolescent counseling) areas of psychology. This degree is the preferred path to a career as a practitioner, researcher, or psychology professor. Emphasis is in the scientific skills and basic research areas of psychology. A total of 33 hours are required; 21 of which have to be at the 300 level or above.

The following courses are required:

Discipline Foundation

PS130. Introductory Psychology

Research Methods and Quantitative Analysis

PS201. Statistical Methods in Behavioral Sciences

PS202. Experimental Psychology

PS301. Advanced Statistical Methods

PS304. Advanced Experimental Psychology

PS450. Psychology Research Capstone

In addition, students must declare a concentration from one of the four options explained below.

Students must choose among four (4) concentrations: 1) General; 2) Clinical; 3) Experimental; 4) Social. If desired, a student may elect to complete multiple concentrations of Clinical, Experimental, and Social. The following requirements are in addition to the courses listed above as **Discipline Foundation** and **Research Methods and Quantitative Analysis**.

1) The **General Concentration** allows a student to select courses from the other three concentrations without choosing emphasis in any particular area. This concentration allows for exploration of multiple areas that will allow a student to have flexibility in determining future studies or careers. Students must complete 15 hours in psychology in addition to those listed above required of all majors. To complete this concentration, students must complete three (3) hours from each of the three other concentrations (total of 9 hours), and then six (6) more hours from any concentration (electives).

2) The **Clinical Concentration** is an option to students who are considering graduate studies in Clinical Psychology. The coursework is based upon the Scientist-Practitioner model that utilizes the interface between clinical research and clinical practice. In the best of worlds, each informs the other. Scientist-Practitioners and Practitioner-Scientists must embrace controversy and maintain an environment that is conducive to constant questioning, change, and exploration; what we accept as fact today will be overturned and replaced by a new understanding tomorrow through this process of challenge, research, and re-examination. Without this process of questioning, there is no science—merely a system of beliefs. This concentration option allows recognition that one's elective options have focused on clinical psychology coursework.

The requirements for Clinical Concentration are Introduction to Clinical Psychology PS206, three (3) hours from Experimental offerings, three (3) hours from Social offerings, and a total of six (6) hours from the following courses:

PS206 Introduction to Clinical Psychology (required)
 PS208 Psychology Research Group (if research is associated with Clinical Psychology)
 PS306 Tests and Measurement
 PS310 Principles of Psychopathology
 PS318 Personality Theory
 PS342 Child and Adolescent Psychology
 PS344 Adulthood and Aging
 PS406 Clinical Psychology Practicum
 PS260; PS360 Special Topics (specifically designated Clinical Concentration)

3) The **Experimental Concentration** encompasses three main areas. Sensation and Perception examines how we know about the world through our senses and the conscious representation of the world that builds on sensory input. Cognitive Psychology involves the experimental study of the basic aspects of mental life, including memory, attention, and executive function. Cognitive Neuroscience explores the neural underpinnings of sensation, perception, and cognition and how they arise from the activity of the brain and other neural structures.

The requirements for Experimental Concentration are three (3) hours from Clinical offerings, three (3) hours from Social offerings, and nine (9) hours from the following courses:

PS208 Psychology Research Group (if research is associated with Experimental Psychology)
 PS303 Cognitive Neuroscience
 PS306 Tests and Measurement
 PS315 Sensation and Perception
 PS332 Memory and Cognition
 PS260; PS360 Special Topics (specifically designated Experimental Concentration)

4) The **Social Concentration** focuses a branch of psychology concerned with how social influences affect how people think, feel, and act. The way we perceive ourselves in relation to the rest of the world plays an important role in our choices, behaviors, and beliefs. Conversely, the opinions of others also impact our behavior and the way we view ourselves.

The requirements for Social Concentration are three (3) hours from Clinical offerings, three (3) hours from Experimental offerings, and nine (9) hours from the following courses:

PS208 Psychology Research Group (if research is associated with Social Psychology)
 PS305 Social Psychology
 PS309 Social Cognition
 PS334 Stereotyping and Prejudice
 PS318 Personality Theory
 PS260; PS360 Special Topics (specifically designated Social Concentration)

Core Competencies: Choose one course from each area, plus one more from any area.

Biopsychology Core

PS303. Cognitive Neuroscience
 PS315. Sensation and Perception

Cognitive/Learning Core

PS331. Principles of Learning
 PS332. Memory & Cognition

Developmental/Social Core

PS305. Social Psychology
 PS318. Personality Theory
 PS340. Life-Span Development

Applied Psychology Core

PS305. Social Psychology
 PS306. Tests and Measurements
 PS310. Principles of Psychopathology

Minor in Psychology

A minor must meet the following requirements:

PS130. Introductory Psychology
 PS201. Statistical Methods in the Behavioral Sciences or its equivalent, e.g. Mathematics 120
 PS202. Experimental Psychology

Four additional courses in psychology

Independent Study

For students in any program having specific needs that are not covered in any of the regular courses that are available, independent study may be available. These Independent Study courses may take the form of tutorials, directed readings or special independent projects. The student may enroll for up to two such projects in the department (with the approval of the supervising faculty member and the Chair of the Department) for one to three credits each. The numbers used are in sequence: i.e., the first independent study course in psychology for a particular student is numbered 391; the second is 392, etc.

Capstone Research Project

All students are required to take PS450, Psychology Research Capstone, during which they undertake a research project with the guidance of a faculty advisor. Students will then present their findings at the Behavioral Sciences Student Research Symposium or the Undergraduate Research Poster Symposium.

Teaching Psychology in Secondary Schools

Students interested in teaching psychology in high schools should see the program in social sciences described in the History Department section of this Bulletin.

Psychology Courses (PS) (Credits)

PS130. Introductory Psychology (3)

Introduction to study of behavior and mental processes derived from application of scientific method. Topics range from biological bases of behavior, levels of consciousness, development, memory, abnormality to motivation and emotion. Examination of psychology as a profession and its relevance to everyday life.

PS201. Statistical Methods in the Behavioral Sciences (3)

Application of elementary statistical methods to psychological and sociological data. Lecture and laboratory course in techniques of descriptive and inferential statistics and research design.

PS206. Introduction to Clinical Psychology (3)

The purpose of this course is to provide students with an introduction to the science and profession of clinical psychology. Course topics will provide students with an understanding of psychopathology, the diverse activities in which clinical psychologists are engaged, the education and training required to become a clinical psychologist, and current issues in the field. In addition, students will be introduced to different methods of assessment, and different approaches to the practice of therapy in clinical psychology. Finally, specialty areas within the field of clinical psychology will be discussed. Throughout the course, emphasis will be placed on an empirical approach to the science and practice of clinical psychology.

PS202. Experimental Psychology (3)

Introduction to philosophy of science, theory development and testing, professional and research ethics, and a systematic study of a variety of descriptive and experimental research methods through lecture and class exercises. American Psychological Association writing style through a variety of writing exercises.

PS260; PS360. Special Topics in Psychology (3)

Selected topics in psychology. May be repeated for credit with a different topic.

PS280. Psychology Research Group (1)

This course is designed to offer experience designing and implementing a psychological research project from start (literature review) to finish (data analysis and disseminating results). The goal of this course is to give students hands-on experience - similar to that of masters and doctoral students and professional psychologists – in conducting research while working with professors.

PS301. Advanced Statistical Methods (3)

Systematic study of multi-factor analysis of variance techniques, regression analysis and other advanced analytic techniques, including computer skills for data analysis.

PS303. Cognitive Neuroscience (3)

The biological bases of behavior. Consideration of the neuroscience approach to understanding psychological functioning. Includes neurological and endocrine mechanisms which direct and support behavior.

PS304. Advanced Experimental Psychology (3)

Advanced study of major areas of psychological research. Emphasis on psychology as an empirical science. Students design, perform, analyze and report on experimental projects. Readings in current psychological research are discussed.

PS305. Social Psychology (3)

Systematic study of "how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of other human beings" (Allport, 1985). Social influence, attitudes, relationships, and motivations. Dynamics of social groups and interaction between groups.

PS306. Tests and Measurements (3)

An introduction to basic psychometric principles underlying test construction, evaluation, and interpretation; methods of collecting, evaluating, and reporting psychometric data; major psychological and educational measurements currently in use, their application, theoretical and empirical basis, and their historical significance. Basic legal and ethical issues in psychological measurement are addressed.

PS309. Social Cognition (3)

An approach within social psychology: a way in which we can understand many social psychological phenomena. Topics may include modes of processing, attention and encoding, memory, the self, attributions, heuristics, and the interplay between affect and cognition.

PS310. Principles of Psychopathology (3)

An introduction to pathological personality development and the behavior disorders. Emphasis on causal perspectives and major theories of psychopathology. Assessment and diagnostic systems are broadly reviewed.

PS315. Sensation and Perception (3)

Examination of traditional and contemporary psychophysical models of sensation and perception, overview of the senses, sensory development and learning, and applications of sensation and perception research.

PS318. Personality Theory (3)

Development, dynamics and structure of personality. Survey of major contributions to methodology, theory and empirical research.

PS332. Memory and Cognition (3)

Consideration of experimental approaches to the study of higher mental processes. Emphasis on the major developments in the study of memory acquisition, storage and retrieval. Survey of concept formation, knowledge representation, language comprehension and problem solving.

PS334. Psychology of Stereotyping & Prejudice (3)

Examines stereotyping, prejudice, discrimination, and minority experience from a social psychological perspective. Traditional and contemporary theories of social psychology will be used to learn about the phenomena and processes associated with one's beliefs about members of social groups (stereotypes), attitudes towards group members (prejudice) and behaviors towards group members (prejudice) and behaviors towards group members (discrimination) as well as studying how these issues impact social group members.

PS340. Lifespan Development (3)

Study of human development through the lifespan. Emphasis is on theories of development, normative development, and changes in psychological processes including cognition, memory, and intelligence. The changes in family and social interactions are also considered. Important note: This course will not count toward the major or minor in Psychology. It is designed only for non-majors and non-minors.

PS342 Child and Adolescent Psychology (3)

An overview of normal child development from prenatal through adolescence. Topics include learning, social and emotional development, cognition, and language development, as well as discussion of major psychological theories of early development (behaviorism, cognitive, social cognitive learning, and biological influences).

PS344 Psychology of Adulthood and Aging (3)

An introduction to the field of aging and gerontology. The processes and realities of aging in contemporary American society will be examined with focus on the challenges of this population, the identification of programs and services available to meet the needs of this group, aging and programs in other industrialized nations, aging issues of LGBTQ, grandparents who parent and some of the ethical issues facing our society and helping professionals as we attempt to provide programs and services to this growing population. Topics will include, but are not limited to health status/insurance, financial issues of the long lived, social roles, personal aging, and death and dying.

PS391, 392, 393. Independent Study (1-3)

Readings, directed study in-depth, individual research and field study in areas of interest to the student.

PS406. Practicum in Clinical Psychology (3)

An upper level psychology course designed for juniors and seniors who have an interest in pursuing a graduate degree in clinical or counseling psychology. Placement on the psychiatric units of local medical centers will provide students the opportunity to interact with inpatient individuals who are experiencing significant psychological symptoms of psychopathology. Clinical issues involved in inpatient hospitalization will be encountered including diagnosis, treatment, interventions, ethics.

PS380. Psychology Advanced Research Group (1)

Offer experience designing and implementing a psychological research project from start (literature review) to finish (data analysis and disseminating results). The goal of this course is to give students hands-on experience – similar to that of masters and doctoral students and professional psychologists – in conducting research while working with professors.

PS450. Psychology Research Capstone (3)

A required capstone course for Psychology majors. Students in this course will conduct independent research, and write a final paper in APA format. This paper will then be presented at the Behavioral Sciences Research Symposium or the Undergraduate Research Poster Symposium in the Spring.

Biology

Dr. Travis Wilcoxon, Chair

Biology Department Faculty

Full-Time: Samuel Galewsky, Cynthia Handler, David Horn, Jeffrey Hughes, Roslyn O'Conner, Judy Parrish, Marianne Robertson, Jennifer Schroeder, Jenna Smith, Travis Wilcoxon and Chris Cummings

Contemporary biology is one of the fastest growing areas of science; it is at the same time tremendously exciting, relevant and challenging. Biologists using innovative ideas and revolutionary technologies are confronting many of the world's most pressing problems.

Millikin's Biology program provides students with broad training in modern biology, which they can use to pursue careers in any area of the life sciences. Our Pre-Professional program prepares students for medical, dental, optometry, chiropractic, veterinary, physician assistant, physical therapy, occupational therapy, and medical technology graduate programs. Biology also has programs that prepare students for graduate school to obtain advanced degrees for careers in research and/or teaching. The Secondary Education program prepares students for teaching at the high school level.

Pre-Graduate Program Students who plan to attend graduate school to obtain advanced degrees can follow either the Traditional Track or the Molecular/ Cell Biology Track depending on their specific interests; they should also have research experience. Students receive credit for research by enrolling in Biology 391 or 392.

Secondary Education Students interested in obtaining Illinois certification to teach science, with a designation in biology for grades nine through twelve, must obtain a B.S. or B.A. degree in biology and meet the curricular requirements of the secondary education program (refer to the teacher education section in this Bulletin). Biology majors in secondary education must take two botany courses: (BI125 Local Flora or BI320 Field Ecology for Teachers) and (BI308 Plant Physiology, or BI326 Plant Biology). Either Anatomy and Physiology I (BI206) or Anatomy and Physiology II (207) or Comparative Anatomy (BI301) is required and fulfills either the Morphology(3) or Function Content Category(4). Students must also take BI310 along with ED420 to meet state requirements in Earth Science and Astronomy. Students who complete the requirements for the biology major in the secondary education program will be qualified to teach high school science at the freshman level (biology, chemistry, physics, earth science, and astronomy) as well as teach upper level biology courses.

Professional Education Courses for Secondary Education & K12 Art, and Physical Education (Credits)

ED115. Instructional Strategies for Individuals with Learning Disabilities (3)

ED120. Introduction to American Education (3)

ED170. 172. Education Internship (1)

ED210. Human Development, Grades K-12 (3)

ED310. Creating Communities of Learners (3)

ED321. General Secondary Methods and Assessment (3)

EN302. Methods for Teaching Literacy in the Content Area Classroom (3)

ED 420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)

ED477. and/or 478. Supervised Teaching (12)

ED488. Education Senior Seminar (3)

Student may select to add a concentration in Special Education, Bilingual Education, or English as a Second Language to their education major. Completion of this concentration will meet the requirements of adding this area as an added endorsement on to the teaching license.

Because of its experiential value, the department strongly urges majors in the secondary education program to spend at least one semester as a teaching assistant in a biology laboratory. Students should discuss their teaching plans with advisors in both the biology and education departments.

Pre-Professional Programs:

Pre-Medical Studies (Medicine, Dentistry, Veterinary Medicine, Optometry, Physician Assistant, Chiropractic) Although professional schools vary in their philosophies and requirements for admission, they all emphasize the importance of a diverse education. In addition to a strong foundation in science and mathematics, Pre-Professional students should develop strong communication skills and a solid background in social sciences, arts, and humanities. It should be emphasized that quality and breadth of the undergraduate experience are more important to future success than narrow specialization in science.

Students in the Pre-Professional Program are encouraged to gain research experience by collaborating with biology faculty on a research project. Refer to the section on undergraduate research in a later section of this Bulletin. Both the Traditional Track and Molecular/Cell Biology Track provide excellent preparation for medical school curricula. The Pre-Professional advising sheets list specific coursework and provide other important advice for students with Pre-Professional interests.

Pre-Physical Therapy Millikin's pre-physical therapy program prepares students for graduate programs in physical therapy completed elsewhere. Most graduate programs require students to earn the bachelor degree before application to masters or doctoral program in physical therapy. For specific course requirements, students should consult the appropriate advising sheet and talk to the pre-professional advisor. It should be noted that most accredited schools of physical therapy require an excellent undergraduate academic record. These programs are quite competitive and favor students in the four-year bachelor's degree program.

Pre-Occupational Therapy Students in the pre-occupational therapy program follow an academic track similar to that for students in the pre-physical therapy program. An excellent academic record is required in order to be competitive for graduate programs (masters or doctoral) occupational therapy. Millikin has a 3-2 arrangement with Washington University in St. Louis, MO. Students who choose this option complete the requirements for a BS and a masters degree in five years.

Pre-Medical Technology Millikin provides three or four years of course work designed to prepare students for programs in accredited hospital schools of medical technology. Millikin has affiliation agreements with two accredited hospital schools of medical technology: St. John's Hospital, Springfield, IL, and Saint Francis Medical Center, Peoria, IL.

The pre-medical technology program requires completion of a minimum of 92 credits at Millikin. Upon acceptance and successful completion of a year of required course work at the accredited professional school, students earn a B.S. degree from Millikin University. Students choosing to complete four years at Millikin prior to entering a medical technology program at an accredited hospital must complete all requirements for the appropriate Millikin major as well as all MPSTL and College of Arts and Sciences requirements. Thirty-three of the final 45 credits must be taken at Millikin before transfer to the accredited hospital. Students may choose to major in either biology or chemistry and are advised by a faculty member in the appropriate field.

Major in Biology

Biology majors may obtain either a B.A. or a B.S. degree by completing 36 to 48 biology credits in one of three tracks in the biology program. Students interested in medicine (pre-medicine, pre-physician assistant, pre-chiropractic, pre-dentistry, pre-veterinary medicine, or pre-optometry) or graduate programs may follow either the Traditional Track or the Molecular/Cell Biology Track, depending on their specific interests. Students in teaching biology should follow the Secondary Education program in the Traditional Track. Students interested in physical or occupational therapy (pre-PT, pre-OT), or medical technology (pre-MT) should follow the Allied Health Track. Biology majors are required to take at least one course, and earn a grade of C- or above, from each of six Biology Content Categories. Each course may count for only one content category for a student

Biology Content Categories and Courses meeting each

1. **Ecology**
 - a. BI220/320. Field Ecology (PT/OT and Allied Health only)
 - b. BI314. Ecology
 - c. BI323. Animal Behavior
 - d. BI335. Physiological Ecology
 - e. BI340. Conservation Biology
 - f. BI380. Ecological Journey
 - g. BI404. Evolution
2. **Taxonomy**
 - a. BI303. Entomology
 - b. BI311. Virology
 - c. BI324. Ornithology
 - d. BI325. Vertebrate Biology
 - e. BI326. Plant Biology
 - f. BI330. General Microbiology
 - g. BI380. Ecological Journey
3. **Morphology**
 - a. BI206 or BI207. Human Anatomy and Physiology I or II (Secondary Education only)
 - b. BI206 and BI207. Human Anatomy and Physiology I and II (Taking both counts as one content category)
 - c. BI301. Comparative Anatomy
 - d. BI302. Histology
 - e. BI303. Entomology
 - f. BI304. Developmental Biology
 - g. BI322. Neurobiology
 - h. BI325. Vertebrate Biology
 - i. BI326. Plant Biology
4. **Function**
 - a. BI206 or BI207. Human Anatomy and Physiology I or II (Secondary Education only)
 - b. BI206 and BI207. Human Anatomy and Physiology I and II (Taking both counts as one content category)
 - c. BI301. Comparative Anatomy
 - d. BI304. Developmental Biology
 - e. BI306. Comparative Animal Physiology
 - f. BI308. Plant Physiology
 - g. BI312. Immunology
 - h. BI322. Neurobiology
 - i. BI324. Ornithology
 - j. BI335. Physiological Ecology
 - k. BI413. Advanced Cell Biology
5. **Molecules/Cells**
 - a. BI300. Genetics
 - b. BI302. Histology
 - c. BI305/355. Molecular and Cell Biology & Lab
 - d. BI311. Virology
 - e. BI312. Immunology
 - f. BI330. General Microbiology
 - g. BI407. Molecular Genetics
 - h. BI413. Advanced Cell Biology
6. **Reproduction**
 - a. BI300. Genetics
 - b. BI304. Developmental Biology
 - c. BI323. Animal Behavior
 - d. BI404. Evolution
 - e. BI407. Molecular Genetics

Traditional Track*Required courses:*

BI105/155. Ecology and Evolution & Lab
 BI108/158. Diversity of Life & Lab
 BI300. Genetics
 BI305/355. Molecular and Cell Biology & Lab
 BI481 or BI482. Senior Seminar

Required supporting courses:

CH121/151. General Chemistry or CH131/151, Accelerated General Chemistry
 CH224/152. General Inorganic Chemistry
 CH301/251. Organic Chemistry I *
 PY111/171 and 112/172. College Physics I and II or 151/171 and 152/172. University Physics I and II

To complete the minimum of 36 biology credits, biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from BI391 and 392 may count toward the 36 biology credits needed for the major.

Students in the Traditional Track are encouraged to take at least one course in plant biology, either BI326, Plant Biology, or BI308, Plant Physiology

Recommended Courses:

MA110. College Algebra and MA115, Trigonometry
 BI240. Analysis of Biological Data
 MA140. Calculus I**

*A second semester of Organic Chemistry (CH302/252) or Biochemistry (CH331) is recommended.

**MA140. Calculus I, is recommended for all biology majors in the traditional track. Many professional schools and most graduate schools require at least one semester of calculus for admission.

Molecular/Cell Biology Track

Students can obtain a concentration in molecular and cell biology in the Molecular/Cell Biology Track by taking the following courses:

Required courses:

BI105/155. Ecology and Evolution & Lab
 BI108/158. Diversity of Life & Lab
 BI300. Genetics
 BI305/355. Molecular and Cell Biology & Lab
 BI407. Molecular Genetics
 BI481 or 482. Senior Seminar

Required supporting courses:

CH121/151. General Chemistry or CH131/151, Accelerated General Chemistry
 CH224/152. General Inorganic Chemistry
 CH301/251. Organic Chemistry I
 CH302/252. Organic Chemistry II
 CH331. Biochemistry
 PY111/171 and 112/172. College Physics I and II, or 151/171 and 152/172. University Physics I and II

To complete the minimum of 36 biology credits, Biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from BI391 and 392 may count toward the 36 biology credits needed for the major.

Recommended courses:

BI391/392. Research
 BI240. Analysis of Biological Data
 MA140. Calculus I, CH303, Physical Chemistry I
 CH354. Biochemistry Laboratory
 CH432. Advanced Biochemistry

Allied Health Track**Pre-Physical/Occupational Therapy***Required courses:*

BI105/155. Ecology & Evolution & Lab
 BI108/158. Diversity of Life & Lab
 BI300. Genetics
 BI305/355. Molecular and Cell Biology & Lab
 BI481 or 482. Senior Seminar

Required supporting courses:

CH121/151. General Chemistry or CH131/151, Accelerated General Chemistry
 CH203/205. Essentials of Organic and Biochemistry
 CH224/152. General Inorganic Chemistry
 PY111/171 and 112/172. College Physics I and II or 151/171 and 152/172. University Physics I and II

To complete the minimum of 36 biology credits, Biology majors should select courses from Biology Content Categories, or other biology courses listed in this Bulletin. For those students doing research, a maximum of 6 credits of research from BI391 and 392 may count toward the 36 biology credits needed for the major. Twelve biology credits must be at or above the 300-level. ES310, Kinesiology, may count as three credits toward the minimum 36 biology credits needed for a biology major in the Allied Health Track.

Recommended courses:

MA110. College Algebra and MA115, Trigonometry
 BI240. Analysis of Biological Data
 MA140. Calculus I

Other recommended courses:

Psychology and sociology courses such as PS130, Introductory Psychology; PS310, Principles of Psychopathology; PS340, Lifespan Development; and SO100, Introduction to Sociology; should be scheduled in consultation with the biology advisor.

Specific physical therapy/occupational therapy programs may require other courses such as communications, ethics, logic, political science, economics, and medical terminology. Consult the specific PT or OT program catalogs for this information.

Allied Health Track Pre-Medical Technology

Required courses:

BI105/155. Ecology and Evolution & Lab
 BI108/158. Diversity of Life & Lab
 BI206. Human Anatomy and Physiology I
 BI207. Human Anatomy and Physiology II
 BI230. Principles of Microbiology, or Biology 330, General Microbiology
 BI300. Genetics
 BI305/355. Molecular and Cell Biology and lab & Lab
 BI312. Immunology
 BI314. Ecology (or other Ecology Content Category course)
 CH121/151. General Chemistry or CH131/151, Accelerated General Chemistry
 CH224/152. General Inorganic Chemistry
 CH301/251. Organic Chemistry I
 CH302/252. Organic Chemistry II
 PY111/171 and 112/172. College Physics I and II or 151/172 and 152/172.

Recommended courses:

MA110. College Algebra and MA115, Trigonometry
 BI240. Analysis of Biological Data

Clinical Courses in Medical Technology

The following courses are taken at affiliated hospitals to complete the fourth year of the medical technology program for a B.S. degree from Millikin. These courses have been defined, structured and approved by the affiliated hospitals and Millikin University; the total credit hours are 32.

Clinical Chemistry I

Theory and practice of analytical biochemistry as applied to pathologic states, methodology and instrumentation. Statistics as applied to reagent preparation, result determination and quality control.

Clinical Chemistry II

Theory and practice of analytical biochemistry as applied to specialized tests for drugs, endocrine function, and urine and body fluid analysis.

Clinical Hematology

Study of the origin, development, morphology, physiology and pathophysiology of the formed elements of the blood and bone marrow. Manual and automated methods of cell counting, differentiation and other special hematological procedures on blood and body fluids used in disease diagnosis are included.

Clinical Immunohematology

Study of red cell antigen/antibody systems, antibody screening and identification, compatibility testing and immunopathologic conditions. Also included are donor requirements and blood component preparation and therapy.

Clinical Immunology

Study of principles of protective and adverse aspects of cellular and humoral immune responses. Theory and performance of test procedures based on antigen/antibody reactions and clinical significance of test results are included.

Clinical Microbiology I

Theory and practice of isolation and identification of pathogenic bacteria and microbacteria in clinical specimens through cultures, morphology, biochemical and/or serologic methods. Relation of clinical testing to disease states and epidemiology as it applies to microbiology is included.

Clinical Microbiology II

Theory and practice in isolation and identification of fungi, parasites, rickettsia and viruses utilizing morphological, cultural, biochemical and serologic methods. Relation of clinical testing to disease states and epidemiology as it applies to microbiology is included.

Special Topics in Clinical Laboratory Science

Overview of medical ethics, patient approach, theory and practice of phlebotomy techniques, laboratory safety, applications of laboratory computer systems and independent clinical research and development.

Clinical Management and Education

Basic introduction to principles and theory of management and education as related to clinical laboratory. Special job responsibilities of clinical laboratory scientist in management and education are addressed.

Students in the pre-medical technology program can graduate with a biology major (36 credits) by taking two additional biology courses above the 300 level.

Biomedical Engineering Track

This track includes at least six semesters at Millikin University and two years at Washington University and will lead to a Dual Bachelor of Science degree from Millikin University and Washington University in St. Louis if all suggested courses are successfully completed.

108 hours are to be completed at Millikin, 62 completed at Washington University. The six semesters at Millikin include all required general education courses, 28 of the 36 credit hours required for a biology degree, 19 credits of chemistry, 14 credits in mathematics and computer sciences, 8 credits of physics, and pre-requisites for the biomedical engineering classes at Washington University

Required courses:

BI105/155. Ecology and Evolution & Lab

BI108/158. Diversity of Life & Lab

BI300. Genetics

BI305/355. Molecular and Cell Biology and lab & Lab

BI 482. Senior Seminar

BI Ecology Content Area

BI Morphology Content Area

BI Taxonomy Content Area

CH121/151. General Chemistry & Lab

CH224/152. Introductory Inorganic Chemistry & Lab

CH301/251. Organic Chemistry I & Lab

CH302/252. Organic Chemistry II & Lab

CH331. Biochemistry

MA140. Calculus I

MA240. Calculus II

MA340. Calculus III

MA305. Differential Equations

CS135. Introduction to Computer Science

PY151/171. University Physics I & Lab

PY152/172. University Physics II & Lab

The Millikin Biology "Function" Content Category and the additional required upper level course in Biology will be fulfilled by successful completion of BI 301A, BI301B and BI3058 during the two years at Washington University

Undergraduate Research

Undergraduate research in which students and faculty collaborate on a research project is one of the cornerstones of the Millikin experience in biology. As such, biology majors are encouraged to participate in a research experience before they graduate. After identifying a faculty member to work with and a specific project to work on, students register for research credit (BI 391, 392). Up to six research credits can be applied to the 36-48 credits needed for a biology major.

Millikin Biology majors can obtain research experience by way of any one of the following programs:

James Millikin Scholars Program

James Millikin Scholars majoring in biology have two options for completing JMS requirements. The recommended option is for students to undertake a research project in collaboration with a Biology faculty. In their junior and senior years, JMS students register for six credits of IN491, Honors Independent Study. Four of the six IN491 credits will count as Biology Research credits (BI391 or BI392). These credits can be applied toward the Biology major.

In the alternative option, students complete a library-based research project supervised by a faculty member. For specifics, consult the JMS handbook and discuss the options with your faculty advisor.

Leighty Science Scholars

Leighty Scholars are typically selected from freshman students who interview for the Millikin University Honors Program in the spring. To qualify as a Leighty Scholar, students should have the following qualifications:

- Major in one of the sciences (biology, chemistry, or physics)
- Scored 27 or higher on the ACT or 1200 or higher on the SAT
- Have a cumulative high school grade point average of 3.5/4.0 or higher
- Rank near the upper 10% of his/her high-school graduating class

Whether or not they participate in the Honors interviews, prospective Leighty Scholars must complete a Leighty Scholars application form (obtained from Admissions or off the Internet) and return it to the Admissions office, students selected as Leighty Scholars will receive an annual \$2,500 scholarship (separate and in addition to other financial aid) as long as they remain science majors and maintain a 3.5 GPA at Millikin. In addition, Leighty Scholars will do research during the summer after their sophomore year in collaboration with a Millikin science faculty. Each Leighty Scholar will receive a \$3,000 summer stipend for doing research. Contact Millikin University Admissions or the Leighty web site for details of this program.

Summer Undergraduate Research Program (SURF)

Students interested in doing summer research at Millikin first develop a research proposal in collaboration with a member of the Biology faculty. Students then submit a written proposal to be reviewed by members of the SURF committee. Students with successful proposals receive a \$3,000 stipend for their summer's research.

Undergraduate Fellows Program offers an additional funding source for research with faculty.

Off-Campus Research

Biology majors are encouraged to apply to summer research programs at graduate universities, medical schools, and other research centers. Students are advised to register for Millikin credit when they do off-campus research as a way of fulfilling the off-campus learning requirement of the MPSSL.

Minor in Biology

Students may obtain a minor in biology by completing a minimum of 21 credits in biology. These credits must include the core sequence (BI105/155, 108/158, 300, and 305/355) and two courses from Biology Content Categories.

BI102, Topics in Biology; BI125, Local Flora; BI130, Environmental Biology; BI204, Essentials of Anatomy & Physiology, and BI220/320, Field Ecology, do not count toward a biology minor. Students wishing to complete a minor in biology should have their programs approved by the Chair of the Biology Department.

Biology Courses (BI) (Credits)

BI102. Topics in Biology (4)

A topical approach to modern biology for non-majors. Basic concepts of biology will be covered with an emphasis on the importance, relevancy and applications of biology in modern society. Topics may vary from section to section, depending upon faculty selection. Four hours per week including lab experience. Fulfills MPSSL science with laboratory requirement.

BI105. Ecology and Evolution (3)

BI105 is designed as a first course in biology required for biology majors. It concentrates on the biology of whole organisms at the population, community, and ecosystem level. We will focus on the process of science and on evolution as an underlying theme. Student presentations and discussion are an integral part of the course. Concurrent enrollment in BI155. Fall.

BI108. Diversity of Life (3)

An introduction to biological diversity and the biological processes used in living organisms to acquire energy and nutrients; respond to the environment; remove, transport and recycle materials; and reproduce. Required for all biology majors. Concurrent enrollment in BI158. Spring.

BI125. Local Flora (4)

This is an integrated lecture/discussion and laboratory course. Collections, investigations, and other exercises are designed to foster an understanding of plant functioning through experience. Course objectives are to acquire a basic understanding of how plants solve the problems of life, to understand the role of plants in the biosphere, to become familiar with local plant communities and component plant species to learn characteristics of most common local plant families, and to learn to use a dichotomous key to identify unfamiliar plants. For majors other than biology and for biology majors in the secondary education program. The course satisfies the MPSSL lab science requirement. Spring.

BI130. Environmental Biology (4)

A non-majors course. Ecosystem structure and function are examined in relation to their ties to various biological, economic, and social issues such as population dynamics, soil, water, food, land, plant and animal, mineral and energy resources, and pollution. Includes a lab experience and satisfies the MPSSL lab science requirement. Does not count as biology credit for biology majors. Offered as faculty are available. Fall.

BI155. Ecology and Evolution Lab (1)

Laboratory course to accompany Biology 105. One three-hour lab per week. Lab emphasizes critical thinking, application of the scientific method, and writing skills. Concurrent enrollment in BI105. Fall.

BI158. Diversity of Life Lab (1)

Laboratory course to accompany BI108. The lab will explore the diversity of biological processes used in living organisms to acquire energy and nutrients; respond to the environment; remove, transport and recycle materials; and reproduce. Various methodologies designed to measure such things as tension, pressure, temperature, and oxygen consumption will be utilized. Critical thinking, data analysis and standard laboratory reporting will be emphasized. Required for all Biology majors. Concurrent enrollment in BI108. Spring.

BI204. Essentials of Anatomy and Physiology (4)

This course is designed for exercise science students (excluding students in the Athletic Training Program) and secondary education students in biology who need an overview of all the systems of the human body in one course. Although all systems of the human body are covered, special emphasis is given to the skeletal, muscular, respiratory and nervous systems. Structure will be correlated with function, with the emphasis on structure.

BI206. Human Anatomy and Physiology I (4)

This is the first of a two-semester sequence intended for biology majors in the allied health track, and for nursing and athletic training majors. This course provides a fundamental consideration of primary tissues and the skeletal, muscular, nervous, endocrine and integumentary systems of the human body. Emphasis is placed on the correlation between structure and function, physiological processes, and the organization of the human body from the chemical level to the organismal level. Laboratory activities include the use of anatomical dissection of cats, physiological experimentation, teaching models, and group work to facilitate learning. Counts as a Biology Content Category 3 or 4 class for Secondary Ed. (Counts as either Biology Content Category 3 or 4 for other biology tracks provided BI207 is also taken. Must take both to count as one category.)

BI207. Human Anatomy and Physiology II (4)

A continuation course of BI206 covering cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems of the human body. Counts as a Biology Content Category 3 or 4 class for Secondary Ed. (Counts as either Biology Content Category 3 or 4 for all other biology tracks provided BI206 is also taken. Must take both to count as one category.)

BI220. Field Ecology (4)

This eight day session at Okaw Bluffs at Lake Shelbyville is an **intensive** introduction to terrestrial and aquatic life of central Illinois. Students collect and examine specimens, become familiar with basic field techniques, learn to recognize specific plants, animals, and microscopic organisms, and investigate their habitats. Descriptive and simple statistical observations are required. Freshwater and forest habitats found in Illinois are emphasized, but rainforest and desert systems are included briefly to focus on plant and animal relationships. Familiarity with the physical environment and common organisms should increase as specific identification methods are introduced. This course involves you with the process of biology. Your field investigations are the most important activities in this course. Plant collections, insect collections, a research project, and specific journal entries are required. This course satisfies the MPSSL lab science requirement as well as the off campus learning requirement. Counts as a Biology Content Category 1 class, only for PT/OT and Allied Health biology majors. Summer.

BI230. Principles of Microbiology (4)

A study of bacteria and viruses and their relationship to health and disease including bacterial nutrition, control, genetics, and disease etiology. The course is designed for students in the Biology Allied Health Track and nursing majors.

BI240. Analysis of Biological Data (4)

Designed for students who want to apply appropriate statistical tests to their data, and who want to understand the statistical tests that biologists regularly use. Focus will be on the basics of the mathematical reasoning of the statistical tests, how to choose the appropriate test for a given data set, how to design experiments to make them more suitable for statistical analysis, and how to interpret and present the results of statistical tests. Quantitative Reasoning Course. Fall, alternate years

BI255. Scientific Inquiry and Writing in Biological Sciences (1)

Designed for transfer students in biology who have received transfer credit for Ecology and Evolution laboratory, to provide experience in using primary literature, designing and carrying out an independent research project, writing using biological style, and applying evolutionary concepts. Offered as faculty are available.

BI261. An Introduction to Clinical Nuclear Science (2)

Topics include radioactive decay, fusion, fission, energy production from/requirements for nuclear reactions, techniques in nuclear medicine: NMR, MRI, PET, etc., production of radioisotopes and their chemical and biological interactions within the human body. One, two-hour lecture per week plus visits to Decatur Memorial Hospital (DMH) and Zevacor Molecular facilities within DMH for on-site introductions to radioisotope production, applications of nuclear medicine, and imaging facilities. Spring.

BI280. Ecological Journeys (4)

This is a travel course designed to familiarize students with principles of ecology in exotic or unusual environments, with an emphasis on identification of common species and interactions between species. Students are expected to attend all class sessions during the semester as well as make the extended field trip to the off-campus site, such as in Florida, Costa Rica, Alaska, and South Africa. Students are required to research and present information to the group about assigned sites before the trip. Students are responsible for travel costs and for obtaining necessary documents and medical precautions for travel to the specific site. This course counts as a lab science and if international and approved, an ICS (International Cultures and Structures). Biology majors must enroll in BI380 rather than BI280. Offered as faculty are available.

BI290. Creating a Scientific Business Venture (1)

This seminar is designed to introduce students to entrepreneurship and how to apply an entrepreneurial mindset by developing or participating in a scientific business venture. The course will include two components: a series of one-hour sessions on entrepreneurial topics from the perspective of a scientist, and a practicum in which students gain experience in assisting with one aspect of a scientific business venture or develop a concept for a new scientific business venture. Offered as faculty are available.

BI300. Genetics (4)

Studies of the structure, function and transmission of hereditary material. Topics in both lecture and laboratory include patterns of inheritance and statistical analysis; molecular, biochemical and microbial genetics; gene regulation, mutation and population genetics. Biology Content Category 5 or 6.

BI301. Comparative Anatomy (4)

The study of the vertebrate body plan emphasizing comparative morphology of the organ systems correlated with change in function and environment. Lectures include general concepts and terminology, protochordates, vertebrate classification, mechanisms of vertebrate evolution, and the comparative morphology of the various organ systems. Laboratory activities include the dissection of several animals including the cat. Biology Content Category 3 or 4. Spring, alternate years.

BI302. Histology (4)

This course addresses the microscopic structure of cells, tissues, and organs. Topics include general principles of light and electron microscopy, cytology, the primary tissues, and organology. Laboratory work involves examination of histological slides of tissues. Biology Content Category 3 or 5. Fall, alternate years.

BI303. Entomology (4)

The goal of this course is to develop an appreciation of insects with minor emphasis on spiders as a comparative system. Class learning goals involve examining structure and function as a background to understanding the ecology and behavior of these animals. Class **DISCUSSION** is highly encouraged! Topics such as development, external morphology, internal systems, sociality, defense mechanisms, reproductive behavior, feeding behavior, as well as both detrimental and beneficial aspects of insects are covered. Laboratory learning goals include developing an understanding and appreciation of insect taxonomy, morphology, and ecology through the tool of creating a collection. As such, labs during the first part of the course are spent in the field collecting insects, allowing this course to fulfill one credit of Millikin's off-campus learning requirement. Biology Content Category 2 or 3. Fall, alternate years.

BI304. Developmental Biology (4)

Study of vertebrate differentiation and development from gametogenesis to organogenesis in the different vertebrate groups. Some lectures on experimental embryology and human embryology. Biology Content Category 4 or 6. Spring, alternate years.

BI305. Molecular and Cell Biology (3)

Course includes history and development of cell theory; morphological and functional significance of cell organelles; processes of mitosis and meiosis; and molecular basis for protein synthesis, metabolism, and photosynthesis. Concurrent enrollment in Biology 355. Biology Content Category 5. Spring.

BI306. Comparative Animal Physiology (4)

Exploration of the major trends in physiological adaptation by studying adjustment of the living animal to its environment. Application of underlying chemical and physical principles is emphasized. Topics include neural development, gas exchange, cardiovascular organization, temperature effects, excretion and osmoregulation, sensory reception, endocrine influence, reproductive competence, and functional integration and coordination of these processes. Competence in chemistry and physics is recommended. Biology Content Category 4. Fall.

BI308. Plant Physiology (4)

Plant physiology is the study of plant function at the cellular, organ and organism level. An understanding of the dynamic physical and chemical processes that are going on inside plants are used to construct accurate models of plant function, and to apply those models to predict responses to the internal and external environment. In this course, we concentrate on how flowering plants, in particular, perform the physiological processes common to all primary producers, that not only result in food production, but also in production of the oxygen atmosphere and UV protection from ozone, and of the raw materials necessary in human culture. We seek answers to questions about adaptive significance of physiologies; why plants grow where they do, why there are differences in growth rates, and how these differences are selected for. A research project is required as a major part of the laboratory section. This course is designed to be taken by junior and senior biology majors who have had courses in ecology and evolution, diversity of life, general and organic chemistry, cell and molecular biology, and plant biology. It is necessary to integrate concepts from all of these courses to understand how plant growth, reproduction, and survival are affected by the physical, chemical, and biotic environment. Biology Content Category 4. Offered as faculty are available.

BI310. Middle and Secondary Education Science, Content & Laboratory Development (3)

This is a course for seniors in secondary education who have been admitted into the School of Education and accepted into Student Teaching. The science content is not upper level, but teaching applications are. The course is designed to fill in gaps in content knowledge, with students completing modules in astronomy, earth science, instructional planning and assessment in science, national science education standards, and safety in the classroom. Students must be co-enrolled into ED425. This course does not count as a biology or chemistry content course. Offered as faculty are available.

BI311. Virology (4)

This course will consider viral form, life cycles, structural and genetic variety, natural history and most especially mechanisms behind their role as the perpetrators of some of our most devastating diseases. Laboratory exercises will involve isolating and characterizing bacterial viruses from the environment as a model for broader applications. Biology Content Categories 2 or 5. Alternate years. Offered as faculty are available.

BI312. Immunology (4)

Theories and mechanisms of infection and immunity. A general course dealing with the nature of antigens, antibodies, immunologic reactions with consideration of antibody structure and the cellular, biochemical, and genetic basis of immunity. Allergic phenomena, autoimmune disease, transplantation, and cancer will be discussed. Biology Content Category 4 or 5. Spring, alternate years.

BI314. Ecology (4)

This course provides an introduction to ecology including examinations of an organism's relationship to its environment, population ecology, community ecology, landscape ecology, and ecosystem ecology. In this course, we will also explore the biodiversity in our region, and learn the process of inquiry by designing and conducting an ecological research project. Biology Content Category 1. Fall.

BI320. Field Ecology for Teachers (4)

Same as BI220, with the requirement that students be in the school of education. Education majors may take BI320, with prerequisite of one previous biology course. Students will complete one scientific style research paper on an independent project, and will develop an inquiry-based two to three week unit plan on one of the topics in ecology, at an agreed upon level, using techniques and material from Field Ecology. This course satisfies the MPSL off campus learning requirement. Does not count as biology credit for biology majors. Summer.

BI322. Neurobiology (3)

Detailed study of the nervous system with special emphasis on the human brain. Lecture topics include anatomy of the brain and spinal cord, the physiology of communication through neural networks, learning and memory, sensory and motor systems, the brain and behavior, and the molecular mechanisms of learning and memory. Biology Content Category 3 or 4. Spring, alternate years.

BI323. Animal Behavior (4)

Analysis and description of behavior at both the proximate and ultimate levels in both invertebrates and vertebrates is stressed. Topics include proximate studies focusing on the roles of physiology, hormones, and genetics in shaping behavior. At the ultimate level, behavioral evolution is stressed with emphasis on adaptations and fitness consequences of behaviors. Topics such as learning and memory, defense, feeding, reproductive behavior, territoriality, parental care, communication, and social hierarchies are covered. An appreciation of behavioral ecology is emphasized. Class learning goals include developing an understanding of the fundamental principles of animal behavior through class discussion, developing a comparative evolutionary appreciation of animal behavior, and interpreting current literature on animal behavior. Laboratory learning goals include gaining insight into methods of behavioral research, application of the scientific method, and effectively presenting research results in both oral and written format. Biology Content Category 1 or 6. Spring.

BI324. Ornithology (4)

This course provides an introduction to ornithology including examinations of bird origins and adaptations, diversity, flight and migration, breeding biology, and conservation. In this course, we will learn more about the avian biodiversity in our region, and learn how to identify birds by sight and sound through bird watching trips. We will also examine contemporary issues in ornithology, and learn the process of inquiry by designing and conducting an ornithological research project. Biology Content Category 2 or 4. Offered as faculty are available.

BI325. Vertebrate Biology (4)

This course provides an overview of the vertebrate animals beginning with fishes and ending with mammals. Emphasis is placed on identification of vertebrates, and descriptions of key characteristics and evolutionary innovations of the vertebrate classes using a comparative approach. Laboratory will involve field trips, and a semester-long research project. Biology Content Category 2 or 3. Spring, alternate years.

BI326. Plant Biology (4)

The purpose of this course is to understand the vital role plants play in the environment as sources of oxygen, energy, medicines, and other products, and of the complex and diverse ways plants solve problems of life. Five unifying themes of botany will be returned to throughout the course: Plants consist of organized parts, exchange energy with the environment, respond to and adapt to their environment, reproduce, and share a common ancestry. The laboratory is an integral part of the course and has one extended weekend field trip. A large portion of the lab is devoted to independent projects on a problem of interest. A paper, including pertinent library research, and presentation of the project, are required. Satisfies one credit of off campus learning for the MPSSL. Biology Content Category 2 or 3. Fall.

BI330. General Microbiology (4)

An introduction to the morphology, physiology, and ecology of microorganisms including bacteria, algae, fungi, and protozoa. The role of microorganisms in ecosystems and their application to agriculture, sanitation, and industry will be discussed. Biology Content Category 2 or 5. Spring.

BI335. Physiological Ecology (4)

Theories and mechanisms of the ecological relevance of physiological processes. An advanced course dealing with the nature of major physiological reactions and systems with specific consideration of how physiological variation at the individual level and physiological adaptation at the population level contribute to fitness. Complex ecological concepts such as the effects of disease and immunity on population dynamics, the influence of xenobiotics on fitness, and the integration of physiology and behavioral ecology will be discussed. Throughout the course physiological adaptation and evolution will be the unifying theme. Spring, alternate years.

BI340. Conservation Biology (4)

This course provides an introduction to conservation biology, and will focus on the earth's biological diversity, threats to its biological diversity, how threats influence populations and species, and solutions to dealing with those threats. There is a laboratory component to this course. Biology Content Category 1. Spring, alternate years.

BI355. Molecular and Cell Biology Lab (1)

Laboratory experience to accompany BI305. One three-hour lab per week. Concurrent enrollment in BI305.

BI370, 371. Internship in Biology (1-4)

A supervised, practical biological experience for the biology major. A cooperative arrangement between the University and industry, zoos, conservation biology, research labs or health career agencies involved with biological work.

BI380. Ecological Journeys (4)

This is a travel course designed to familiarize students with principles of ecology in exotic or unusual environments, with an emphasis on identification of common species and interactions between species. Students are expected to attend all class sessions during the semester as well as make the extended field trip to the off-campus site, such as in Florida, Costa Rica, Alaska, and South Africa. Students are required to research and present information to the group about assigned sites before the trip. Students registered for BI380 will also work together to design and carry out field investigations to be conducted on the trip, and to present the results of those investigations after the trip. Students are responsible for travel costs and for obtaining necessary documents and medical precautions for travel to the specific site. This course, if international and approved, it may count as an ICS (International Culture and Structures) Biology Content Category 1 or 2. Offered as faculty are available.

BI391, BI392. Research (1-2)

Research experience in collaboration with Millikin biology faculty. Open to sophomores, juniors and seniors. Students will present their research results in Senior Seminar 481/482 and will also be encouraged to present their work at scientific meetings. A minimum of three hours in the lab and/or field per week per credit. May be repeated for credit.

BI393, BI394. Independent Study (1-3)

Directed study in topics chosen jointly by the student and the instructor with the approval of the department chair.

BI404. Evolution (3)

Evolutionary history prior to Darwin; Darwin and natural selection; population genetics; molecular evolution; phylo-genetics; speciation and macroevolution; origin of life; Cambrian explosion; evolution and development (evo-devo); human origins and evolution. Lecture only. Biology Content Categories 1 or 6. Fall, alternate years.

BI407. Molecular Genetics (4)

A study of the technology which initiated the genetic revolution and discoveries that resulted from the application of this technology. Topics include restriction enzymes, recombinant DNA (vectors, clones, libraries), and DNA sequencing and mapping. Discussion of some of the major discoveries, which resulted from the application of recombinant DNA technology including genetic control of morphogenesis, immunological specificity and cancer. A substantial portion of the course will be spent in the lab applying recombinant DNA techniques. Biology Content Category 1 or 6. Fall.

BI413. Advanced Cell Biology (3)

An in-depth study of modern cell biology using the research literature and scientific review literature as primary resources. In-class discussions led by the instructor and by students to examine recent advances in cell biology, focusing in the background, rationale, techniques, results and conclusions of published research. No lab component. Biology Content Category 4 or 5. Offered as faculty are available.

BI414. The Human Side of Medicine: What It's Like to Be a Patient, What It's Like to Be a Doctor (3)

This course is designed for students who are planning careers in health care. However, any university student who is interested in learning and reflecting more about the experience of being a patient and a part of the health care system can benefit from the course. A background in science is not necessary. This course will concentrate on learning about how patients, their families, and professionals who care for them experience illness; how stories patients tell become the basis for diagnosis and treatment; what it is like to be a physician; and the therapeutic relationship. Health care professionals are learning and practicing patient-centered medicine. This course introduces this concept to the student. Didactic presentations, interactive discussion using stories from patients, students and the related literature will provide the content of the course. The course includes a component in ethical decision-making. Course will count towards the Ethics minor. Not a Biology Content Category course. Spring. Offered as faculty are available

BI481, BI482. Senior Seminar (1) Per Semester

Senior capstone course required of all biology majors. Presentation of an original hypothesis, supported by current primary literature or student's independent research. Emphasis upon independent and integrative thinking. Students will present in poster, oral, and written formats.

Special Topics (2-4) Each Per Semester

The offerings will depend on student interest and faculty availability.

Chemistry

Dr. Timothy Guasco, Chair

Chemistry Department Faculty

Full-Time: Paris Barnes, George Bennett, Timothy Guasco, Kyle Knust, Anne Rammelsberg

Adjunct: Patricia Higgins, Randall Kok, Elizabeth Stensrud, Kenneth Stensrud, Jodi Van Uyten

The American Chemical Society (ACS) Committee on Professional Training certifies the Millikin University Chemistry Department. By completing the courses meeting guidelines established by the ACS, students may earn a bachelor's degree certified by the ACS.

Chemistry is a broad and rapidly developing field pervading both natural and applied sciences. Chemists are often members of interdisciplinary teams addressing current global challenges. The Chemistry Department prepares majors for careers in diverse fields by developing each student's ability to solve problems, thereby enhancing their capacity to apply their knowledge and skills to address real-world scenarios in chemistry and other disciplinary communities. Moreover, there is strong emphasis throughout the chemistry major to improve a student's ability to communicate effectively through writing and orally.

Through a combination of general, organic, analytical, biochemistry, inorganic, physical, and specialized chemistry courses, the Chemistry Department prepares majors to pursue careers in numerous fields including research, medicine, teaching, industry, pharmacy, biotechnology, dentistry, agriculture, nanotechnology, engineering, sales, forensics, law, and governmental policy.

Chemistry majors beginning their careers directly following their undergraduate studies pursue both science and non-science related positions to apply their skills. Most often, students working in science fields find positions in industry and government. Alternatively, chemistry majors often pursue graduate studies with many ultimately earning a terminal degree in their chosen field. The chemistry major facilitates entry into graduate studies in a variety of areas including chemistry, medicine, biochemistry, pharmacology, dentistry, engineering, law, materials science, energy, nutrition, and environmental science.

Pre-Professional Programs in Health Science

Many students choosing to pursue careers in health professions first earn an undergraduate degree in chemistry. While any major may be completed prior to professional school, a chemistry degree (biochemistry concentration) delivers an excellent preparation for professional school by providing interdisciplinary training across the natural sciences and the flexibility for students to expand their education in the liberal arts. Students interested in pursuing a professional career in the health sciences will have an advisor in the Chemistry Department and also receive guidance from the Director of Pre-Professional Programs to navigate the application process for professional school. With their advisors, students will select courses meeting the prerequisites and ensuring preparedness for professional training in medicine, pharmacy, dentistry, and optometry. In addition to coursework traditionally completed before professional school, chemistry majors develop professionally, and gain sought after communication and critical thinking skills by working one-on-one with a Chemistry Department faculty member to complete and defend a research project.

Pre-Medicine, Dentistry, and Optometry

Medical, dental, and optometry schools emphasize the importance of a diverse education. Therefore, in addition to the strong foundation in natural science and mathematics provided by a chemistry major, students are encouraged to pursue courses of interest in the arts, humanities, and social sciences. It should be emphasized that quality and breadth of the undergraduate experience are more important to future success than narrow specialization in science. Students will work with their chemistry and pre-professional advisors to select appropriate coursework to complete the academic competencies necessary for admission to professional school and to prepare for the Medical College Admission Test (MCAT), Dental Admission Test (DAT), or Optometry Admission Test (OAT).

Pre-Pharmacy

Most accredited pharmacy schools require at least two years of pre-pharmacy work for admission to their professional programs. The required preparation consists of basic science courses as well as foundational courses in other areas. The recommended curriculum is similar to the first two years of a chemistry major and typically includes one or two semesters of calculus, two years of chemistry, two years of biology, and a year of physics. Because students often need more than two years to complete the prerequisites for admission to pharmacy school, students are strongly encouraged to complete their bachelor's degree in chemistry prior to attending pharmacy school. Since some pharmacy schools require the Pharmacy College Admission Test (PCAT) and others recommend it, students in this program should consider taking the standardized aptitude test in January of their application year.

Millikin and the Chicago College of Pharmacy (CCP) at Midwestern University have a Dual Acceptance Program whereby selected students who successfully complete the specified course work at Millikin will be granted early acceptance to CCP. Students must rank in the top quartile of their high school graduating class and must score in the top quartile on a College Entrance Exam (ACT: 28) to be eligible. Students not accepted to CCP retain their acceptance at Millikin. All course work in the dual degree program must be taken at Millikin University and the student must maintain a 3.2 GPA during each of the four semesters. The application for the dual degree program is available from the Pre-Professional Program office.

Chemical Engineering 3+2 Program

Millikin University maintains a chemical engineering dual-degree program with Washington University in St. Louis. With this program, students complete the first three years of their undergraduate studies at Millikin University and then transfer to Washington University in St. Louis to complete the final two years of their undergraduate work. Upon graduation, a bachelor's degree in chemistry is earned from Millikin University and a bachelor's degree in chemical engineering is earned from Washington University in St. Louis.

Major in Chemistry

Students interested in chemistry may elect to pursue either a B.S. or B.A. degree. The B.S. degree is earned by completing the requirements listed below. The B.A. degree requires 12 additional credits by completing a foreign language through the course numbered 223 or by passing a proficiency exam.

To permit proper course sequencing and completion of the program in a timely manner, declaring a chemistry major as soon as possible is imperative. With chemistry being a diverse field of study, students can earn a chemistry major with one of four concentrations: Biochemistry, Business, Research, or Secondary Education. With the guidance of their academic advisor, students will select an emphasis consistent with their interests and career goals.

Students interested in obtaining Illinois certification to teach science with a designation in chemistry for grades nine through twelve must obtain a B.S. or B.A. degree in chemistry and meet the curricular requirements of the secondary education program (refer to the teacher education section in this Bulletin). Students may select to add a concentration in Special Education, English as a Second Language, or Bilingual Education to their education major. Completion of this concentration will meet the requirements of adding this area as an added endorsement on to the teaching license.

Students must complete the Millikin Program of Student Learning (MPSL) sequential and non-sequential requirements unless he/she is a member of the Honor's Program. All students are required to complete the College of Arts and Sciences Distribution Requirement courses (three credits of both Historical Studies and Literature).

Required Courses for All Concentrations

CH121 or CH131. General Chemistry I (3)
 CH122. General Chemistry II (3)
 CH151. General Chemistry Laboratory I (1)
 CH152. General Chemistry Laboratory II (1)
 CH232. Analytical Chemistry (3)
 CH251. Organic Chemistry Laboratory I (1)
 CH253. Analytical Chemistry Laboratory (1)
 CH254. Introduction to Research (1)
 CH301. Organic Chemistry I (3)
 CH302. Organic Chemistry II (3)
 CH303. Physical Chemistry I (3)
 CH391/491. Research (2)
 CH482. Chemistry Seminar (1)

ACS Certified Degree

Any of the chemistry emphases may earn an ACS certified degree. In addition to the required courses, students must also complete the following courses:

CH252. Organic Chemistry Laboratory II (1)
 CH256. Inorganic Chemistry Laboratory (1)
 CH304. Physical Chemistry II (3)
 CH306. Descriptive Inorganic Chemistry (3)
 CH331. Biochemistry (3)
 CH351. Physical Chemistry Laboratory I (1)
 CH352. Instrumental Analysis Laboratory (1)
 CH353. Physical Chemistry Laboratory II (1)
 CH406. Advanced Inorganic Chemistry or CH432. Advanced Biochemistry (3)
 CH420. Instrumental Analysis (3)

Biochemistry Concentration

CH256. Inorganic Chemistry Laboratory (1)
 CH306. Descriptive Inorganic Chemistry (3)
 CH331. Biochemistry (3)
 CH352. Instrumental Analysis Laboratory (1)
 CH354. Biochemistry Laboratory (1)
 CH420. Instrumental Analysis (3)
 CH432. Advanced Biochemistry (3)
 BI300/350. Genetics with lab (4)
 BI305/355. Molecular and Cell Biology with lab (4)

Three additional credits as selected from the following courses: CH304, CH351, CH353, CH391, CH406, CH413, BI300, BI306, BI308, BI312, BI330, BI350, and/or BI407.

Business Concentration

CH256. Inorganic Chemistry Laboratory (1)
 CH306. Descriptive Inorganic Chemistry (3)
 CH352. Instrumental Analysis Laboratory (1)
 CH420. Instrumental Analysis (3)
 EC100. Principles of Macroeconomics (3)
 EC110. Principles of Microeconomics (3)
 AC210. Principles of Accounting (3)
 MG300. People and Performance (3)

MK200. Principles of Marketing (3)
 MK310. Personal Selling or IS240 Foundations of Information Systems (3)

Research Concentration

CH252. Organic Chemistry Laboratory II (1)
 CH256. Inorganic Chemistry Laboratory (1)
 CH306. Descriptive Inorganic Chemistry (3)
 CH304. Physical Chemistry II (3)
 CH351. Physical Chemistry Laboratory I (1)
 CH352. Instrumental Analysis Laboratory (1)
 CH353. Physical Chemistry Laboratory II (1)
 CH406. Advanced Inorganic Chemistry (3)
 CH420. Instrumental Analysis (3)

Secondary Education Concentration

CH106. Elemental Geosystems (3)
 CH310. Secondary Science, Content and Lab Development (3)
 BI105/155. Ecology and Evolution with lab (3)
 BI108/158. Diversity of Life with lab (3)
 PY151. University Physics I (3)
 PY152. University Physics II (3)
 PY171. Physics I Lab (1)
 PY172. Physics II Lab (1)
 EN302. Methods for Teaching Literacy in the Content Area Classroom (3)
 ED115. Instructional Strategies for Individuals with Learning Disabilities (3)
 ED120. Introduction to American Education (3)
 ED170/172. Education Internship (1)
 ED201. Human Development, Grades 6-12 and K-12 (3)
 ED310. Creating Communities of Learners (3)
 ED321. General Secondary Methods and Assessment (3)
 ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)
 ED477/478. Supervised Teaching (12)
 ED488. Education Senior Seminar (3)

Honors in Chemistry

Students are eligible for honors in chemistry at graduation if the following requirements are met: a grade point average ≥ 3.25 ; a honors caliber written thesis of undergraduate research; and a research presentation at an external scientific meeting. Designation of honors caliber requires the unanimous vote of a three-person evaluation team appointed by the Chemistry Department. The team consists of two Chemistry Department faculty members and one other representative, preferably chosen from another institution or the Research and Development Department of an industrial company.

Minor in Chemistry

Requirements for a minor in chemistry includes completion of 21 credit hours of chemistry courses.

1. All of the following courses are required:

CH121 (or CH131) – General Chemistry I (or Accelerated General Chemistry) (3)
 CH122 – General Chemistry II (3)
 CH151 – General Chemistry Laboratory I (1)
 CH152 – General Chemistry Laboratory II (1)
 CH232 – Analytical Chemistry (3)
 CH251 – Organic Chemistry Laboratory I (1)
 CH253 – Analytical Chemistry Laboratory (1)
 CH301 – Organic Chemistry I (3)

2. Five or more credits must be completed from the following courses numbered 300 and above:

CH302 – Organic Chemistry II (3)
 CH303 (or PY303) – Physical Chemistry I (3)
 CH304 (or PY304) – Physical Chemistry II (3)
 CH306 – Descriptive Inorganic Chemistry (must also enroll in CH256 – Inorganic Chemistry Laboratory) (4)
 CH331 – Biochemistry (3)
 CH351 – Physical Chemistry Laboratory I (1)
 CH352 – Instrumental Analysis Laboratory (1)
 CH353 – Physical Chemistry Laboratory II (1)
 CH354 – Biochemistry Laboratory (1)
 CH391 – Undergraduate Research (one credit maximum)
 CH406 – Advanced Inorganic Chemistry (3)
 CH420 – Instrumental Analysis (3)
 CH422 – Spectroscopy and Advanced Instrumentation (3)
 CH432 – Advanced Biochemistry (3)
 CH490 – Advanced Topics in Chemistry (3)

Undergraduate Research

On-campus research: Students work one-on-one with a Chemistry Department faculty member to complete a research project. Undergraduate research is most often performed for two semesters or more. Upon completion of their research project, students present their research orally and through a written report. Students wanting to pursue summer research opportunities may write a research proposal with their faculty mentor to apply for funding through a Summer Undergraduate Research Fellowship (SURF).

Off-campus research: With prior consent of the Chemistry Department Chair, appropriate research projects completed off-campus in the summer or during the school year may qualify as an Honors Study Project. Students may complete an approved semester-long or summer program such as a Research Experience for Undergraduates (REU) at a graduate university, federal laboratory, medical school, or cooperative work in an industry research and development department. Credit for undergraduate research or internship is given for a minimum of six laboratory hours per week over two semesters or equivalent. At least one semester of research must be done on campus.

Leighty Science Scholars

Leighty Scholars are typically selected from freshman students who interview for the Millikin University Honors Program in the spring. To qualify as a Leighty Scholar, students should have the following qualifications:

- Major in one of the sciences (biology, chemistry, or physics)
- Scored 27 or higher on the ACT or 1200 or higher on the SAT
- Have a cumulative high school grade point average of 3.5/4.0 or higher
- Rank near the upper 10% of his/her high-school graduating class

Whether or not they participate in the Honors interviews, prospective Leighty Scholars must complete a Leighty Scholars application form (obtained from Admissions or off the Internet) and return it to the Admissions office.

Students selected as Leighty Scholars will receive an annual \$2,500 scholarship (separate and in addition to other financial aid) as long as they remain science majors and maintain a 3.5 GPA at Millikin. In addition, Leighty Scholars will do research during the summer after their sophomore year in collaboration with a Millikin science faculty. Each Leighty Scholar will receive a \$3,000 summer stipend for doing research. Contact Millikin University Admissions or the Leighty website for details of this program.

Chemistry Courses (CH) (Credits)

CH101. Topics in Chemistry (3)

A topical approach to modern chemistry for non-majors. Basic concepts of chemistry will be covered with an emphasis on the importance, relevancy, and applications of chemistry in modern society. Topics may vary. Fall or Spring.

CH102. Themes and Variations in Chemistry (4)

This course is a laboratory-centered course for non-majors in which elements of scientific methodology are investigated through common laboratory experiences and diverse themes. Topics might include: chemistry in literature, chemistry and the brain, the chemical elements, toxicology, environmental chemistry, pharmacology for non-majors, history of chemistry, or chemistry and health. The topics vary from semester to semester depending on the instructor. The laboratory component is designed to reinforce principles learned in lecture. Experiments might include analysis of water for hardness, acid/base properties of household chemicals or effectiveness of dishwashing liquid. Emphasis will be on careful observation, recording data, and contextualizing experimental outcomes. Fall or Spring.

CH105. Earth & Space Science (4)

This course is an introduction to earth and space science. It is designed as a student-centered, nontechnical survey for undergraduate students who have a modest scientific background. Basic topics and principles related to geology, oceanography, meteorology, and astronomy will be examined through experiential learning activities by collaborating on project-based inquiry. This course employs instructional approaches such as (1) MASS education – connecting music, art, sports and science; (2) research projects and presentations on CST (controversial science topics) such as fracking or climate change; and (3) inquiry-based design of laboratory experiments. Fall, alternate years.

CH106. Elemental Geosystems (3)

This course provides an introduction to Earth from a systems perspective. The atmosphere, lithosphere, hydrosphere, and biosphere and their relation to human life are topics of study. Spring.

CH114. Fundamentals of Chemistry (4)

This course is intended for students majoring in nursing, athletic training or those looking to satisfy the natural science with laboratory requirement of the Arts and Sciences component of the Millikin Program of Student Learning. The atoms-first approach establishes the foundation for CH203 and CH205 – Essentials of Organic and Biochemistry. Topics will be organized into four units: (1) atomic and molecular structure; (2) structure-property relationships; (3) basic reaction chemistry; and (4) data handling and manipulation. Concepts covered will be tied to specific health topics. This course cannot be applied toward earning a degree in the Natural Sciences or other degree with a pre-professional emphasis. Concurrent enrollment in the companion lab is required. Fall and Spring.

CH121. General Chemistry I (3)

Designed for students majoring in the natural sciences, this course is an introductory survey of the essential concepts of chemistry. These include: substances, aqueous solutions, chemical reactions, molecular structure, states of matter, mass relations, equilibrium and electrochemistry. No particular background in high school chemistry is assumed although familiarity with basic algebra is essential. Students with a strong background in chemistry are urged to take a proficiency exam. Concurrent enrollment in CH151 is recommended. Students may receive credit for CH121 with a score of 3, 4, 5 on the Advanced Placement Chemistry exam or a grade of C or better in CH122. Fall.

CH122. General Chemistry II (3)

This course is designed to be the first course for chemistry majors who received proficiency credit for CH121 and to be the principal follow-up of CH121 or CH131 for students in the natural sciences. CH152 is the companion laboratory course. Spring.

CH131. Accelerated General Chemistry (3)

Designed for students majoring in the natural sciences, this lecture course covers the essential concepts of chemistry at an accelerated pace. Lectures used in this course cover a broad range of topics, including substances, aqueous solutions, chemical reactions, basic bonding theory, molecular structure, mass relations, equilibrium, electrochemistry, states of matter, and nuclear chemistry. Concurrent enrollment in CH151 required. Fall.

CH151. General Chemistry Laboratory I (1)

Designed to be the first laboratory class in our project-based curriculum, this course should be taken together with either CH121 or CH131. Laboratory projects introduce students to basic instrumental techniques and experimental design. Emphasis is on careful observation, recording of data, planning experiments, laboratory safety and writing. One three-hour laboratory per week. Fall.

CH152. General Chemistry Laboratory II (1)

Designed to be the second class in our project-based laboratory curriculum, this course should be taken together with CH122, General Chemistry II. The projects in this course include synthesis and analysis of an inorganic compound, investigating factors that affect the rate and outcome of a chemical reaction, calorimetry, designing and evaluating the thermochemical properties of small molecules, and understanding the effects of solutes on the physical properties of solutions. Like other laboratory courses in the curriculum, emphasis is on careful observation, recording of data, planning experiments, laboratory safety and writing. One three-hour laboratory per week. Spring.

CH203. Essentials of Organic and Biochemistry (3)

A one-semester survey of organic and biochemistry, this course is the second course in a one-year survey of chemistry for nursing students, allied health majors and others requiring a brief introduction to the chemistry of living systems. Topics include a survey of organic functional groups and reactions most important in biochemistry followed by an outline of basic structural biochemistry and intermediary metabolism. This course does not count towards the chemistry major or minor and it does not satisfy the entrance requirements of medical, veterinary, or dental schools. Concurrent enrollment in CH205 required. Fall and Spring.

CH205. Essentials of Organic and Biochemistry Laboratory (1)

Designed to be the laboratory companion to CH203, this laboratory emphasizes projects that are related to clinical chemistry. Projects include the importance of pH on solubility, identification of drugs, and enzymes. This laboratory does not count toward a chemistry major or minor and does not satisfy entrance requirements of medical, dental, or veterinary medical schools. One three-hour laboratory per week. Fall and Spring.

CH232. Analytical Chemistry (3)

This course is designed as the introductory analytical chemistry course to study the fundamental principles of chemical analysis and their application. Topics encompass statistics, data handling, chemical equilibrium, titrations, electrochemistry, and instrumental methods. Combined with the companion laboratory, the fundamental principles for which analytical chemistry is based will be studied. Concurrent enrollment in CH253 required. Fall.

CH251. Organic Chemistry Laboratory I (1)

Laboratory course combining organic and analytical chemistry to accompany CH301. Projects involve using spectrophotometry and chromatography to analyze pure substances and mixtures. One three-hour laboratory per week. Fall.

CH252. Organic Chemistry Laboratory II (1)

An integrated laboratory designed to illustrate modern methods of organic and inorganic synthesis; this is an alternate companion course to CH302. Green chemistry is a central theme of this course. Emphasis is placed upon experimental design, product isolation and product analysis. One three-hour laboratory per week. Spring.

CH253. Analytical Chemistry Laboratory (1)

Laboratory course emphasizing real-world quantitative analysis through gravimetric, volumetric, and instrumental methods. Experience in laboratory technique and instrument operation will be provided during laboratory work. One four-hour laboratory per week. Concurrent enrollment in CH232 required. Fall.

CH254. Introduction to Research (1)

Designed to bridge the gap between formal laboratory training and undergraduate research, this course is ideal for any student in the natural sciences who plans to do undergraduate research. Literature searching, experimental design and validation, computers and report writing culminating in a research proposal are emphasized. One three-hour discussion/activity per week. Fall.

CH256. Inorganic Chemistry Laboratory (1)

This lab course is the companion to CH306, Descriptive Inorganic Chemistry. Laboratory projects will be used to introduce students to preparation, spectroscopic analysis, and thermal analysis of transition metal coordination compounds and solid-state materials. Experiments will reinforce previously learned lab practices and analytical techniques, encourage the development of new laboratory skills, and will require students to communicate their findings through formal laboratory reports. Concurrent enrollment in CH306 required. Spring.

CH261. An Introduction to Clinical Nuclear Science (2)

Topics include radioactive decay, fusion, fission, energy production from/requirements for nuclear reactions, techniques in nuclear medicine: NMR, MRI, PET, etc., production of radioisotopes and their chemical and biological interactions within the human body. One, two-hour lecture per week plus visits to Decatur Memorial Hospital (DMH) and Zevacor Molecular facilities within DMH for on-site introductions to radioisotope production, applications of nuclear medicine, and imaging facilities. Cross-listed with BI/CH/PY 261. Offered each Spring semester.

CH301. Organic Chemistry I (3)

The first course in organic chemistry for chemistry majors and those interested in professional studies. One semester survey course of the basic structure, bonding, nomenclature, stereochemistry, properties, and reactions of organic molecules. This course is the first in a two-tiered sequence. Any laboratory course in the 250 series may be taken as a co-requisite laboratory. Credit may not be received for both CH203 and 301. Fall.

CH302. Organic Chemistry II (3)

The second course in a two-tiered sequence, this course is designed to reinforce, expand, and add theoretical depth to the content of CH301. Reaction mechanisms are emphasized. Applications of organic chemistry to living systems are extensive; structural biochemistry of carbohydrates, steroids, and polymers is introduced. Any laboratory course in the 250 series may be taken as a co-requisite laboratory. Spring.

CH303. Physical Chemistry I (3)

The first course in physical chemistry for chemistry majors. Topics include the laws of thermodynamics, elementary statistical thermodynamics, equilibrium, surface chemistry and physical chemistry of macro-molecules. CH351 and 353 are companion laboratory courses. Fall.

CH304. Physical Chemistry II (3)

Continuation of CH303, this course emphasizes applying quantum mechanics to understand chemical bonding and spectroscopy. Chemical kinetics also is covered. Cross-listed with PY304. CH351 and 353 are companion laboratory courses. Spring.

CH306. Descriptive Inorganic Chemistry (3)

This course is designed as the foundational inorganic course. Topics include atomic structure (nuclear and electronic), bonding theories, molecular symmetry, acid-base theory, coordination chemistry, application of symmetry to spectroscopy, and descriptive chemistry of the elements. CH256 is the companion laboratory course. Spring.

CH310. Secondary Science, Content & Laboratory Development (3)

This course is designed for students who are planning to be certified in Illinois to teach middle or high school science. The modules are intended to help the student to fill in gaps in content knowledge. Students will complete instructional modules in the following topics: astronomy, earth science, instructional planning and assessment in science, national science education standards, and safety in the classroom. Cross-listed with BI310. Co-enroll in ED425.

CH314. Pharmacology (3)

This course is designed to introduce pharmacologic concepts to enhance sound decision making, therapeutic interventions, and critical thinking for health care professionals. Students will explore the principles of pharmacology, including pharmacokinetics, pharmacodynamics, pharmacotherapeutics, lifespan and cultural factors, and legal and ethical implications. The focus will be on understanding the pharmacologic properties of major drug classifications and significant individual drugs, including generic and trade names, therapeutic uses, mechanism of action, interactions, and adverse drug effects, with special emphasis on nursing considerations. This course is suitable not only for majors in nursing and athletic training but majors in allied health, psychology, and other pre-professional health care majors. Cross-listed with NU314, Pharmacology. This course does not count toward a major or minor in Chemistry. Fall or Spring.

CH331. Biochemistry (3)

Designed for all majors in the natural sciences, this course discusses the organic and physical chemistry of life. Discussion is centered on the relationship between the structure and function of all biomolecules. Intermediate metabolism is introduced in detail. Energetics, kinetics and mechanism as well as interrelationships among pathways play an important role in the coverage. Fall.

CH351. Physical Chemistry Laboratory I (1)

A physical chemistry laboratory course that explores the physical principles that underlie observable chemical behaviors. A heavy emphasis is placed on experimental design, data analysis, and scientific communication. Experimental topics include periodic trends, chemical equilibrium, phase behavior, chemical kinetics, and calorimetry. One three-hour laboratory per week. Physical Chemistry I (CH303/PY303) is the companion lecture course. Fall.

CH352. Instrumental Analysis Laboratory (1)

An advanced laboratory course for majors providing experience with chemical instrumentation design and operation. Instrumental methods include electroanalytical, spectroscopy, mass spectrometry, and separation techniques. One four-hour laboratory per week. Concurrent enrollment in CH420 required. Spring.

CH353. Physical Chemistry Laboratory II (1)

A physical chemistry laboratory course that primarily focuses on chemistry at the atomic and molecular level. This course explores the role of spectroscopy and computational chemistry in examining chemical properties. Learning goals also include improving scientific communication by completion of formal laboratory reports and a presentation on a modern physical chemistry research topic from the scientific literature. One three-hour laboratory per week. Physical Chemistry II (CH304/PY304) is the companion lecture course. Spring.

CH354. Biochemistry Laboratory (1)

A project-based laboratory course in biochemistry emphasizing using new technologies to address real-world problems, working with microgram quantities and adapting methods from primary literature. Projects have included gel electrophoresis, PCR, ion-exchange chromatography, industrial fermentation, cloning of genes, and protein isolation. CH331 is the companion lecture course. One three-hour laboratory per week. Fall.

CH391. Undergraduate Research (1-3)

A laboratory research problem is carried out under the supervision of a chemistry faculty member, or other qualified scientist. This course is open to majors and interested non-majors. A literature survey, formal written report and attendance at research meetings are required. Chemistry majors also must give a seminar in Chemistry 481 or 482 on their results. May be repeated for additional credit. A minimum of three hours of laboratory work per week for every hour of credit. Fall and Spring.

CH406. Advanced Inorganic Chemistry (3)

Continuation of CH306, this course completes a one-year sequence in inorganic chemistry for majors. Topics include a systematic study of structure, bonding, reactions and periodic relationships of inorganic compounds including organometallics and bioinorganic compounds. Alternate years. Fall.

CH420. Instrumental Analysis (3)

The second analytical chemistry course studies the theory and practice of modern chemical instrumentation. Topics include electroanalytical chemistry, spectroscopy, mass spectrometry, separations, scanning probe microscopy, and electron microscopy. Combined with the companion laboratory, the principles of instrumental analysis will be studied. Concurrent enrollment in CH352 required. Spring.

CH422. Spectroscopy and Advanced Instrumentation (3)

Through a combined lecture and laboratory approach, this special topics course for majors will emphasize advanced instrumental methods and analysis. Instrumentation discussed may include electroanalytical, spectroscopy, mass spectrometry, separation techniques, thermal analysis, and surface analysis. Alternate years. Fall or Spring.

CH432. Advanced Biochemistry (3)

A seminar-style course in reading and understanding the primary literature in biochemistry. Individual oral presentations will include topics that delve deeply into current issues in biochemistry. Students will demonstrate competence in using Internet based tools and information. Spring.

CH471. Chemistry Internship (1-4)

This activity provides students with learning, observing, research and work experience through direct contact with industry, research laboratories or governmental agencies. Pre-requisite: Junior or senior standing and consent of department chair. Students may earn a maximum of 4 credits in internship toward the chemistry major. Petitions to earn more than 4 credits will be evaluated by the department on an individual basis. Fall and Spring.

CH482. Chemistry Seminar (1)

The capstone course of the chemistry major, this course consists of a combination of literature work with oral and written presentations by students on their undergraduate research. Lectures by visiting scientists and tours to chemical plants may be part of the course. Chemistry majors are required to register for at least one credit. Other students are encouraged to attend. A maximum of two credits may be earned in a seminar. Spring.

CH490. Advanced Topics in Chemistry (3)

Selected topics in chemistry covering fields of analytical, physical, inorganic, organic and biochemistry. Offered on demand. May be repeated for credit with a different topic. Fall or Spring.

CH491. Senior Research (1-4)

Students will carry out an advanced laboratory research problem under the supervision of a chemistry faculty member or other qualified scientist. This course is open to majors and interested non-majors. A literature survey, formal written report and attendance at research meetings are required. Chemistry majors must also give a seminar in CH481 or 482 on their results. May be repeated for additional credit. A minimum of three hours of laboratory work per week for every hour of credit is expected. Fall and Spring.

Communication

Dr. Nancy J. Curtin, Chair

Communication Department Faculty

Full-Time: Nancy Curtin, Amy L. Delaney, W. Thomas Duncanson, Samuel D. Meister

Adjunct: Candace Baker, Bridget Ploessl, Lori Robertson, Melinda Rueter, Sarah Van Rheeden

The drive to communicate forms the basis of human social behavior and is a critical element of any organization or field of employment, regardless of technological advancement or change. The study of communication provides the student with the knowledge and skills necessary to succeed in a rapidly changing society. Classes in communication, which blend theory, methodology, and practice, are central to the investigation and understanding of communicative processes.

Communication majors move on to careers in advertising, business, event planning, media, public relations, publishing, sales, training and development, and others. Recent graduates are now working for radio and TV stations, attending graduate school, planning media events, working in universities, organizing PR campaigns, trading commodities, and much more. A strong liberal arts background and intensive work in all aspects of communication uniquely qualify graduates for innumerable positions.

Outside the classroom, students are encouraged to engage in practical application of their studies. All students have the opportunity to work at the campus radio station, WJMU or the Decaturian. Off campus experiences, via internships, service learning projects, or study abroad programs are particularly valuable for the major and minor.

The Communication major offers five options: 1) General Studies option 2) co181; 3) Organizational Communication concentration; 4) Public Relations concentration; 5) Health Communication concentration. The major consists of 39-40 credits. These credits can include up to five credits of Communication Laboratory (WJMU and/or Decaturian) and up to six hours of internship.

A student can earn either a B. A. or B. S. degree in the Communication major. Please refer to The Bachelor of Arts (B.A.) and The Bachelor of Science (B. S.) degree requirements listed at the end of the College of Arts & Sciences section of the bulletin.

To complete the major:

1. Complete all Communication Core classes.
2. Complete the General Communication Studies option or a specific Communication concentration option.

Communication Core

All majors must take the following foundation courses (21 credit hours):

- CO 101. Introduction to Communication Theory (3 credits)
- Oral Communication requirement CO 200 (3 credits)
- CO 204. Communication Research Methods (3 credits)
- CO 210. Communication Career Lab (2 credits)
- CO 308. Communication Ethics & Freedom of Expression or other approved ethics course (3 credits)
- CO 480. Capstone Internship Seminar (3 credits)
- CO 481. Communication Capstone Seminar (1 credit)
- Any writing course (beyond IN 150/151 courses) (3 credits)

Communication majors must earn a C or above in the following courses:

- CO 101. Introduction to Communication Theory
- CO 204. Communication Research Methods
- Oral Communication requirement (CO 200 or CO 230)
- Writing requirement (beyond IN 150/151)

If a Communication major does not earn a C or above in any one of these classes, s/he must repeat the class (or its equivalent) until s/he earns a C or higher.

General Communication Studies:

Students completing the General Communication Studies option take an additional 18 credits in communication electives, 12 of which must be 300/400 level courses. EN280 counts toward Communication elective hours (maximum 3 credit hours).

Communication Concentrations:

Instead of completing the General Communication Studies option, students may choose a concentration in the major consisting of 18 hours of study in one of four areas: Media Studies; Organizational Communication; Public Relations; Health Communication. In these concentrations, 12 of 18 hours must be 300/400 level courses.

Media Studies Concentration (18-19 Total Credit Hours)**Note: 12 of the 18 hours must be 300/400 level hours.**

Introduction to Media Studies (3 credits, 1 required course)
CO 225. Media History

Contexts: (6 credits total; Choose 2 courses)
CO 306. Topics in Discourse Studies
CO 332. Gender Communication
CO 360. Seminar in Communication (media topic courses)
CO 401. Topics in Persuasion

Platforms & Practices: (6-7 credits)

A. Media Lab

Option 1: 3 semesters of either CO Radio Lab or EN Dec. Lab
CO 181. Radio Laboratory (1); CO281. Radio Laboratory II (1); CO381. Radio Laboratory III (1-3)
Option 2: 2 semesters of CO Radio Lab and 2 semesters of EN Dec. Lab
EN280. Journalism Laboratory (Decaturian) (1). EN382. Advanced Writing & Publishing Projects (3)

B. Advanced Production (3 credits; Choose 1 course)

CO 314. Advanced Radio Production
CO 324. Advanced Video Production
EN 316. Journalism: Feature Writing

Culminating Experience (3 credits)
CO 470. Persuasion Campaigns & Performance

Organizational Communication Concentration (18 credit hours)**Note: 12 of the 18 hours must be 300/400 level hours.**

Introduction to Organizational Communication (6 credits, 2 required courses)
CO/BU 230. Business Conversations (3 credits)
CO 341. Survey of Organizational Communication (3 credits)

Contexts & Relationships: (6 credits; Choose 2 courses)
CO 310. Small Group Communication
CO 330. Interpersonal Communication
CO332. Gender Communication
CO 344. Leadership & Communication
CO 360. Seminar in Communication (relevant topics)
CO 401. Topics in Persuasion (Corporate Advocacy)
CO 432. Intercultural Communication

Platforms & Practices: (3 credits; Choose 1 course)

CO 343. Communication and Conflict
CO 345. Leading Organizational Change
CO 351. Topics in Writing
EN 210. Business & Professional Writing
MK 330. Event Planning

Culminating Experience (3 credits; 1 required course)
CO 342. Training & Technology Applications in Organizations

Public Relations Concentration (18 credit hours)**Note: 12 of the 18 hours must be 300/400 level hours.**

Introduction to Public Relations (6 credits, 2 required courses)
CO251. Introduction to Public Relations
EN215. Journalism: Newswriting

Contexts (3 credits; Choose 1 course)
CO 310. Small Group Communication
CO341. Survey of Organizational Communication
CO401. Topics in Persuasion (Corporate Advocacy)
MK307. IMC Campaigns

Platforms & Practices (3 credits; Choose 1 course)

CO220. Introduction to Video Production
CO314. Advanced Radio Production
CO324. Advanced Video Production
MK330. Event Planning & Marketing

Writing (3 credits; Choose 1 course)

EN270. Computer Aided Publishing

EN315. Newswriting II

CO351. Topics in Writing (Social Media Writing, Speech Writing or Public Relations Writing)

Culminating Experience (3 credits)

CO 470. Persuasion Campaigns & Performance

Health Communication Concentration (18 credit hours)

Note: 12 of the 18 hours must be 300/400 level hours

Introduction to Health Communication

CO 255: Communicating about Health (3 credits; cross-listed as IN 251)

Contexts and Relationships (6 credit; 2 courses, and 1 course must be in Communication)

CO 355: Provider-Patient Communication

Topics courses approved by chair

HM 316: Social Issues in Health Care

PH 217: Bioethics

Platforms and Practices (6 credit hours; 2 courses, and 1 course must be in Communication)

CO 455: Culture and Health

Topics courses approved by chair.

Culminating Experience (3 credits)

CO 470: Persuasion Campaigns and Performance (cross-listed as IN 350)

Health Communication Certificate

Students who complete a Health Communication Certificate will accomplish the following:

- Study the role of communication in the ways that humans understand, develop, promote, and maintain health, as well as prevent, diagnose, and treat illness.
- Engage in the application of knowledge in diverse health care contexts and issues.
- Possible career paths: health promotion, public health, community outreach and education, medical office manager, pharmaceutical sales, patient advocate, public relations for a health care organization.

Requirements for the Health Communication Certificate

Required Courses (6 credits):

CO 255. Communicating about Health (cross-listed as IN 251)

CO 455. Culture and Health (cross-listed as IN 350)

Electives (6 credits; (all must be Communication courses)

Topics courses approved by chair

Minor in Communication

The minor in communication requires a minimum of 21 credits, including CO 101, Introduction to Communication Theory, and at least 12 credits in courses numbered 300 or above.

Communication Courses (CO) (Credits)

CO101. Introduction to Communication Theory (3)

Introduces students to the communication discipline and the systematic study of human communication. Emphasis is placed on providing students with the theoretical grounding necessary for future work in the Department of Communication. In the course of the semester, they will also meet department faculty, learn about their scholarly interests and explore career opportunities.

CO110. Introduction to the Radio Industry (3)

Study of practical and theoretical applications of radio production techniques, including performance, programming, editing, sales and management.

CO181. WJMU Radio Laboratory (1)

Students enroll in this course to earn credit for their work at WJMU.

CO200. Public Speaking (3)

Theory and practice in speech preparation and delivery. Emphasis is on inquiry, evidence, reasoning and decision making. Fulfills the University Studies Oral Communication Requirement.

CO204. Communication Research Methods (3)

Introduces students to the varied research methodologies, both quantitative and qualitative, used in the communication discipline. Specific attention is paid to representative scholarship from the discipline to facilitate student understanding of the sources and applications of communication knowledge.

CO210. Communication Career Lab (2)

This course is designed to enhance student self-discovery that leads to identifying one's meaning and purpose. Students will engage in the career exploration process, learn to make informed career decisions, and how to develop and pursue career goals. Focus will be placed on each phase of the career development process via a holistic model that emphasizes career development as a lifelong process and encourages career self-management (*owning your career*). Students will also learn workplace expectations and the skills needed to succeed on the job, including Career Readiness Competencies from the National Association of Colleges and Employers.

CO220. Introduction to Video Production (3)

Designed to provide students with television production techniques as they pertain to single camera, electronic news gathering (ENG) and documentaries. Storyboarding, editing skills and script writing are emphasized. Production techniques under direct supervision of instructor will aid the student producer in creating news features and/or a documentary or original design.

CO225. Media History (3)

Media consumption and interaction are essential elements of citizenship in our ever-increasingly broadcast and streamed global culture. This course is designed as an exploration of the historical effects and role(s) of the mass media, particularly in western culture. The major forms of mass communication i.e. books, periodicals, recorded music, film, radio, television, and the internet will be covered. Special emphasis will be placed on critical analysis of how media messages have impacted individuals and societies, and on theories of communication. Students will move beyond being "consumers" of media to becoming "analysts" of media and its importance in the development of the contemporary culture.

CO230. Business Conversations (3)

Students will practice the skills necessary for interpersonal and group communication in business settings. This includes the use of communication technologies for presentations and meetings. Fulfills the University Studies Oral Communication Studies Requirement.

CO242. Business and Professional Communication (3)

The focus is on developing a working knowledge of the theory and skills for interpersonal, groups and teams, informative and persuasive presentations, and the use of communication technologies in business and professional presentations. Fulfills the University Studies Oral Communication requirement.

CO251. Introduction to Public Relations (3)

Covers basic public relations principles and tools such as research, planning, media relations, press releases, public service announcements, brochures, newsletters, layout and printing techniques, position papers, and special events.

CO 255. Communicating about Health (3)

In this course, you will gather a basic understanding of the principles of health communication research and theory. We will explore the U.S. healthcare system, discuss foundational and contemporary theory and research in the field of health communication, and examine the applied value of health communication research, theory, and practice. Course topics will center on health communication history and policy, interpersonal communication surrounding health, and mediated messages about health. You will leave the course prepared to utilize knowledge of the study of health communication in academic and applied settings.

CO260. Seminar in Communication (1-3) Per Semester

Topics to be announced each year but may include topics such as media and culture, nonverbal communication and communication in close relationships.

CO 281. WJMU Radio Laboratory II (1)

Students enroll in this course to earn credit for their work at WJMU.

CO306. Topics in Discourse Studies (3)

Critical studies of discourse in social context. Topics might include ethnic minority portrayals in the mass media, representations of law in popular culture, and the discourse concerning popular culture.

CO307. Argumentation & Advocacy (3)

This is a course designed to introduce students to enduring rhetorical and argumentative techniques for the analysis of moral disputes, public policy controversies, and institutional change conflicts. The theme for this course is "reason in life." The objectives are (1) greater familiarity with the rhetorical tradition in communication studies, (2) the development of a stock of critical argumentation strategies, (3) the practice of argumentation skills, (4) careful consideration of the appropriateness and effectiveness of critical and argumentative practice.

CO308. Communication Ethics & Freedom of Expression (3)

Considers the place of communication in the human situation, critically evaluates theories of ethics, takes up at least one significant problem in applied communication ethics, and makes an examination of some of the famous texts concerning freedom of expression.

CO310. Small Group Communication (3)

Designed to provide students with an understanding of theory, research and methods of group interactions. Practical applications stressed through study of roles, conflict and leadership.

CO314. Advanced Radio Production and Performance (3)

Copywriting, interviewing, on-air performance, and new studio production techniques are studied and practiced. Students are responsible for several broadcast-ready productions.

CO324. Advanced Video Production (3)

A more intensive study of advanced production techniques. Some of these include: script and treatment development, advanced camera and lighting techniques, nonlinear editing, and work with third party graphic and image manipulation programs.

CO330. Interpersonal Communication (3)

This course centers on the study, critique and application of the theory and research in communication interpersonal relationships. It examines the role communication plays in the construction of relationships.

CO332. Gender Communication (3)

The course explores the relationship between communication, gender, and culture in various contexts such as in the media, relationships and organizations. Also, in analyzing these various contexts we investigate how gender is culturally constructed through communication by examining expectations, identities, roles, similarities, and differences.

CO341. Survey of Organizational Communication (3)

Examination of the theories of communication within an organization. Topics include formal and informal networks, leadership and management styles, human relations, and corporate culture. Practical application through case studies, simulation and analysis of local companies.

CO342. Training and Technology Applications in Organizations (3)

In this course, students will explore how organizations can facilitate learning in a global environment with a specific emphasis on technology. Topics include such things as the following: adult learning theory, training techniques, and cutting-edge communication technologies. Students design and deliver training modules by utilizing various technology applications.

CO343. Communication and Conflict (3)

Introduces students to effective strategies for addressing conflict and mediating disputes. Participants analyze the ways they handle conflict and investigate theoretical approaches to conflict mediation.

CO344. Leadership & Communication (3)

Focuses on the key concepts of leadership and application of those concepts in real-world scenarios. Effective participation in this course should help the student better understand the complex interconnections between power, leadership, and group processes.

CO345. Leading Organizational Change (3)

Embracing and effectively managing change is essential for organizations to thrive in today's dynamic and complex environments. Effectively responding to economic, social, demographic, legal, technological, competitive, global, and labor market variables, requires continuous organizational change ranging from relatively minor adjustments to major strategic shifts. Regardless of the nature and cause of change, improper approach and implementation can lead to unintended consequences and/or disastrous results. This course focuses on how to approach and implement organizational change in ways that maximize the likelihood of intended outcomes. Topics include organizational culture, reasons for change, framing problems as opportunities, psychology of change, approaches to change.

CO351. Topics in Writing for Communication Professions (3)

Specialized workshops in writing for students seeking to develop skills for mass media and public communication professions. Topics will include: Radio-Television Newswriting, Speech Writing, and Public Relations Writing.

CO 355. Provider – Patient Communication (3)

Communication between health care providers (physicians, nurses, physical therapists, health care organizations, etc.) and patients is central to health outcomes. In this class, we explore the dynamics of communication in health-care environments with an emphasis on the interpersonal exchanges between providers and patients. We will draw upon current communication research and theory to examine how both patients and providers shape interactions and the role that individual characteristics, stigma, environment, technology, and other factors play in provider-patient communication. Students will engage in both written and applied projects to demonstrate their knowledge on course content.

CO360. Seminar in Communication (3)

An intensive, junior-senior level study of a particular topic or communication context.

CO370. Internship (1-3, maximum total 3)

Opportunities for majors to work with local businesses and agencies in order to receive practical experience. Maximum of three credits.

CO 381. WJMU Radio Laboratory III (1-3)

Students enroll in this course to earn credit for their work at WJMU.

CO391. Independent Study (1-3) Per Semester

Directed study in a topic chosen jointly by student and instructor, with approval of Department Chair.

CO401. Topics in Persuasion (3)

Emphasizes the theoretical concepts that explain the process and effects of persuasion from both the source and the target perspective. Application of theories to the classroom, law, advertising, politics, marketing, interpersonal influence, corporate advocacy and social movements.

CO432. Intercultural Communication (3)

Students will learn the theory and research about communicating with various cultures, races and ethnicities. This course will provide insight into norms, values, beliefs and practices in various cultures. Major goals of this class will be to understand, adapt, and appreciate communication with different cultures, races, ethnicities. Ultimately, the focus and outcome is to improve one's intercultural communication competence, both verbal and nonverbal in various intercultural situations. While we will cover various cultures, races, ethnicities, students will develop an in-depth project on one particular culture, race, and ethnicity.

CO 455. Culture and Health (3)

Culture includes the customs, beliefs, values, actions, language, and identities of a social group. These facets of culture are intricately tied to health behaviors, experiences, and outcomes. In this course, we will explore the ways that culture and health mutually influence each other. Through case studies, research and theory, and performance learning, we will (a) learn about a range of cultural approaches to health and illness, (b) evaluate the role of communication in the link between culture and health, and (c) develop a workshop to promote culturally competent care in health organizations.

CO470. Persuasion Campaigns and Performance (3)

You will plan, design, and implement a pro-social persuasion campaign for the Millikin campus or Decatur community. For example, you might produce a campaign to discourage social smoking or promote exercise. This class will blend theories of persuasion with plenty of time to work on the practicals. By the end of the course, you will have portfolio material useful for applying to jobs in advertising, marketing, sales, PR, creative arts, and other fields.

CO480. Capstone Internship (1-3)

Combines the internship experience and an opportunity for reflection on the graduating major's internship or service learning experience and anticipation for the student's entry into work and opportunities beyond undergraduate education.

CO481. Communication Capstone Seminar (1)

Opportunity for reflection on the graduating seniors curriculum study in the Communication major and his/her internship experience. Prepares students for entry into work and opportunities beyond undergraduate education.

English

Dr. Michael W. Hollis-George Chair

English Department Faculty

Full-Time: Julie Bates, Carmella Braniger, Randy Brooks, Judi Crowe, Stephen Frech, Karly Grice, Michael W. Hollis-George, Scott Lambert, Tony R. Magagna, Anne Matthews, Michael O'Conner

With an emphasis on learning by reflective action, Millikin offers three English majors: (1) writing, (2) literature, and (3) English education. We emphasize student performance as writers, readers, and teachers of English—offering an educational journey through great works of the past, exploring intriguing writings of the present, and preparing students to write, edit, publish, or teach in the future. Millikin English students engage in the process of making meaning with texts and learn by reflecting on those language processes.

Contemporary English studies integrate text analysis (critical reading) and text production (writing and publishing). Our English faculty and students consider multicultural contexts as well as employ the latest digital technologies for editing and publishing.

The major in English studies at Millikin serves both the liberal arts student with a strong interest in literature and writing as well as the student who plans to enter a profession such as teaching, web design, journalism, publishing, library science, medicine, professional writing, business, or law. English is an excellent preparation for any profession or career that requires clear thinking and writing. English studies provide a rich understanding of human experience, culture, and contemporary issues. The Department offers courses in the writers and cultural traditions of England and America, as well as international literature in translation, contemporary rhetoric, professional writing, creative writing, film, journalism, web publishing, and print media publishing.

The Core Curriculum

Literature and English Education majors complete 18 credits in literary and rhetorical traditions, at least 6 credits in advanced writing studies, and at least 3 credits in computer publishing technology. English Writing majors complete 12 credits in literary traditions, 3 credits in rhetorical traditions, at least 12 credits in advanced writing studies, and at least 3 credits in computer publishing technology. Each of our three English majors also requires a minimum of 12 additional advanced studies credits within the specific major. The core curriculum provides a strong foundation in literary, rhetorical, and cultural traditions. The core also ensures that all English majors graduate with expertise in advanced writing and the use of computer publishing technologies.

Writing Major Requirements

All writing majors take the 1 credit Introduction to Millikin English Studies, 4 credits of writing portfolio coursework, 12 credits in literary traditions, and an additional 12 credits of advanced writing courses in one of our three areas of concentration: (1) Journalism, (2) Professional Writing, Publishing & Rhetoric, or (3) Creative Writing. Writing majors also take 3 credits in applied writing theory and 3 credits in rhetorical traditions. Writing majors also take an additional 3 hours of advanced writing outside their area of concentration and 3 hours in publishing technology. Students often complete a professional writing internship and several 1 credit writing or publishing roundtable workshops.

1 credit Introduction to Millikin English Studies

EN105. Introduction to Millikin English Studies

4 credits of Writing Portfolio Coursework

EN290. Sophomore Writing Portfolio

EN410. Senior Writing Portfolio

12 credits in Literary Traditions

All writing majors are required to take a minimum of four different courses (12 credits total) in literary traditions. These courses must include the Studies in Shakespeare course and at least one survey course, one additional studies course, and one contemporary literature course. See the department course descriptions each semester to determine which requirement is fulfilled by particular courses that semester.

3 credits in Shakespeare

EN325. Studies in Shakespeare

3 credits of a Literature Survey Course

EN231. American Literature Through Twain

EN321. Major English Authors 1

EN322. Major English Authors 2

3 credits of an Elective Literature Course at the 300 Level

See topics offered

3 credits of a Contemporary Literature Course

See topics offered or take EN232. American Literature After 1900

3 credits in Publishing Technology

All three English majors require 3 credits in computer publishing technology. The following courses can count as publishing technology studies.

EN270. Computer Aided Publishing

EN305. Web Publishing

EN382. Advanced Publishing Projects

3 credits in Critical and Rhetorical Traditions

EN241. Western Classical Traditions

3 credits in EN310 Applying Writing Theory

EN310. Applying Writing Theory

12 credits in an Advanced Writing Concentration

Students majoring in writing are required to develop an area of advanced writing expertise. Writing majors take at least four advanced writing studies courses (12 credits) in one of three tracks: (1) Journalism, (2) Professional Writing, Publishing & Rhetoric, or (3) Creative Writing. Students who wish to complete more than one writing concentration must complete the minimum number of advanced writing courses in both concentrations.

Advanced Writing Journalism courses include:

- EN215. Journalism: News Writing I
- EN315. Journalism: News Writing II
- EN316. Journalism: Feature Writing
- EN380. Topics in Journalism
- EN480. Professional Writing Internship (in Journalism)

Advanced Professional Writing, Publishing & Rhetoric courses include:

- EN200. Writing Seminar
- EN210. Professional and Technical Writing
- EN270. Computer Aided Publishing
- EN300. Advanced Writing Topics
- EN305. Web Publishing
- EN306. Freelance Writing
- EN307. Professional Editing
- EN382. Advanced Publishing Projects
- EN384. Art of Publishing
- EN386. Letterpress Publishing: Blue Satellite Press
- EN388. Publishing Roundtable (1 credit – may be taken more than once)
- EN480. Professional Writing Internship (in professional writing, rhetoric or publishing)

Advanced Creative Writing courses include:

- EN201. Introduction to Creative Writing
- EN301. Advanced Creative Writing
- EN480. Professional Writing Internship (in creative writing or literary publishing)

3 credits in an Advanced Writing Outside Your Concentration

Take at least one 3 credit course outside your area of advanced writing concentration from any of the courses listed in the other areas of advanced writing studies.

Literature Major Requirements

All literature majors take the 1 credit Introduction to Millikin English Studies, 18 hours in literary traditions, and an additional 9 hours of advanced literary studies. Literature majors are also required to take 6 hours of advanced writing courses and 3 hours in publishing technology. All literature majors are required to take EN202 Writing About Literature as the introductory course for the literature major. EN202 counts as one of the advanced writing courses for literature majors. Literature majors are required to take EN410 Senior Writing Portfolio and EN420 Seminar in Literature during their senior year as a capstone experience in literary studies. Although it is not required, literature majors are also encouraged to take a course in international literature. Many literature majors also complete EN470 Teaching Writing Internship, especially if they are planning to pursue graduate studies, or they take up to 6 elective credits in English studies. Literature students often complete an internship or several 1 credit roundtable workshops.

1 credit Introduction to Millikin English Studies

- EN105. Introduction to Millikin English Studies

18 credits in Literary & Rhetorical Traditions

Although many English students fulfill the literary and rhetorical traditions requirement with survey courses, there are additional designated course options within each category. See the department course descriptions each semester to determine which tradition requirement is fulfilled by particular courses that semester.

3 credits in Classical & Medieval Traditions

- usually EN241 Western Classical Traditions

3 credits in Shakespeare

- EN325. Studies in Shakespeare

3 credits in English Traditions to 1700

- usually EN321 Major English Authors 1

3 credits in English Traditions from 1700-Modernists

- usually EN322 Major English Authors 2

3 credits in American Traditions to 1900

- usually EN231 American Literature Through Twain

3 credits in Literature & Culture from 1900 to the Present

- see topics offered or take EN232 American Literature After 1900

9 credits in Advanced Literary Studies

Each literature major selects at least three advanced literary studies courses (9 credits) in different genres or literary history from four possible areas:

- EN340. Studies in Poetry
- EN350. Studies in Drama
- EN360. Studies in Fiction
- EN366. Studies in Literary History

6 credits in Senior Seminars

- EN410. Senior Writing Portfolio
- EN420. Seminar in Literature (topics vary each fall)

6 credits in Advanced Writing Studies

- EN202. Writing About Literature

Literature majors must take EN202 Writing About Literature as one of their advanced writing studies courses. The following courses can count as the second required advanced writing studies:

- EN200. Writing Seminar
- EN201. Introduction to Creative Writing
- EN210. Professional and Technical Writing
- EN215. Journalism: News Writing I
- EN300. Advanced Writing Topics
- EN301. Advanced Creative Writing
- EN315. Journalism: News Writing II
- EN316. Journalism: Feature Writing
- EN380. Topics in Journalism
- EN480. Professional Writing Internship

3 credits in Publishing Technology

All literature majors are required to take 3 credits in computer publishing technology. The following courses can count as publishing technology studies.

- EN270. Computer Aided Publishing
- EN305. Web Publishing
- EN382. Advanced Publishing Projects
- EN384. Art of Publishing: Bronze Man Books
- EN386. Letterpress Publishing: Blue Satellite Press

English Education Requirements

All English Education majors take the 1 credit Introduction to Millikin English, 18 hours in literary traditions, and an additional 13 hours of required English Education courses, including a 3 hour senior capstone internship in teaching writing. English Education majors are required to take 3 hours of advanced writing courses and 3 hours in web publishing. In addition, they take 6 hours of communication courses.

All English Education students take several Education courses (see the secondary education requirements), culminating in a semester of student teaching and senior teaching portfolio. To prepare for professional success as a teacher, English Education majors complete 32 hours of education courses.

Students may select to add a concentration in Special Education, English as a Second Language, or Bilingual Education to their education major. Completion of this concentration will meet the requirements of adding this area as an added endorsement on to the teaching license.

1 credit Introduction to Millikin English Studies

- EN105. Introduction to Millikin English Studies

18 credits in Literary & Rhetorical Traditions

English Education majors fulfill the traditions requirements with the following designated traditions courses.

3 credits in Classical & Medieval Traditions

- EN375. The English Language required for English Ed majors

3 credits in Shakespeare

- EN325. Studies in Shakespeare

3 credits in British Literature

- Usually EN321 Major English Authors 1 or EN322 Major English Authors 2

3 credits in International Literature

- EN335. International Literature required for English Ed majors

3 credits in American Traditions to 1900

- EN231. American Literature Through Twain required for English Ed majors

3 credits in Literature & Culture from 1900 to the Present

- EN222. Adolescent Literature required for English Ed majors

15 credits in the following Advanced English Education Studies

- EN232. American Literature from 1900 to the Present
- EN302. Methods for Teaching Literacy in the Content Area Classroom
- EN310. Applying Writing Theory
- EN425. Methods of Teaching and Assessment in Literacy and Language Arts for grades 5th-12th
- EN470. Teaching Writing Internship

6 credits in Communication Studies

- CO200. Public Speaking
- CO310. Small Group Communication

3 credits in Advanced Writing Studies

- EN202. Writing About Literature

3 credits in Publishing Technology

- EN305. Web Publishing

Minor in English

The minor in English consists of any 21 credits in English. Nine of the 21 credits must be in courses numbered 300 and above. Critical Writing, Reading, and Research courses (IN150 and IN151) do not count towards the minor. English minors are encouraged to take EN420 Senior Literature Seminar as the capstone course for the minor.

Minor in Writing

The minor in writing consists of 21 credits in English. Fifteen of these credits must be in writing courses. Nine of the 21 credits must be in courses numbered 300 and above. Critical Writing, Reading, and Research courses (IN150 and IN151) do not count towards the minor. Writing minors are encouraged to take EN410 Senior Writing Portfolio as the capstone course for the minor.

Minor in Publishing & Editing

Millikin University's Publishing & Editing Minor prepares students for careers in the publishing industry and gives them the experience needed for graduate studies in creative writing, digital media, journalism, and publishing. Our courses immerse students in the history and technologies of printing, ranging from letterpress to prepress software and digital production. Additionally, our seminars broach relevant subjects in the field of publishing and editing. Offered on a rotating basis, recent seminars have addressed freelancing, fine art, journalism, comic book production, and game design.

Requirements: 21 credits

Publishing Software

6 credits

EN270. Computer-Aided Publishing	3 credits
EN305. Web Publishing	3 credits

Performance Learning Experience in Publishing

6 credits from the following three courses; each may be taken more than once:

EN384. Art of Publishing: Bronze Man Books	1-3 credits
EN386. Letterpress Publishing: Blue Satellite Press	1-3 credits
EN388. Publishing Roundtable	1 credit

Writing

6 credits, two of the following courses:

EN200. Writing Seminar	3 credits
EN271. Copyediting	1 credit
EN280. Journalism Laboratory	3 credits
EN300. Advanced Writing Workshop	3 credits
EN380. Studies in Journalism	3 credits

Internship or Independent Publishing Project

3 credits, one of the following courses:

EN382. Advanced Writing & Publishing Project	3 credits
EN480. Professional Writing Internship	3 credits

Honors in English

A student who majors in Writing, Literature, or English Education may earn Honors in English at graduation by maintaining a 3.7 grade point average in all English courses and a 3.5 overall grade point average. Honors in English recognizes excellent academic achievement throughout the graduating student's undergraduate English studies. Each eligible graduating senior is invited to share a sample of excellent work at the Honors in English Award Showcase at the end of each semester.

English Courses (EN courses) that fulfill the CAS Literature Requirement

Note that EN courses in writing and publishing do not fulfill the literature requirement of the College of Arts and Sciences. The following courses do fulfill the literature requirement: EN120, EN220, EN222, EN231, EN232, EN233, EN234, EN241, EN250, EN321, EN322, EN325, EN331, EN340, EN350, EN360, EN366, EN420 and approved course offered within the University Studies curriculum (designated sections of IN250, 251, 350, or from within the ICS distribution requirement), or another course approved by the College.

English Courses (EN) (Credits)

EN100. English Fundamentals (1)

Tutorial providing instruction and practice in grammar, usage, punctuation and spelling. To be taken in conjunction with Interdisciplinary 150 Critical Writing, Reading and Research I. Graded on a pass/fail basis.

EN105. Introduction to Millikin English Studies (1)

This one-credit roundtable, required of all English majors or minors and open to any students interested in exploring the English majors, introduces students to the learning opportunities and experiences available through English Studies at Millikin University. Content includes an introduction to typical learning communities in English Education, English Writing, and English Literature majors. Students will examine the curriculum requirements and opportunities for study in each major, including possible career choices. Exposure to "doing" English Studies is emphasized, with presentations on the Writing Center, Bronze Man Books, the *Decaturian*, the *Collage* Literary Magazine. Expectations include attendance at campus events and activities that are English Studies-related.

EN110. ESL Tutoring Roundtable (1)

This tutoring roundtable provides those interested in tutoring with an understanding of the English as a Second Language student writing experience; the kinds of writing that might be generated and why; and offers insight into the needs and concerns of these writers. Students in this class will have the opportunity to learn about and apply useful and effective tutoring strategies and tools for working with ESL students. Upon completion of this course, students will have developed an understanding of the background of the ESL writer and ESL writing issues; be able to identify common as well as some of the unique challenges ESL students may have with writing and communicating; and will have developed, practiced, and demonstrated a repertoire of strategies and tools for addressing ESL student writing needs.

EN120. Approaches to Literature (3)

An introduction to literature and to basic methods of literary analysis and interpretation. Includes reading of short fiction, novels, poetry, and drama. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

EN160. Reading Roundtable (1)

The Reading Roundtable offers students the opportunity to read significant works of literature, and to learn techniques of participating in- and leading- discussions about literature. Topics vary from semester to semester.

EN170. Creative Writing Roundtable (1)

The Writing Roundtable meets weekly as a reader response workshop. Students share and respond to ongoing creative writing projects, concluding with a formal presentation or publication by participants. Each semester the roundtable focuses on a different emphasis such as poetry, playwriting, screenwriting, folklore, haiku, fiction, or writing for children.

EN175. English Language Arts Education Roundtable (1)

English Language Arts Education Roundtable offers students the opportunity to become involved in professional organizations in English language arts education. The course may focus on a professional conference (which students will attend) or on a professional organization (which students will join). Students will become familiar with the goals and activities of these organizations.

EN180. Introduction to Tutoring Roundtable (1)

Introduction to Tutoring Roundtable aims to provide students with theoretical and experiential grounding in peer tutoring of writing, allowing them to move from the traditional role of instructed subjects to a more dynamic role as peer tutors and collaborators. Throughout the course our concerns will be practical as well as pedagogical. We begin by examining the philosophy of the Writing Center and how that fits into the theoretical/pedagogical approaches to peer tutoring, and move into practice, focusing on interpersonal dynamics, audience adaptation, and collaborative learning. Students will engage in active sharing and development of tutoring styles, skills, and strategies; investigate writing in the disciplines; and engage in self-reflection concerning the practice of peer tutoring. This course will be a combination of discussion, lecture, reflection, group work, and tutor presentations that will allow us to opportunities to share, analyze, and critique as well as connect theory and pedagogy to real world tutoring experiences.

EN200. Writing Seminar (3)

A course in non-fictional prose, emphasizing clarity of style, audience, and development of ideas. Content will vary semester to semester. Representative topics include persuasion and argument, the variety of non-fiction, writing in academic disciplines, research, and extended essays.

EN201. Introduction to Creative Writing (3)

An introduction to writing in three genres: fiction, poetry, and drama. Special attention given to techniques of characterization, dialogue, diction, phrasing, plotting, narration, description, and prosody. Includes a writing project designed by each student.

EN202. Writing About Literature (3)

This is an entry level course to learn to write about literature, with special emphasis on literary criticism and critical approaches. The course begins with forms of writing about literature for the general public—book and film reviews, personal essays, diaries, and journals. The course then moves to careful reading and close textual analysis, with written forms to include explication and interpretation based on primary texts from a variety of authors and genres. Finally, the course includes basic critical approaches to reading literature, such as feminist, formal, cultural studies, biographical, and psychological. Students compile a portfolio of writing by the end of the course. Required of all literature and English Education majors, this course fulfills one of the advanced writing requirements for all English majors.

EN210. Professional and Technical Writing (3)

In this course, students practice writing some of the most common technical genres and learn how to determine which genre to use in a given situation. Additionally, students learn the rhetorical strategies necessary for document design and learn how ethics, histories, cultures, and technologies shape work within the field.

EN215. Journalism: Newswriting I (3)

Introduction to basic methods of news reporting and writing. Students learn Associated Press style basics and an introduction to journalism ethics while writing the basic types of news stories: obituaries, advances, follow-ups, breaking news, controversy, and research-based. Focuses on print journalism, but also addresses broadcast news writing.

EN220. Literary Topics (3)

Readings in literature that focus on a particular topic. Offerings vary semester to semester and include such topics as gender roles in literature, death and dying, the Holocaust, ethnic voices in America, the Nobel Prize in literature, and science fiction. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

EN222. Contemporary Adolescent Literature (3)

Students read and study a large variety of adolescent literature generally taught in middle and high school classes, examining issues related to the reading and teaching of adolescent literature, including the relationship of adolescent literature to classic literature. Students explore the depiction of young adulthood in these texts and the relation of young adults to other groups; the differences among young adults; and the role of family, education, media, and other social institutions in young adult life. Recommended for all Education majors, especially language arts students.

EN231. American Literature through Twain (3)

Study of major American writers from beginnings to 1900, including Bradstreet, Franklin, Poe, Thoreau, Hawthorne, Melville, Douglass, Stowe, Whitman, Dickinson, and Twain. Examines these writers in cultural, intellectual, and historical context.

EN232. American Literature from 1900 to the Present (3)

Study of modern American writers, including such figures as James, Chopin, Fitzgerald, Cather, Hemingway, O'Neill, Faulkner, Williams, Steinbeck, Eliot, Frost, Plath, and Walker. Examines these writers in cultural, intellectual, and historical contexts.

EN233. Traditions in African American Literature (3)

From Phillis Wheatley to Edward P. Jones, from spirituals to folk tales, from slave narratives to postmodern novels, students study major African American authors, literary forms, and themes in their social, historical, and cultural contexts. Topics and authors may vary from semester to semester. Fulfills College of Arts and Sciences literature requirement; if cross-listed, fulfills U.S. Cultural Studies requirement. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

EN234. American Multicultural Literature (3)

An introduction to American writers from diverse cultural backgrounds. The course will examine culturally specific questions, as well as cross-cultural issues of race, class, gender, and sexuality. Topics and authors may vary from semester to semester. Course may include authors such as Toni Morrison, Zora Neale Hurston, Sandra Cisneros, Julia Alvarez, Sherman Alexie, Audre Lorde, Richard Rodriguez, Philip Roth, Maxine Hong Kingston, and N. Scott Momaday. Fulfills College of Arts and Sciences literature requirement; if cross-listed, fulfills U.S. Cultural Studies requirement. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

EN241. Western Classical Traditions: Literature, Rhetoric & Culture (3)

Examines the role of literature and rhetoric in society. The course examines the tension between oral traditions and the emergence of a radical new technology called "writing" through close reading of primary texts such as *The Odyssey*, Greek drama, Aristotle's *Rhetoric* and *Poetics*, Plato's *Phaedrus* and *Gorgias*, and Longinus *On the Sublime*.

EN250. Introduction to Film (3)

Introduction to viewing film as an art form, with some emphasis on technique, the history of film, and the relation between film and literature. Includes such films as Chaplin's *The Gold Rush*, Keaton's *The General*, *Citizen Kane*, *The African Queen*, *Psycho*, *Cat Ballou*, and *2001: A Space Odyssey*. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement.

EN270. Computer-Aided Publishing (3)

An introduction to computer-aided publishing for print-media production. A workshop of simple to more complex publication projects that develop three essential roles: (1) the user of computer-aided publishing technology, (2) the publication designer, and (3) the manager of the publishing process.

EN271. Copyediting (1)

This is a one-credit workshop on professional copyediting. This course helps students master copyediting skills, including the ability to edit others' writing for accuracy and completeness. Through a carefully sequenced series of case studies, students learn conventions and professional editing practices for the workplace.

EN280. Journalism Laboratory (1)

Staff members of the *Decaturian*, Millikin's student newspaper, receive credit for making a regular contribution to the paper for the semester, writing, and performing other weekly duties for each issue. Participants create a portfolio reflecting on their development during the semester. This course can be repeated each semester for up to eight credits.

EN290. Sophomore Writing Portfolio (1)

Sophomore Writing Portfolio, is a one-credit workshop required of all sophomore-level writing majors (including transfers). The primary goal of the course is to provide an opportunity for sophomores to review and reflect on their writing, editing, and publishing projects completed in their first two years of study. Over the course of the semester, students work to discover their writing identities in relation to various audiences and to develop a strong sense of the expectation of the writing major and the various writing concentrations. Students will develop a preliminary personal writing theory. By the end of the course, each student designs, prepares, and presents a professional writing portfolio that demonstrates the knowledge they have acquired about what constitutes quality performance at Millikin and in the broader field.

EN295. Community Literacy (1-3)

This course is intended for students—majors and non-majors—interested in developing skills in community literacy programs. This course fosters links to the community, enables off-campus learning, and provides valuable instruction in working with programs such as Project READ.

EN300. Advanced Writing (3)

Specialized topics in writing at the advanced level, including such representative areas as persuasion, resistance, public relations, technical writing, grant writing, science writing, and report writing. Includes an extended writing project.

EN301. Advanced Creative Writing (3)

Advanced workshops in creative writing, such as the short story, playwriting, poetry, or a special theme. Topic varies by semester.

EN302. Methods for Teaching Literacy in the Content Area Classroom (3)

This course is required for all K-12 and secondary content area majors. It supports the Illinois Professional Teaching Standards (IPTS) as well as the Common Core State Standards (CCSS) in literacy for History/Social Science, Science, and technical subjects such as Art, P.E. and Music. Course content focuses on the preparation of teacher candidates for the responsibility of integrating reading, writing, listening, and speaking instruction into their content area curriculum. Topics of study will include, but are not limited to: language acquisition and development; instructional design and literacy assessment; English language learners and students with special needs; differentiation and RTI; and college & career readiness.

EN305. Web Publishing (3)

This course is an introduction to writing, editing, and publishing web sites for a variety of rhetorical purposes. Students examine the history of publishing technology and the remediation of print media conventions into web publications. Major topics include the integration of visual and verbal elements including writing, graphics, photographs, video, and audio elements into rhetorically effective new hypertext media. As a workshop students learn to use the latest professional web design technologies for campus and off-campus clients.

EN306. Freelance Writing (3)

This course examines the fundamentals and business of freelance article writing for print and online publications, including consumer magazines, trade magazines, custom publications, websites, and blogs. Students will learn about the publishing industry and how it operates; research and study a variety of print and online publications as potential markets; develop story ideas and pitch them to an appropriate market; and write department, feature, and online articles.

EN307. Professional Editing (3)

This course focuses on the theories and practices that guide professional editors who are integral in a variety of capacities to the production of written texts. Students will learn about the different roles of editors in the publishing industry and will practice all levels of editing: developmental editing, content editing, technical editing, copyediting, proofreading, and fact checking. The course enables students to interact with current professional editors and also gain hands-on editorial experience through a performance learning client project.

EN310. Applying Writing Theory (3)

An introduction to contemporary writing theories with an emphasis on applying these theories to the student's own writing processes and strategies. Also examines the history and application of writing theory to the teaching of writing. Includes an overview of invention strategies, the role of audience, the aims of discourse, approaches to style and methods of arrangement in writing, and the formal study of grammar.

EN315. Newswriting II: Beat Reporting (3)

Expands on principles covered in EN215 Newswriting I. Students identify a specific beat (i.e. covering a particular sport, news beat, organization's activities) and develop expertise and source building by covering the same beat for the semester.

EN316. Journalism: Feature Writing (3)

An advanced journalism course focusing on feature writing. Students analyze award-winning feature stories and research and write their own in-depth newspaper/magazine style features. The course also covers editorials and reviews.

EN317. The Art of Opinion (3)

This class examines the art of persuasion through the lens of opinion and considers how opinion has been used to shape public discourse about specific topics. Students will study examples of opinion writing from some of the best columnists in the United States who have published on platforms ranging from pamphlets and newspapers to online blogs. Students also will write extensively, perfecting different styles and approaches to opinion, and will learn how to make their arguments persuasive, entertaining, and on-point. Types of opinion covered include: columns, editorials, and analysis essays.

EN318. Sports Writing (3)

This course covers advanced techniques and approaches for writing about sports. Students will learn the process involved in and strategies for effective sports writing, including techniques for covering sporting events, speaking with athletes and coaches, and writing sports articles. Students will cover local athletic events and write blog posts, news articles, and feature articles.

EN319. Investigative Reporting (3)

This class examines the approach and process of writing in-depth investigative reporting pieces. It uses examples from the world of journalism to give students perspective and help them learn the genre of the investigative newspaper article. Students will propose, research, and write a full investigative piece that includes background research and in-depth interviewing.

EN321. Major English Authors I (3)

Reading and analysis of major writers of English literature from the beginnings to the end of the 18th century. In a typical semester, students will read such works as *Beowulf*, *Sir Gawain and the Green Knight*, selections from Chaucer's *Canterbury Tales*, the sonnets and at least one major play of Shakespeare, Marlowe's *Dr. Faustus*, Milton's *Paradise Lost*, Swift's *Gulliver's Travels* and Boswell's *Life of Johnson*. Students will also trace the evolution of the English language and the major cultural and political events of each period.

EN322. Major English Authors II (3)

Reading and analysis of major writers of English literature from latter part of the 18th century to the present. Includes writers of the Romantic period (Wordsworth, Coleridge, Keats, Byron, Austen, and the Shelleys), Victorian period (Tennyson, Browning, Dickens, the Rosettis, Eliot, Hardy), and Modern period (Yeats, Joyce, Woolf, Conrad, Lawrence, Auden, and others).

EN325. Studies in Shakespeare (3)

Studies in Shakespeare offers specialized topics in Shakespeare studies from both literary and theatrical perspectives. Topics and readings vary from semester to semester and include a historical perspective of the early modern period, Shakespeare's life, drama, and poetry. A minimum of five plays will be covered each semester. Fulfills Shakespeare requirement for literature, writing, and English education majors; Arts & Sciences literature requirement; and dramatic literature requirement for Theater.

EN331. International Film (3)

An introduction to the global traditions of film, emphasizing the universal nature of cinema. Examination of the language of film analysis will be combined with an historical survey of developments in worldwide cinema, and a discussion of the idea of the director as auteur or author of a film. Topics, which can vary from semester to semester, may include Italian neorealism; the French New Wave; the New German Cinema; Hong Kong cinema; Indian cinema; Dogme 95; and the work of international directors like Antonioni, Bergman, Bunuel, Fellini, and Kurosawa. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement or the International Cultures and Structures requirement.

EN335. International Literature (3)

International Literature emphasizes an in-depth comparative study of texts, themes, genres, and authors from literatures of the world, representing one or more of the following areas: Africa, Asia, the Caribbean, Europe, India, Latin American, and the Middle East. Recommended as a course that fulfills the College of Arts & Sciences literature course requirement or if approved the International Cultures and Structure requirement.

EN340. Studies in Poetry (3)

Readings in special areas of poetry, including a single major writer, period, form, or theme. Content will vary from semester to semester. Representative topics include Chaucer, Renaissance love poetry, Global haiku, the sonnet, the Romantic poets, Pound and Eliot, and Contemporary Poetry.

EN350. Studies in Drama (3)

Specialized topics in drama at the advanced level. Content varies from semester to semester. Representative topics include Elizabethan and Jacobean tragedy, Greek and Roman drama, African-American performance literature, modern and contemporary plays.

EN360. Studies in Fiction (3)

Specialized approaches to short fiction and novels at an advanced level. Topics and readings vary from semester to semester. Representative topics include major women writers, fiction into film, the post-modern novel, and the classic English novel.

EN366. Studies in Literary History (3)

Advanced study of literature in historical, intellectual, and cultural context. Offerings vary semester to semester and include medieval, Renaissance, 18th century, romantic, Victorian, modern, and contemporary.

EN375. The English Language (3)

In this course students will examine the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understand the concept of dialect and become familiar with relevant grammar systems (e.g., descriptive and prescriptive); understand principles of language acquisition; recognize the influence of English language history on ELA content; and understand the impact of language on society.

EN380. Studies in Journalism (3)

Specialized topics in journalism at the advanced level. Content varies from semester to semester. Representative topics include investigative reporting, advanced feature writing, review/editorial writing, history of journalism, editing, and newspaper publication design

EN382. Advanced Writing and Publishing Projects (1-3)

Highly qualified students collaborate with faculty on scholarly, writing, or publishing projects. Topics vary including advanced web publishing, advanced web graphics, literary editing, the history of book production, and arts of publishing.

EN 384. Art of Publishing (1-3)

Art of Publishing is a performance learning practicum in book publishing. Students learn by working as an editor or designer carrying out specific responsibilities for a student-run book publishing company. Possible student positions include editor, production manager, art director, designer, and marketing manager. For questions, contact Dr. Stephen Frech.

EN 386. Letterpress Publishing: Blue Satellite Press (1-3)

Blue Satellite Press prints poetry broadsides (more commonly known as posters) in letterpress formats. We will learn aspects of design and print production that letterpress printing encourages: layering, color "interaction," and font as a design element; one can learn these elements in computer layout, but only with deliberate, conscious effort. We will be doing the editorial work of an ongoing press: selection of work to print, communications with poets, and distributing the printed broadsides.

EN 388. Publishing Roundtable (1)

The Publishing Roundtable broaches relevant subjects in the field of publishing and editing. Offered on a rotating basis, roundtable topics can include freelancing, fine art, journalism, comic book production, and game design.

EN410. Senior Writing Portfolio (3)

Senior writing and literature majors and other highly qualified students develop a professional writing portfolio. Also includes preparation for careers and professions in writing. Offered only in the fall.

EN420. Seminar in Literature (3)

Advanced seminar in which students complete a major project in literary study or writing. Emphasis and topic vary semester to semester. Representative topics include recent trends in literary criticism, autobiography, American Romanticism, Poe, Twain, and the Beat Generation.

EN425. . Methods of Teaching and Assessment in Literacy and Language Arts for grades 5th-12th (3)

Methods and materials for teaching listening, speaking, reading, and writing with an emphasis on language and literacy development across the curriculum. Helps students combine theory, research, and practice into sound strategies for teaching English in grades 5-12. Students begin to develop a philosophy of secondary Language Arts teaching and learn how to plan instruction that is consistent with that philosophy and with various national, state, and school district guidelines. Course assessments, including planning and organizing a multi-part unit of instruction for implementation during student teaching, will provide a foundation for students' Teaching Portfolio development later in their program. Also included are research opportunities for identifying instructional resources and understanding the diverse needs of varied student populations in the ELA classroom.

EN470. Internship in the Teaching of Writing (3)

Students work with a faculty member teaching Interdisciplinary 150, helping to design assignments, tutor students, and read about and discuss various composition theories. This course is required for English education majors and encouraged for all English majors planning to attend graduate school.

EN480. Professional Writing Internship (1-3)

The internship provides qualified students an opportunity to receive academic credit for supervised, non-classroom experience in an employment setting. Students may choose to serve apprenticeships in various fields of interest, such as newspaper or public relations, library work, legal offices, or other areas of professional training. A maximum of six credits of internship may count toward major, with no more than three credits per semester.

EN491. Independent Study in English (3)

Opportunity for the advanced student to pursue a special topic or project independently, under the guidance of an English faculty member. A learning contract indicating tasks to be completed, learning goals, and timeline for review of work is required.

The Environmental Studies Program

Roslyn O'Conner, Coordinator

The Environmental Studies Program is an interdisciplinary program that will stimulate informed democratic citizenship in a global environment and enhance one's knowledge of the complex and dynamic relationship between humans and the natural world. All students seeking an Environmental Studies degree should consult with the Environmental Studies Coordinator early in their college experience to ensure the most appropriate course of study to achieve their goals. The program includes a major and a minor.

Environmental Studies Major

Learning Goals:

1. Understand this multidisciplinary field of study, and identify courses that provide the breadth and depth of knowledge needed for their chosen career path in environmental studies.
2. Analyze a complex environmental issue using appropriate sources and include the ethical underpinnings of the issue.
3. Connect theory and practice through either participating in an internship, or by completing a research project, related to environmental studies.
4. Evaluate the importance of an environmental topic to local and global communities and reflect critically on their relationship to that topic.

Core Courses (required and earn a grade of C- or above):

EV110. Introduction to Environmental Studies (1)
 EV130. Environmental Biology (4)
 EV251. Creating a Green Society in the U.S. (3)
 PH219. Environmental Ethics (3)
 EV350. Global Environmentalism (3)
 EV370, EV371. Environmental Studies Internship (1-4) **OR** EV391, EV392. Environmental Studies Research (1-2)
 EV481. Environmental Studies Capstone (1)

Supporting Courses (required):

PO105. The American Political System (3)
 EC120. Principles of Economics (3)
 EN210/BU250. Professional and Technical Writing/Written Business Communication (3)

Concentration Courses (required and earn a grade of C- or above):

Choose at least 6 courses, with at least 4 at 300 level:
 (4 courses from one concentration and 2 courses from the other concentration)

Environmental Policy Concentration

CO251. Introduction to Public Relations (3)
 CO306. The Discourse of Environmental Advocacy (3)
 CO306. The Discourse of Environmental Documentary (3)
 CO310. Small Group Communication (3)
 CO343. Communication and Conflict (3)
 EN220. Writing and the Environment (3)
 HI206. Cultural Geography (3)
 PO221. Introduction to International Relations (3)
 PO235. Introduction to the Criminal Justice System (3)
 SO120. Introduction to Anthropology (3)
 SO201. Statistical Methods in the Behavioral Sciences (3)
 SO330. Sociology of Gender (3)
 SO390. Environmental Sociology (3)
 SO365. Sociology of Globalization (3)

Natural Resources Concentration

BI125. Local Flora (4)
 BI220. Field Ecology (4)
 BI280. Ecological Journeys (4)
 BI314. Ecology (4)
 BI325. Vertebrate Biology (4)
 BI326. Plant Biology (4)
 BI340. Conservation Biology (4)
 CH106. Elemental Geosystems (3)
 ES321/IN251. Health and Pollution (3)
 MA130/131. Elementary Probability and Statistics with Spreadsheets (4) **OR** BI240. Analysis of Biological Data (4)
 PH223. Scientific Revolutions: History and Philosophy of Science (3)

Environmental Studies Minor

Students wishing to complete this minor must have their plan of study approved by their advisor and the Environmental Studies Coordinator. A minimum of 21 credit hours is required, with at least 9 credits earned in courses numbered 300 or above.

Category 1: The following courses will provide, as a primary emphasis, an exploration of environmental studies with an emphasis on the natural world, the environmental problems it faces and solutions to these problems. A minimum of two courses required.

BI130. Environmental Biology (4)
 BI340. Conservation Biology (4)
 CO306. The Discourse of Environmental Advocacy (3)
 CO306. The Discourse of Environmental Documentary (3)
 ES321/IN251. Health and Pollution (3)
 EV251/IN251. Creating a Green Society in the U.S. (3)
 EV350/IN350. Global Issues: Global Environmentalism (3)
 PH219. Environmental Ethics (3)
 SO390. Environmental Sociology (3) SO390

Category 2: The following courses will provide essential skill sets necessary to successfully act on knowledge gained in the Category 1 courses. Five courses required.

Any additional Category 1 course
 CH106. Elemental Geosystems (3)
 BI280 or BI380. Ecological Journeys (4)
 CO310. Small Group Communication (3)
 CO343. Communication and Conflict (3)
 EC120. Principles of Economics (3)
 EN210/BU250. Professional and Technical Writing/Written Business Communication (3)
 EN220. Writing and the Environment (3)
 ET340. Foundations of Entrepreneurship (3)
 HI206. Cultural Geography (3)
 PH211. Ethical Theory and Moral Issues (3)
 PH223/IN251. Scientific Revolutions: History and Philosophy of Science (3)
 PO105. The American Political System (3)
 PO221. Introduction to International Relations (3)
 SO120. Introduction to Anthropology (3)
 SO365. Sociology of Globalization (3)
 Internship (1-4)

Environmental Studies Courses (EV) (Credits)**EV110. Introduction to Environmental Studies (1)**

This course, required of all Environmental Studies majors, introduces students to the diversity of opportunities in environmental studies. Students will engage in contemporary readings in environmental studies and be introduced to possible career choices.

EV130. Environmental Biology (4)

This course, which satisfies the Natural Science with Laboratory general education requirement, provides students with an overview of the principles of environmental biology. Students will also look at the relationship between humans and their environment, the environmental problems that we face such as, human population growth, air pollution, water pollution, and energy usage, and the potential solutions to these problems.

EV251. Creating a Green Society in the U.S. (3)

This course is designed to explore the role of various social structures that will be needed to develop a green society in the U.S. Specifically, the course will provide an overview of global biodiversity and its importance, the threats it faces, and solutions to those threats. This exploration will be made within the context of describing the importance of economic models, political systems, and individual philosophy as both a cause of our current environmental challenges and in the development of a sustainable society.

EV350. Global Environmentalism (3)

This course will study global environmental issues from a cultural, ethical, political, economic, and scientific standpoint. Some of the issues addressed will be environmental ethics, sustainable development, endangered species, deforestation, climate change, biotechnology, genetically modified organisms, environmental justice and environmental activism.

EV370, EV371. Environmental Studies Internship (1-4)

A supervised, practical experience for the Environmental Studies Major. A cooperative arrangement between the University and not-for-profit organizations, government agencies, industry or other entities.

EV391, EV392. Environmental Studies Research (1-2)

Research experience in collaboration with a Millikin faculty member. A minimum of three hours of work per week for every hour of credit is expected.

EV481. Environmental Studies Capstone (1)

This course, which is required of all Environmental Studies Majors, is the culminating experience of the major. The course will provide the opportunity for presentation of either a research or internship experience to a general audience, as well as peers.

History & Political Science

Dr. Dan Monroe, Chair

History and Political Science Department Faculty

Full-Time: Laura Dean, Timothy Kovalcik, Amber Lusvardi, Dan Monroe, Brian Mullgardt

Adjunct: Scott Rueter, Robert Sampson, Michelle Sanders

Historical studies seeks to provide students of all majors at Millikin with a sense of the past -- with an understanding and appreciation of the political, economic, and social/cultural development of the modern world. It provides its majors with a broad knowledge of world, European, East Asian and United States history and offers them a variety of specialized courses in each field. The department seeks to develop reasoning, writing, and speaking skills that prepare students for public school teaching, graduate school and college teaching, historical research and writing, government and social service, law school and the law, and careers in business. The historian is a person who endeavors to understand the complexity of the human experience, to learn from it, and to explain and interpret it. The department emphasizes the primacy of *critical thought* in the practice of the craft of history.

Honors in History: A student will be eligible for honors in history at graduation if he or she maintains a GPA of 3.5 or higher in the major and submits a senior honors thesis that receives a grade of A. A recommendation for honors will be based upon history faculty evaluation of the thesis and an oral examination on it by a committee selected by the history faculty, which may include members of other departments.

Political Science studies at Millikin offers students opportunities of a lifetime. In Political Science, we have our students practice what they have learned in the classroom with performance learning in Model Illinois Government, Model United Nations, and Moot Court. In our courses, we offer a variety of topics involving real world problems and policy solutions. Our courses help to prepare students for a world of complex demands and inform students about the meaning of democratic citizenship.

By preparing our students for active citizenship and lifelong involvement, we are training the leaders of tomorrow. The skills that our students learn are thinking about their world in a critical way, writing and arguing in persuasive way, and studying research techniques in quantitative and qualitative methods to be able to evaluate the political world.

All students in our program are required to complete an internship which allows many of our students to make contacts for their future, develop a professional network, practice the skills learned in the classroom, and prepares students for life after college.

We encourage our students to enhance their learning experience with study abroad programs, programs from the Washington Center for Internships, the American University Washington Program and a variety of extracurricular activities in a wide variety of Political Science student clubs and organization.

Major in History

The major in history consists of 33 to 36 credits and leads to the B.A. degree. A major must meet the following requirements:

Either HI201 and 202 (Rise of Modern Europe, to and since 1700) or HI203 and 204 (American History, to and since the Civil War) (6 credits total)

Six elective courses, four of which must be at the 300 level or above (18 credits)

One 400-level content seminar (3 credits)

HI480, Historiography and Research (3 credits)

History majors must take at least one course in each of the following three areas: U.S., European, Non-Western or Global.

Students must demonstrate required proficiency by successful completion of a modern language course numbered 223 or above, or by passing a proficiency exam administered by the Department of Modern Languages. This requirement is not waived if political science or history is not the primary major.

Major in Social Science, Secondary Teaching

The Social Science Education major is dedicated to the development of outstanding secondary history and social studies teachers. All Millikin University education programs are Illinois State Board of Education Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education, including the Social Science Education major. To receive national recognition, our program is accredited through the National Council for the Social Studies (NCSS). Of course, the program also meets all State of Illinois standards and is accredited by the State of Illinois (ISBHE).

Students may select to add a concentration in Special Education, English as a Second Language, or Bilingual Education to their education major. Completion of this concentration will meet the requirements of adding this area as an added endorsement of to the teaching license.

Social Science Education majors complete a liberal arts history major of at least 33 credits. Nine of these 33 history credits are in world history, nine are in American history, three credits are in a history seminar (400-level), three credits are in Historiography (480), and at least twelve credits are upper division (300+) history electives. Social Science Education majors are advised by the history department faculty. The following twenty-four credits are required for all students pursuing the secondary education certificate:

HI103 World History to 1500

HI104 World History from 1500

HI203. U.S. History to 1865

HI204. U.S. History since 1865

HI206. Cultural Geography

HI310. Topics in U.S. History

HI400. Seminar in History

HI425. Methods of Teaching and Assessment in the Social Studies grades 5th-12th (3)

HI480. Historiography

The remaining six credits are electives:

Three 300 level courses (one of which must be European, global or non-western, HI320, 340 or 360)

In addition to these history courses, the Social Science Education major also requires the following courses (24 credits):

SO100. Introduction to Sociology

PO105. American Political System

EC100. Principles of Macroeconomics OR EC110 Principles of Microeconomics

SO120. Introduction to Anthropology

PS130. Introduction to Psychology

PO240. Local and State Politics OR HI207 State and Local History

Upon completion of this program, teachers will be certified (endorsed) to teach these subjects in Illinois:

American History

World History

Political Science, Economics, Sociology or Psychology

Social Science (see the Middle Grades endorsement requirements)

Students completing a major in another teaching field may add a second teaching field in social sciences by completing at least 24 credits in social science education courses. Interested students should contact the education department for state required courses and Millikin suggested courses.

Minor in History

The minor in history requires the completion of 21 credits:

* At least six credits at the 300 level or above

* At least three credits at the 400 seminar level

History Courses (HI) (Credits)

HI100. Introduction to the Modern World (3)

A survey of economic, intellectual, political and social developments in Europe since 1700 as well as patterns of influence and reaction in America, Latin America and Asia. Topics include capitalism as a revolutionary system, Marxism, imperialism, fascism, socialism, national revolutions, and the dynamics of an evolving third world. Appropriate to fulfill historical studies requirement.

HI103. World History to 1500 (3)

World History since 1500 will examine political, social, military, and economic developments across the globe. Students will learn about such places as ancient Egypt, Greece, Rome, China, Latin America and many more as they tie together global themes.

HI104. World History since 1500 (3)

World History since 1500 will examine political, social, military, and economic developments across the globe from 1500 through the Cold War. Students will learn about such topics as the Renaissance, the Reformation, and Imperialism.

HI105, 205, 305. Introductory Topics in History (3)

A variety of courses in different fields at the introductory level are offered.

HI201. Rise of Modern Europe, Medieval Period to 1700 (3)

The history of Europe tracing developments of political, economic, social, religious, and cultural institutions and customs from the middle ages through 1700. Emphasis on developments that have shaped the modern world.

HI202. Rise of Modern Europe, 1700-present (3)

The enlightenment and democratic revolutions of the European world, the industrial revolution, the rise of nationalism within the context of the domestic, political, and economic history of the European states in the 19th century. Study of the main currents in 20th century European history with emphasis on political, economic, social and intellectual factors.

HI203. U.S. History to 1865 (3)

American history beginning with the early voyages of discovery and colonization, with emphasis on the Revolution and early national period, the Age of Jackson, westward expansion and the events leading to the crisis of the Civil War.

HI204. U.S. History since 1865 (3)

The reconstruction era, frontier west, industrialization and the populist movement, America's rise to world power, the progressive and New Deal periods, the world wars and post WWII American political, economic, social and cultural developments.

HI206. Cultural Geography (3)

This course is required of secondary education majors, and introduces students to the field of geography, emphasizing the relationship between the environment and culture.

HI207. State and Local History (3)

This course introduces students to the history of Illinois since its admission to the union, and emphasizes the use of primary documents.

HI210, 310. Topics in United States History (3)

Sample offerings in U.S. history have included the following courses: Violence in America, The Age of Jackson 1815-1850, The American Civil War, Abraham Lincoln, The American Frontier, The Gilded Age 1865-1900, TR to FDR 1900-1945, U.S. History since 1945, The Sixties in Film and History, The Vietnam War, World Religions in America.

HI320. Topics in European History (3)

Sample offerings in European history have included the following courses: Hitler and the Third Reich, The Holocaust, Europe and the Nineteenth Century World

HI340. Topics in Non-Western History (3)

Sample offerings in non-western history have included the following courses: India Under British Rule (1730-1947), Modern Japan, Modern China, Introduction to Modern East Asia, Introduction to Modern Africa, Sub-Saharan Africa

HI360. Topics in Global History (3)

Sample offerings in global history have included the following courses: The Islamic World, Comparative Religions, Global Christianity, The History of Aids, The History of Medicine: Five Epidemics that Changed the World.

HI390. Independent Study (1-4) per semester

An independent study arrangement, designed primarily for students with a background in history. The course of study will be arranged on a tutorial basis with weekly meetings between the instructor and student. The course subject matter will vary according to individual interest.

HI400. Seminar in History (3)

Seminars in the history department are rigorous exercises in critical reading, with a substantial research and writing component. Recent seminars have dealt with the following topics: The American Civil War, The Holocaust, and WWII.

HI425. Methods of Teaching and Assessment in the Social Studies grades 5th – 12th (3)

This course is designed for Middle school and the secondary education major and introduces students to the history of Social Studies education and various teaching techniques for the middle and high school classroom.

HI450. Senior Honors Thesis (3)

In the senior honors thesis the student is expected to produce a substantial original piece of research or analysis. The student will defend the written work orally before a committee from inside or outside of the department. Open only to qualified seniors approved by the Department Chair.

HI480. Historiography and Research (3)

This capstone experience is an advanced course in the art and craft of history, designed for the history major and minor. In conjunction with readings on the theoretical and methodological bases of historical inquiry, the student engages in significant exercises in historical research and writing.

Major in Political Science

A student must complete 41 credits including the following courses:

PO105. The American Political System
 PO221. Introduction to International Relations
 PO280. Methods of Political Research
 PO371. Internship
 PO410. Political Science Professional Development
 PO450. Senior Thesis
 EC100. Principles of Macroeconomics

Other courses may be chosen as electives according to the student's particular interest. For instance, Students interested in International Relations could also take:

PO220. Current American Foreign Policy
 PO320. International Law and Organizations
 PO321. Global Issues
 PO322. Topics in Comparative Politics
 PO323. Topics in World Politics
 PO324. Politics of the Developing World

Students interested in Legal Studies could also take:

PO235. Introduction to the Criminal Justice System
 PO305. Philosophy of Law
 PO315. Supreme Court in American Politics
 PO330. Constitutional Law
 PO334. Civil Liberties and the Constitution

Students interested in American Politics/Public Policy could also take:

PO224. Group Influence in America
 PO240. State and Local Government
 PO244. Campaigns and Elections
 PO340. The American Congress
 PO348. The American Presidency
 PO356. Topics in Public Policy

Minor in Political Science

A minor may be completed by fulfilling 21 credits of which at least nine are earned in courses numbered 300 or above. The Department strongly encourages minors to take PO105 The American Political System. Students wishing to complete a minor must consult with the Department Chair.

Students interested in teaching political science in high schools should see the program in social sciences described in the History Department section of this Bulletin. These students are required to take PO105 The American Political System and PO240 State and Local Government.

Political Science Courses (PO) (Credits)

PO105. The American Political System (3)

This course emphasizes the theoretical underpinnings and practical understanding of the national policy process and institutions of government. The course also provides students with adequate preparation for further work in the major by emphasizing the understanding of specific political issues, the manners through which the process works (and does not), explores the implications of current political events, and investigates the ways in which political scientists measure and analyze political issues.

PO220. Current American Foreign Policy (3)

This course is the examination of the objectives, principles, institutions and processes of formulation of current American foreign policy and programs. Problems of administration of strategic, military, diplomatic and economic policies toward specific countries and geographic regions will be analyzed.

PO221. Introduction to International Relations (3)

The course will provide the student with a conceptual and empirical overview of international politics. Realism, the problem of war and its causes, and Non-realist theories of international relations including complex interdependence will all be examined. Different visions of the New World order will also be studied. Skills emphasized will include moral and ethical reasoning, strategic thinking, historical analysis, negotiations, and writing.

PO223. Political Participation and Democratic Citizenship (3)

This course examines political participation and the quality of democratic citizenship in the United States. Because democracy presupposes an informed, engaged, participatory public, low levels of civic and political engagement and participation may be indicative of an apathetic citizenry and a cause for concern. Some citizens, however, may be acting in their rational self-interest by not participating. This course examines that dilemma and explores the consequences of low levels of participation and its possible remedies. This course also encourages students to examine the political consequences of resources, social networks, and mobilization.

PO224. Group Influence in America (3)

The impetus for political change multiplies dramatically as individuals from different cultural backgrounds in the US band together in groups. This course examines the means by which groups – organized interests and political parties – attempt to influence public policy outcomes in the American political system. It reflects on how individuals choose to join groups and how they express collective preferences. Additionally, this course explores the internal structures and operations of interest groups and political parties as well as their relations with others in the political system and emphasizes how these aspects have changed over time and with what consequences.

PO235. Introduction to the Criminal Justice System (3)

Acting as a basic introduction to the legal structure surrounding the American criminal justice system, this course will walk through the various phases of the trial process. Special attention will be paid to the various professional roles that are played within the system and the critical issues that have arisen in recent years.

PO240. State and Local Government (3)

A course designed to familiarize students with political processes and trends in American state and local governments. Topics covered include forms of local governments, the place of cities and states in America's federal system, state and local policy implementation, and important institutions in various state and local systems. Students will examine their own roles in local and state communities, and will sharpen their skills in research, writing, and the comparison of cases. Special attention is given to both the state of Illinois and the city of Decatur.

PO244. Campaigns and Elections (3)

This course will help students learn the science, art, and craft of electoral politics at the national and state levels. Our focus will be on the American nominating and general election systems in a comparative context. Mass electoral behavior will be studied and an extensive simulation will allow students to run their own campaigns, conduct polling, choose advertising, explore issues, and strategize. Students will enhance their own application, collaboration, and presentation skills as well as prepare to be more actively engaged citizens.

PO260. Topics in Political Science (1-3)

Course offerings of variable credit on specialized topics.

PO280. Methods of Political Research (4)

This methods course is the introduction to the scope and methods of political science based on how we create research questions, develop testable methods, and evaluate research. Topics include alternative concepts of knowledge, modes of study, political ideals and their implications for political analysis. A brief survey of the political science profession: its history, sub-fields and ethics of research. Special attention is given to the practical aspects of empirical research: methods of research design, data collection, electronic data processing and elementary statistical analysis.

PO300. Media and Politics (3)

This course explores the vital role mass media play in American politics and democratic process today and how political actors try to manage the news. The course provides students with a set of scholarly and analytical tools with which to critically assess the news and other kinds of media content. Emphasis will be also placed on the interdependent nature of the relationship among managers of the news.

PQ301. Political Behavior and Opinion (3)

This course examines the academic literature on individual political behavior and public opinion and the nature and consequences of people's understanding of politics, public opinion on various issues, political participation, and voting. The course focuses on approaches and theories developed by scholars to study public opinion, and it examines substantive opinions and inter-group differences in opinions and how they translate into political behavior.

PQ305. Philosophy of Law (3)

In the first part of the course, we will examine various theories concerning the nature of law. Of particular interest will be the issue of how these theories view the connection between law and morality. Is there a connection between law and morality? If there is such a connection, is it a necessary connection? Theories of law to be examined include legal positivism, natural law, and legal realism (critical legal studies). We will employ Peter Suber's fictional work, *The Case of the Speluncean Explorers*, to examine how these theoretical issues intersect with legal adjudication. In the second part of the course, we will focus on issues surrounding theories of judicial interpretation. Of particular interest will be constitutional interpretation. Questions to be considered include the following: How should judges interpret the constitution? What role (if any) should moral principles play in their adjudication? What is the role of judges in relation to democratically elected legislatures? In hard cases, do judges create law (legislate from the bench) or do they work to discover the correct answer (apply the law to the case before them)? Interspersed with these more theoretical readings will be excerpts from actual legal cases. We will be interested in seeing how the theoretical issues identified above get played out in actual legal decisions.

PQ310. Political Philosophy (3)

In this course, we will examine attempts by philosophers within the Western philosophical tradition to answer the following three questions. First, what justification (if any) can be given for the existence of the state? Second, what reason is there (if any) for preferring one kind of state to another? Third, what justification is there (if any) for placing limits on the power of the state to intervene in the lives of its citizens? Readings may include Plato, Aristotle, Hobbes, Locke, Mill, Berlin, Taylor, Nozick, Rawls, and others.

PQ315. Supreme Court in American Politics (3)

This course provides the student with the opportunity to explore the Supreme Court as both a legal and a political institution. The course will examine the nine justices configured as a court of law whose historic mission is to adjudicate all controversies – political and otherwise – arising under the Constitution. Students will also examine the role of the Court in the political system of the United States, issues of judicial politics, and the evolution of the judiciary's powers, rights, and duties.

PQ320. International Law and Organization (3)

This course analyzes the extent to which the growth of international organizations indicates the existence of a global international society. Students will learn about the structure and decision-making process of major international organizations and analyze the extent to which international organizations influence state behavior, international law and the evolution of universal international rules and norms. The course will examine the United Nations, the European Union, the World Trade Organization, and non-governmental organizations such as Amnesty International and Doctors Without Borders. To bring issues to life, students participate in a simulated crisis within the United Nations Security Council.

PQ321. Global Issues (3)

The series of courses under this heading will attempt to explain the dramatic political, social, economic, and cultural issues which batter our world: terrorism, international crime, economic globalization, etc. Each semester we will be asking similar questions: can freedom and justice emerge from the current clash between cold tyranny of the markets and frenetic violence of militant nationalist and religious movements? Will the coming century repeat the barbarism of the past or usher in a steady progression towards better life? Our focus will be global and we will engage in moral reasoning, strategic thinking, negotiations, writing, questioning, and deliberation. Cross-cultural understanding will be a central value.

PQ322. Topics in Comparative Politics (3)

The series of courses under this heading will examine the political life of the world from different theoretical perspectives of comparative politics. Each semester, the regional focus of the course may be different, focusing on Eastern or Western Europe, Latin America, Africa, Middle East, or Asia. Within each of the world regions, we will compare countries, using and evaluating crucial concepts of comparative politics and international relations. Our focus will be global and will engage in critical reading and quantitative reasoning. We will also use information technology, collaboration, negotiation, and formal presentation skills. One of the values of this course is cross-cultural understanding.

PQ323. Topics in World Politics (3)

A series of courses under this heading will examine, in seminar format, different topics, issues and sub-fields within the substantive fields of comparative politics and international relations. Students will read and discuss the most important current literature covering the topics and conduct research and literature review projects on themes of their choice. This course will focus on the global area, and the skills fostered will be critical reading and writing, research, reflection, analysis, and scientific method. The course will foster intellectual curiosity and risk-taking.

PQ324. Politics of the Developing World (3)

This course will examine problems associated with the political development of "rapidly changing and unstable 'developing' nation states." Students will explore the political, economic and social dimensions of transitional states in South and Central America, Southeast and Central Asia, the Middle East and Africa. Key questions will include: How do the political systems in transitional countries work - or fail to work? What is development and how do we explain the failure of some countries to develop? What strategies are used to escape poverty and underdevelopment (including revolutionary ones)? And to what extent do major political issues such as globalization, religious and ethnic conflict, the status of women, environmental devastation, the AIDs epidemic and transnational crime affect the development of transition states?

PQ330. Constitutional Law (3)

This course acts as an introduction to constitutional case law and to the practical effects of our legal system (courts and judicial politics) on the American political system. The role of the federal judiciary, focusing on the Supreme Court, in interpreting constitutional and statutory law and in making policy will be studied. Exploration of the elements of judicial interpretation and the examination of judicial opinion writing will be major components of this course.

PO334. Civil Liberties and the Constitution (3)

Building on the understanding of judicial decision making and opinion writing established in PO330, this course will concentrate on the current debates and case law found in the area of civil rights and civil liberties. The First, Fifth and Fourteenth Amendments will be explored, with time spent on the constitutional rights of the criminally accused. The process of inclusion into the political process and the constitutional interpretation of the Bill of Rights will be examined.

PO340. The American Congress (3)

This course examines the national legislative branch of government with an in-depth look at the modern lawmaking process. Emphasis placed on the evolution of the process, the importance of the committee system, the budget process, and the influence of individual Member goals and policy preferences on the policy process.

PO348. The American Presidency (3)

Why does the most powerful person on earth feel so limited in the ability to obtain favored outcomes? This course offers an in-depth examination of the theoretical underpinnings, organization, development, and powers of the Presidency. Students will acquire a working understanding of the electoral battles, the development of powers, and how the Presidency interacts with other actors in the political system. Skills developed will include historical analysis, research, comparing cases, and writing.

PO356. Topics in Public Policy (3)

Program formulation, implementation, and evaluation are all key to understanding how the political system produces the outcomes that it does. Each time this course is offered, a particular field will be chosen for intensive study. Students will explore the difficult choices government officials face, examining why some alternatives are chosen, others rejected, and others never even considered. Students will enhance their skills in reading critically, quantitative reasoning, information technology, and making formal presentations.

PO360. Topics in Political Science (1-3)

Course offerings vary based on specialized topics.

PO361. Washington Internship or Practicum (3-6)

An internship experience, in Washington, DC, is available to students of all majors. This course combines practical experience and training within an academic framework through a placement in an agency or organization. Students must complete an internship contract. Student performance is evaluated by a reflective portfolio and agency supervisor. This course is taught in Washington when students study at The Washington Center or American University. This course fulfills political science internship requirement.

PO362. Washington Experience (3)

This course, taught by a qualified Washington Center instructor with an appropriate – usually terminal – degree, and university teaching experience, requires a combination of regular attendance, active class participation, written work (research paper, essays, examinations), and class projects. Topics vary, and students receive a list of courses from which to choose prior to arrival in Washington. This course is taught in Washington when students study at The Washington Center.

PO363. Washington Leadership Forum (3)

This course encompasses student attendance at the Washington Center's Congressional Speaker Series, Presidential Lecture Series, Embassy Visits Program, site visits, tours, briefings, and other activities. The Leadership Forum enables students to better understand the world of the nation's capital - its peoples and institutions, its political processes, the issues debated and the policies forged there - and the potential impact of these endeavors on the students' future lives as professionals and citizens. This course is evaluated by students' reflective portfolios. This course is taught in Washington when students study at The Washington Center.

PO365. Model Illinois Government (1-3)

This course is associated with the Model Illinois Government (MIG) program offered by a consortium of Illinois universities, colleges, and community colleges dedicated to the teaching of state government. The major activity of MIG is a student-directed four day simulation each spring at the Capitol Complex in Springfield. At the simulation, students assume the roles of state legislators, executive branch officials, lobbyists, journalists, and staffers. Study in preparation for the participation learning activities of this course will be through lectures, readings, discussions, guided research, and role playing. The participation learning activities of this course will familiarize students with the operation of Illinois General Assembly by examination of and involvement in the simulated process of bills becoming laws. This course is repeatable for a total of twelve credits. Spring.

PO366. Appellate Legal Reasoning-Moot Court (1-3)

This course will rely heavily on a simulation model in which we conduct mock appellate hearings in class. Students will role-play as both attorneys and judges. This course will employ the closed case method that is used at most moot court competitions. Each closed case file will include numerous items, including: a statement of the facts of the case, the rulings by the lower courts, select court case precedents, and specific federal and/or state statutory and/or constitutional language. This course involves no research that goes beyond the materials provided in the closed case files. On the basis of this material and this material only, students will complete a range of assignments designed to engage students in the central aspects of appellate legal reasoning including legal brief writing, oral argumentation and judicial opinion writing. Spring.

PO367. Model United Nations (1-3)

This course offers students the opportunity to study the structure and interrelationships of the United Nations. As a simulations course, all students are expected to participate in the national competition of American Model United Nations in Chicago. The course as a whole prepares students for presentations of a country's perspectives on current international issues. Students will use their knowledge gained throughout the course to serve on committees and at the end of the semester create resources for the dissemination of information about their assigned country to the wider community. The course involves travel to the conference location and preparation in simulation activities. This course is repeatable for a total of twelve credits. Fall.

PO371, 372. Internship (3) Per Semester

Supervised, practical experience opportunity. Maximum of six credits per student.

PO391, 392. Independent Studies in Political Science (3) Per Semester

Directed readings and/or research on topics of mutual interest to the student and the instructor. Maximum of six credits per student.

PO400. Seminar in Political Science (3)

Advanced seminar course in which juniors and seniors examine classic and contemporary original empirical research with particular emphasis on its substantive findings and underlying theoretical frameworks. The course provides an opportunity for students to critically evaluate research in the field and to build on current research by proposing a new project of their own. Topics vary.

PO410. Political Science Professional Development (1)

This class is designed to prepare the political science student for entry into the job market, or further study at the graduate level. Taught by the political science faculty, this class meets once a week and addresses issues of relevance to the political science professional. Topics of relevance to postgraduates, including graduate exams, graduate applications and resume and interview preparation will be discussed. Students will prepare a career portfolio, individually designed to meet their specific needs, in which professional and graduate school application materials will be collected. The portfolio will be fully assessed at the end of the semester.

PO450. Senior Thesis (3)

To complete a senior thesis a student is expected to produce a substantial original piece of research. The student will defend the written work and present the work at Millikin or in a regional conference. Open only to advanced juniors and seniors whose paper proposal has been approved by the faculty of the department.

Human Services

See listing under Behavioral Sciences

Mathematics and Computational Sciences

Dr. Joe A. Stickles, Jr., Chair

Department of Mathematics Faculty

Full-Time: Christine A. Harshman, Eun-Joo Lee, Daniel R. Miller, Emily J. Olson, James V. Rauff, Joe A. Stickles, Jr., Paula R. Stickles

The Department of Mathematics includes the disciplines of mathematics and statistics. The department offers majors and minors in Mathematics. The curriculum is structured to meet the overlapping needs of students who fall in one or more of the following categories:

- those who intend to pursue graduate work in mathematics and related fields;
- those who will apply mathematics in the natural sciences, social sciences, business or other areas;
- those who plan to become actuaries; and
- those who plan to become high school mathematics teachers.

Mathematics Major Requirements

Students planning to major in mathematics may earn either a B.A. or B.S. degree. Mathematics majors should be prepared to enroll in MA140 or a higher course during the first semester at Millikin. MA098, MA109, MA110, MA112, MA113, MA115, and MA130 do not count toward a major or minor.

All majors are required to complete the common foundation courses. This foundation is comprised of the following five mathematics courses.

- MA140. Calculus I
- MA208. Discrete Mathematics
- MA240. Calculus II
- MA303. Linear Algebra
- MA304. Probability

The department may waive one or more of the foundation course requirements for students with advanced high school mathematics preparation. There are four options for students interested in a mathematics major.

1. Mathematics
2. Mathematics with emphasis in Actuarial Science. The actuarial science track is identified by the Society of Actuaries' website as an introductory undergraduate actuarial science program. Additionally, some courses in this track have been approved by the Society of Actuaries to earn Validation by Educational Experience (VEE) credit.
3. Mathematics with emphasis in Data Science
4. Mathematics with Secondary Education Certification. The secondary mathematics education program is an Illinois State Board of Education Approved Program for the Preparation of Educational Personnel in Illinois Institutions of Higher Education.

Below are the additional requirements for each of the four options.

Mathematics Major

Students interested in immediate employment in a mathematical area or in further study in mathematics should elect this option. In addition to the foundation requirements, students must take

- CS135. Introduction to Computer Science
- CS235. Introduction to Data Science
- MA305. Differential Equations
- MA340. Calculus III
- MA403. Abstract Algebra
- MA440. Advanced Calculus
- MA499. Senior Seminar

Two courses selected from

- MA313. Numerical Analysis
- MA314. Mathematical Statistics
- MA320. History of Mathematics
- MA324. Theory of Interest
- MA420. Mathematical Logic
- MA472. Internship
- MA491, 492, 493, 494. Independent Study

A minimum of 15 additional credit hours in a discipline to which mathematics is applied. Students' areas of application will be made in consultation with their academic advisors.

Mathematics Major with Emphasis in Actuarial Science

The actuarial science track is identified by the Society of Actuaries' website as an introductory undergraduate actuarial science program. Additionally, some courses in this track have been approved by the Society of Actuaries to earn Validation by Educational Experience (VEE) credit. Students interested in becoming an actuary should elect this option. In addition to the foundation requirements, students must take

CS135. Introduction to Computer Science
 CS235. Introduction to Data Science
 MA230. Regression Analysis and Time Series
 MA314. Mathematical Statistics
 MA324. Theory of Interest
 MA340. Calculus III
 MA434. Mathematical Finance
 MA499. Senior Seminar
 AC230. Introduction to Financial Statements
 AC240. Principles of Managerial Accounting
 EC100. Principles of Macroeconomics*
 EC110. Principles of Microeconomics*
 FI340. Introduction to Financial Management*

Additionally, the following courses are highly recommended.

FI365. Corporate Finance
 FI452. Securities Analysis/Port Mgt (two semesters)

***Approved VEE Courses at Millikin University**

The following courses have been approved by the Society of Actuaries for VEE at Millikin University:

VEE Economics - EC100 and EC110
 VEE Corporate Finance – FI340

Students who have completed this option and all highly recommended courses will be prepared to take the first two Actuarial Examinations (1/P and 2/FM) of the Casualty Actuarial Society and the Society of Actuaries. Students completing the highly recommended courses will earn a minor in Finance. See Tabor Finance minor.

Mathematics Major with Emphasis in Data Science

Data scientists find and interpret rich data sources and are skilled in mathematics, statistics, and computer science. Students electing this option will take courses and do research in mathematics, computer science, and information systems. Working with large data sets, they will build mathematical models, use advanced statistical methods, and implement machine learning algorithms to classify and predict. In addition to the foundation requirements, students must take

MA230. Regression Analysis and Time Series
 MA314. Mathematical Statistics
 MA340. Calculus III
 MA499. Senior Seminar
 IS221. Programming Fundamentals
 IS240. Foundations of Information Systems
 IS321. System Analysis & Design
 IS370. Database Application Development
 IS470. Business Intelligence and Big Data
 CS135. Introduction to Computer Science
 CS235. Introduction to Data Science
 CS308. Theory of Computation
 CS337. Algorithms and Data Structures
 CS342. Artificial Intelligence

One course selected from

AT110. Introduction to Digital Media
 BU230/CO230. Business Conversations
 BU250/EN210. Professional and Technical Writing

Mathematics Major with Secondary Education Certification

The secondary mathematics education program is an Illinois State Board of Education Approved Program for the Preparation of Educational Personnel in Illinois Institutions of Higher Education. Students interested in teacher certification should elect this option. In addition to the foundation requirements, students must take

- MA301. College Geometry
 - MA320. History of Mathematics
 - MA403. Abstract Algebra
 - MA425. Methods of Teaching Secondary and Middle School Mathematics, Grades 5 through 12
 - MA471. Internship in Methods of Teaching Mathematics
- Two courses selected from:

- MA305. Differential Equations
- MA313. Numerical Analysis
- MA314. Mathematical Statistics
- MA340. Calculus III
- MA420. Mathematical Logic
- MA440. Advanced Calculus
- MA491, 492, 493, 494. Independent Study

Teacher certification in the State of Illinois mandates students earn a C- or better in all required mathematics and education courses. Teacher certification also requires specific coursework in education and other areas. See the School of Education section for details. Students should consider preparation in a second teaching field to increase the breadth of their knowledge and the probability of finding a teaching position upon graduation. Students may select to add a concentration in Special Education, English as a Second Language, or Bilingual Education to their education major. Completion of this concentration will meet the requirements of adding this area as an added endorsement of to the teaching license.

Minor in Mathematics

A minor in mathematics is an excellent complement to majors in the natural sciences, social sciences and business. To receive a minor in mathematics a student must successfully complete the following course of study.

- MA140. Calculus I
- MA240. Calculus II
- MA208. Discrete Mathematics
- MA303. Linear Algebra

At least two other mathematics courses numbered 300 or higher

Minor in Actuarial Science

A minor in actuarial science is well-suited for students who are interested in exploring a career as an actuary. The required courses cover material for four actuarial exams, and one course satisfies the Mathematical Statistics VEE requirement. These courses are:

- MA140 – Calculus I
- MA230 – Regression Analysis and Time Series
- MA240 – Calculus II
- MA304 – Probability
- MA314 – Mathematical Statistics
- MA324 – Theory of Interest
- MA434 – Mathematical Finance

Mathematics Courses (MA) (Credits)

MA098. Intermediate Algebra (3)

Further study of algebra concepts and techniques with applications. Includes functions and graphs, systems of equations, systems of linear inequalities, radical functions and equations, complex numbers, quadratic functions, exponential and logarithmic functions, and conic sections. Does not satisfy quantitative reasoning requirement of the MPSL. **A student who has scored a 3 or higher on the mathematics placement exam or who has earned credit in a quantitative reasoning course may not earn credit for MA098.**

MA109. Finite Mathematics (3)

Analysis, description and solution of problems arising in business, computer science, and natural and social sciences. Emphasis on mathematical models whose construction and solution involve a finite number of clearly defined steps. Includes an introduction to finite probability and elementary statistics. Topics selected from matrices, systems of linear equations, linear inequalities, linear programming, functions and their graphs, Markov processes, game theory, decision theory, mathematics of finance and networking.

MA110. College Algebra (3)

Study of basic operations; equations and inequalities; polynomial, exponential, and logarithmic functions and graphs; matrices; determinants; sequences; series; mathematical induction; theory of equations; and selected topics from combinatorics.

MA112. Mathematics Content for Elementary School Teachers I (3)

This first course is designed to help prepare a prospective elementary school teacher in mathematics. It includes a study, from a problem-solving standpoint, of many topics covered in elementary school mathematics such as natural numbers, whole numbers, rational and irrational numbers, arithmetic operations on these numbers, systems of numeration, language and nature of inductive and deductive reasoning, elements of set theory, and elementary number theory.

MA113. Mathematics Content for Elementary School Teachers II (3)

This second course is designed to help further prepare a prospective elementary school teacher in mathematics. It includes a study, from a problem-solving standpoint, of many topics covered in elementary school mathematics such as geometry, measurement, probability and statistics.

MA115. Trigonometry (3)

Study of the trigonometric functions and their properties, applications to triangles and other geometric figures, and also graphs of trigonometric functions and inverse trigonometric functions. Additional material selected from polar coordinates and complex numbers.

MA130. Elementary Probability and Statistics with Spreadsheets (3)

Introduction to descriptive statistics, relevant concepts in probability (including random variables and their distributions), sampling, inferential statistics, hypothesis testing, and regression. Applications to business are emphasized, and spreadsheets are used as an analytical tool.

MA131. Elementary Probability and Statistics Lab (1)

An introduction to the use of spreadsheets for data analysis, particularly in business-related fields. Spreadsheets will be used to represent data graphically, calculate various statistics (mean, median, variance, etc.), construct confidence intervals, conduct hypothesis tests, and calculate correlation coefficients.

MA140. Calculus I (4)

Differential and integral calculus from the symbolic, graphical and numerical perspectives. Topics covered include: concepts of limit, continuity, derivative and integral; applications of the derivative as rate of change, slope and solving max-min problems.

MA208. Discrete Mathematics (3)

Introduces basic techniques of proof and combinatorial problem solving. Topics include graphs, trees, logic, applied combinatorics, and number theory.

MA230. Regression Analysis and Time Series (3)

This course is an introduction to major methods of applied statistics and time series. Topics include simple and multiple regression, analysis of variance and covariance, model specification and residual analysis, nonparametric inference, experimental design, and multivariate analysis. Introduces modeling time series data using smoothing techniques, regression and autoregressive models.

MA240. Calculus II (4)

Applications of definite integral and Fundamental Theorem of Calculus, methods of integration, power series, Taylor series, Fourier series, use of differential equations to model real-life applications.

MA301. College Geometry (3)

Elements of plane and solid geometry treated from a problem-solving approach, historical development of geometry, parallelism and symmetry, area and volume, and non-Euclidean geometry.

MA303. Linear Algebra (3)

Matrices, linear systems, finite dimensional vector spaces, vector geometry, linear transformations, quadratic forms.

MA304. Probability (3)

Combinatorial analysis, probability axioms, discrete and continuous random variables and their distributions, central limit theorem, and multivariate distributions. Prepares students for Exam P of the Society of Actuaries.

MA305. Differential Equations (3)

Elementary differential equations and applications including linear differential equations with constant coefficients and first order systems, higher order differential equations and applications. Existence and uniqueness theorems. Numerical techniques.

MA313. Numerical Analysis (3)

Iterative methods for approximating numerical solutions to systems of equations, polynomials, integral and differential equations. Includes matrix manipulation and error analysis.

MA314. Mathematical Statistics (3)

Points estimation, interval estimation, hypothesis testing, and analysis of variance.

MA320. History of Mathematics (3)

A study of major developments in the history of mathematics and in the mathematical contributions of non-Western cultures. The interplay between mathematics and culture is emphasized.

MA324. Theory of Interest (3)

This course is designed to prepare students for Exam FM that is administered by the Society of Actuaries. Topics include compound interest formulas, annuities, perpetuities, amortization schedules, bonds, and other securities.

MA325. Mathematical Physics (3)

We will discuss applications of mathematics to various areas of physics. Topics may include vector calculus, linear algebra, differential equations, series solutions to differential equations, Fourier series, special functions, and calculus of variations. The primary audience for this course is sophomore and junior majors who are preparing to take Analytical Mechanics, Electrodynamics, or Quantum Mechanics, although applied mathematics majors may find the course useful.

MA340. Calculus III (4)

Introduction to calculus of several variables, partial derivatives, multiple and iterated integrals, and vector functions.

MA403. Abstract Algebra (3)

An introduction to abstract algebra. Includes basic ideas and theorems about groups, rings, integral domains, and fields.

MA420. Mathematical Logic (3)

An introduction to mathematical logic and metamathematics. Includes predicate calculus, proof theory, formal axiomatic theories, consistency, completeness, and decidability.

MA425. Methods of Teaching Secondary and Middle School Mathematics, Grades 5-12 (3)

Microteaching and structured classroom participation required. The course focuses on teaching standards based mathematics content with the inclusion of appropriate technologies. Required for high school Illinois Mathematics Teacher Certification.

MA434. Mathematical Finance (3)

This course is designed to prepare students for Exam IFM that is administered by the Society of Actuaries. Topics include forwards, futures, option spreads, binomial option pricing, Black-Scholes option pricing, option Greeks, and interest rate derivatives.

MA440. Advanced Calculus (3)

A rigorous treatment of fundamental analysis concepts. Includes topology of the real number system, limits, continuity, sequences, differentiability, and integrability.

MA444. Life Contingencies (3)

This course is designed to prepare students for Exam LTAM that is administered by the Society of Actuaries. Topics include survival models for single and multiple life states, present value random variables, calculation of premiums, annuity and insurance reserves, and pensions and retirement benefits.

MA454. Life Contingencies II (3)

This course is the second course in the sequence designed to prepare students for Exam LTAM that is administered by the Society of Actuaries. Topics include survival models for single and multiple life states, present value random variables, calculation of premiums, annuity and insurance reserves, and pensions and retirement benefits.

MA471. Internship in Methods of Teaching Mathematics (3)

Students learn methods of teaching mathematics in a classroom situation under the supervision of a member of the department. Includes methods of course organization, presentation, and assessment and the use of technology in teaching mathematics.

MA472. Internship (3)

An on-the-job professional experience working for an organization, business or University department during an academic semester. A supervised work experience in which the superior student's mathematical background is used in an actual working environment.

MA491, 492, 493, 494.**Independent Study (2 or 3 per Semester)**

Advanced study in a topic chosen jointly by student and instructor. Some recent topics have included introduction to topology, set theory, partial differential equations, complex analysis, projective geometry, and complexity theory.

MA499. Senior Seminar (3)

Research in mathematics. Students create and present a research project under the direction of a member of the mathematics faculty.

Computer Science Major Requirements

The computer science major provides the opportunity for students to develop skills in writing algorithms to solve problems across academic disciplines; to design and write software in a variety of languages; to understand the fundamental concepts and issues in data structures, systems administration, operating system design, web programming, networking, computer graphics, and artificial intelligence; and to develop the ability to communicate their knowledge effectively.

This program prepares majors for postgraduate study in computer science and for entry-level positions as computer professionals in industry. Students planning to major in computer science may earn either a B.A. or B.S. degree. A computer science major should plan to enroll in Computer Science 135 or a higher course during their first semester at Millikin. Placement in the proper computer science course will be determined in consultation with the faculty advisor based on the student's previous record in computer science.

To complete a major in computer science, students must successfully complete the following course of study.

CS135 - Introduction to Computer Science
 CS235 - Introduction to Data Science
 CS300 – Advanced Discrete Mathematics
 CS308 - Theory of Computing
 CS337 - Algorithms and Data Structures

CS499 - Senior Seminar
 IS221 – Programming Fundamentals
 IS240 – Foundations of Information Systems
 IS311 - IT Infrastructure
 IS321 - Systems Analysis and Design
 IS370 - Database Application and Development
 MA140 - Calculus I
 MA208 - Discrete Mathematics
 MA240 - Calculus II
 MA303 - Linear Algebra

Two electives taken from

CS342 – Artificial Intelligence
 CS430 – Computer Architecture
 CS460 – Topics in Computer Science
 CS491 – Independent Study in Computer Science
 IS322 – Web/Mobile Application Development
 IS470 – Business Intelligence and Big Data
 MA313 – Numerical Analysis

Minor in Computer Science

The Computer Science Minor offers students in all majors the opportunity to develop skills in writing algorithms to solve problems and to understand the fundamental concepts of computer science. To receive a minor in computer science a student must successfully complete the following course of study.

MA208. Discrete Mathematics
 CS135. Introduction to Computer Science
 CS235. Introduction to Data Science
 CS308. Theory of Computation
 CS337. Algorithms and Data Structures.

Two additional courses, one of which must bear a CS or IS prefix, selected from

CS300. Advanced Discrete Mathematics
 CS342. Artificial Intelligence
 IS221. Programming Fundamentals
 IS321. Systems Analysis and Design
 IS470. Business Intelligence and Big Data
 MA420. Mathematical Logic

Mathematics majors with a Data Science emphasis may not earn a Computer Science Minor.

Computer Science Courses (CS) (Credits)

CS135. Introduction to Computer Science (3)

A first computer science course taken by students in mathematics and science, as well as those seeking the dual-degree program in computer science. Topics include fundamentals of computation and algorithmic problem-solving, data types, control structures, basic graphics, the object-oriented programming paradigm and applications. Introduces a high-level programming language such as Python.

CS235. Introduction to Data Science(3)

A continuation of CS 135. Includes computational complexity, visual display of data, recursion, optimization, stochastic programming, Monte Carlo simulation, Bayesian inference, nearest neighbor classification, and k-means clustering. Programs are implemented in a high-level programming language such as Python.

CS300. Advanced Discrete Mathematics (3)

An examination of discrete mathematics topics of particular relevance to computer scientists. Includes computational complexity, cryptography, discrete probability, graphs, trees, networks, petri nets, Boolean algebra and combinatorial circuits, data representation, and instruction set architectures.

CS308. Theory of Computation (3)

An introduction to the theory of computation emphasizing formal languages, automata, and computability. Includes computational complexity and NP-completeness.

CS337. Algorithms and Data Structures (3)

Study of algorithms and data structures.

CS342. Artificial Intelligence (3)

Introduction to the theory and practice of artificial intelligence. Topic areas selected from heuristic search techniques, knowledge representation, symbolic reasoning, fuzzy logic, planning, learning, natural language processing, expert systems, genetic programming, intelligent agents, swarm intelligence, and neural networks.

CS360. Topics in Computer Science (3)

Elective topics in computer science. Examples include natural language processing, human-computer interaction, mobile computing, embedded computing, neural networks, crypto-currency, game design, programming languages, and cryptography.

CS430. Computer Architecture (3)

This course provides an introduction to the design of computer architecture. Topics include memory allocation, type representation, CPU performance, computer arithmetic, memory management, control structures, and input/output devices.

CS491. Independent Study in Computer Science (3)

In depth study of a particular area or topic in computer science.

CS499. Senior Seminar (3)

Students will design, implement, and test a substantial computer solution for a third-party stakeholder. Grading will include periodic progress reports, evaluations by instructor and the stakeholder(s), and a final presentation.

Modern Languages

French, Italian and Spanish
Dr. Eduardo Cabrera, Chair

Modern Languages Department Faculty

Full-Time: Eduardo Cabrera, Julio Enriquez-Ornelas, Paul Toure

Adjunct: Luis Peralta, Francesca Tescione, Nancy Duran

The educational philosophy of the Department of Modern Languages faculty is to prepare students to be proficient in the language(s) of their study. Millikin graduates have continued in the fields of education, international business and government. All language students are encouraged to spend at least one semester in an accredited study-abroad program. The University is affiliated with the Institute for the International Education of Students, which has centers around the world.

The Modern Languages Department offers elementary and intermediate language instruction, advanced courses in oral and written expression and culture, as well as study of literature. Course work is conducted in the target language.

An evaluation of students' high-school transcripts is to be made by the department faculty prior to initial enrollment in a language course.

Major in Spanish

To earn a major in Spanish, a student must complete between 21 and 33 credit hours, (depending on placement), including SP480, Spanish Advanced Conversation and Composition, (major capstone) 21 of those credits are above SP223.

Minor In Spanish

To earn a minor in Spanish, a student must complete between 12 and 24 credit hours, depending on placement, (12 of those credits are above SP223).

Minor In French

To earn a minor in French, a student must complete a minimum of 12 credit hours above FR223.

Italian – The Department of Modern Languages offers courses in Italian but no major or minor is offered.

Major Foreign Language - Spanish Education

Foreign Language – Spanish Education is an Illinois State Board of Education Approved Program for the Preparation of Educational Personnel in Illinois Institutions of Higher Education. All Spanish Education majors take 21 or 33 credit hours (depending on placement) of Spanish courses, including SP480 Spanish Advanced Conversation and Composition, (major capstone) and SP 401 Spanish Education Teaching Methods and Instruction, 21 of those credits are above SP223. To prepare for professional success as a teacher, Spanish Education majors complete 36 credits of Professional Education courses for K-12 licensure, (see the professional education courses for secondary education & K12).

Students may select to add a concentration in Special Education, English as a Second Language, or Bilingual Education to their education major. Completion of this concentration will meet the requirements of adding this area as an added endorsement of to the teaching license

French Courses (FR) (Credits)

FR103. Beginning French (4)

Introduction to French. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement. Study of francophone cultures. Regular in-class work with multimedia. Open to students who have not studied French previously or who place into this course.

FR114. Continuing French (4)

Continuation of Beginning French with more advanced practice in listening, speaking, reading and writing. Laboratory requirement. Study of francophone cultures. Regular in-class work with multimedia.

FR223. Intermediate French (4)

Continuation and expansion of the multi-skills approach, with emphasis on francophone cultures. Daily in-class work with multimedia.

FR301. French Conversation (3)

Intensive practice in the use of French as a means of oral and written self-expression, with particular emphasis on listening and speaking skills.

FR302. French Composition (3)

Intensive practice in the use of French as a means of oral and written self-expression, with particular emphasis on reading and writing skills.

FR303. Topics in Francophone Culture (3)

Study of the cultures of the Francophone world. Readings and discussions of contemporary issues.

FR320. Francophone Film (3)

In this course, students study films from Europe, Africa, and North America. Students familiarize themselves with the basic terminology of film analysis in order to understand the cultural diversity of the French-speaking world. In the movies they will study ideas such as, cultural conversation, local cultures, peace and war, happiness and suffering, global culture. Students learn how differences in race, class, gender, sexuality, nationality, and contemporary global culture affect the ways characters relate each other, and how viewers relate to those characters.

FR330. French for Business (3)

This course gives students an understanding of Business in France and in Francophone countries. Students learn vocabulary, culture and strategies to communicate in French in professional context. Emphasis is in reading and discussing about current events and writing in business correspondence.

FR350. Study Abroad in French (3)

Study of the culture of the Francophone world. Practice of oral skills and vocabulary in a foreign country.

Italian Courses (IT) (Credits)

(No major or minor is offered)

IT103. Beginning Italian (4)

Introduction to Italian. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement.

IT114. Continuing Italian (4)

Continuation of Beginning Italian with more advanced practice in listening, speaking, reading and writing. Laboratory requirement.

IT223. Intermediate Italian (4)

Continuation and expansion of the multi-skills approach, with emphasis on the culture of the Italian-speaking world. Practice in oral and written expression.

Spanish Courses (SP) (Credits)**SP103. Beginning Spanish (4)**

Introduction to Spanish. Oral practice, listening and reading comprehension, study of grammar necessary for spoken and written expression. Laboratory requirement.

SP114. Continuing Spanish (4)

Continuation of Beginning Spanish with more advanced practice in listening, speaking, reading and writing. Laboratory requirement.

SP223. Intermediate Spanish (4)

Continuation and expansion of the multi-skills approach, with emphasis on the culture of the Spanish-speaking world. Practice in oral and written expression.

SP300. Advanced Intermediate Spanish (3)

Continuation and expansion of the multi-skills approach, with emphasis on the culture of the Spanish-speaking world. Practice in oral and written expression.

SP301. Spanish Conversation and Composition I (3)

Intensive practice in the use of Spanish as a means of oral and written self-expression, with particular emphasis on listening and speaking skills.

SP302. Spanish Conversation and Composition II (3)

Intensive practice in the use of Spanish as a means of oral and written self-expression, with particular emphasis on reading and writing skills.

SP303. Culture of Spain (3)

Study of the cultures of Spain. Readings and discussions of contemporary issues.

SP304. Culture of Latin America (3)

Study of culture and civilization of Latin America beginning with the pre-Columbian tribes and ending with contemporary US-Latin American relationships.

SP305. Contemporary Hispanic Film (3)

In this course students will continue to improve their Spanish writing, speaking and listening skills. Students will be exposed to various contemporary Hispanic films. Students will develop a basic understanding of how to critically and analytically discuss film. Students will also learn about the cultural and historical significance of each film within the Hispanic world. The focus in each film will be on how various forms of power (economic, military, political, institutional, and/or religious) are re/presented and how this impacts or relates to the aesthetic of the film.

SP310. Spanish for Health Professions (3)

In this course, students will learn and use the vocabulary of the health professions and analyze health issues in the US and other countries. Students will work in an in-depth project about a health issue, which they will present orally to the class and in essay form at the end of the semester.

SP312. Spanish for Radio Production (3)

Practice of Spanish communicative skills for the production of a radio show. Students work on radio-dramas, poems, news, commentaries and music from Latin America and Spain.

SP314. Spanish for Journalism (3)

This course will be comprised of three components. The first component of the course will serve as an introduction to journalism as it is practiced today throughout the Spanish-speaking world. Students will examine how Spanish-language online journals, newspapers, and blogs function on a daily basis, paying special attention to the coverage of national news, culture and the arts. In the second component of the course, students will collaborate creating an online bilingual journal. This performance-learning component of the course will entail a continuous collaboration among students who will function as editors, staff writers, photographers, and at least one graphic designer. The final component of the course will be a translation workshop. Since this online bilingual journal will be published in Spanish and English, all texts will be translated in order to ensure that they can be accessed in both languages.

SP320. Art, Literature and Film of U. S. Latinos (3)

Spanish 320 constitutes a survey of visual art, literature and film by artists from the various Latino communities of the U. S. (principally Cuban-Americans, Puerto Ricans, Dominican-Americans and Chicanos). Primary sources will include poetry, drama, short stories, novels, painting, film and music. Special focus on border studies and the question of what Gustavo Pérez-Firmat calls life on the hyphen - the double identity of those who live in the U. S. but have cultural roots in Mexico, Central America and the Caribbean. Short critical essays and oral presentations allow students to practice skills in Spanish. Course conducted in Spanish.

SP321. Survey of Spanish Literature (3)

Spanish 321 constitutes a survey of the literature of Spain from the Middle Ages to present day. Texts will include poetry, drama, short stories and a novel. Students will also study film adaptations of particular works of literature. Particular focus on the questions of gender and intertextuality in the creation of literature. Short critical essays and oral presentations allow students to practice skills in Spanish. Course conducted in Spanish.

SP323. Survey of Latin-American Literature I (3)

Survey of Spanish-American literature from the pre-Colombian period to the late 19th century. Special attention given to development of critical skills for literary analysis.

SP324. Survey of Latin-American Literature II (3)

Survey of Spanish-American literature from the late 19th century to the present. Special attention given to the development of critical skills for literary analysis.

SP330. Spanish for Business (3)

Study of the vocabulary, culture and strategies to communicate in the Hispanic business world. Emphasis is in reading and discussing about current events and writing business correspondence.

SP340. Theatre Performance in Spanish (3)

Intensive work in all areas of a theatre production in Spanish, including acting. Preparation for a public performance.

SP350. Study Abroad in Spanish (3)

Study of the culture of Spain or Latin America. Practice of oral skills and vocabulary in a foreign country.

SP401. Spanish Education Teaching Methods and Instruction (3)

In this course, students will develop teaching theories, instruction, and methods for Spanish Education for K-12 students. The purpose of this course is to give an overview of the theoretical aspects which affect teaching and learning in foreign language education. Students will analyze current methods, techniques and material that are prevalent to foreign language education. They will also develop the appropriate skills to put those methods, techniques and materials into practice. Emphasis will be placed on helping students develop their own unique teaching style and approach by exposing them to strategies that will equip them for effective teaching in public schools.

SP402. Linguistics (3)

Introduction to Spanish phonology. Practical application of technical concepts. Study of phonological history of the Spanish language. Required of all Spanish and modern languages majors.

SP480. Spanish Advanced Conversation and Composition (3)

Senior Capstone course required of all Spanish majors. Students will compose and complete an individualized project and participate in an advanced dramatization demonstrating a high level of Spanish conversation and composition abilities.

SP481, 482. Topics in Hispanic Literature (3) Per Semester

An advanced literature seminar. Selected topics to be determined by instructor. Writing and presentation of analytical studies.

SP491, 492, 493, 494. Independent Study in Spanish (1-3) Per Semester

Directed studies and independent research for students of advanced standing.

Philosophy

Dr. Robert E. Money, Jr., Chair

Philosophy Department Faculty

Full-Time: Michael D. Hartsock, Robert E. Money Jr., Eric S. Roark

The Philosophy Department provides students with a number of different majors and minors to consider. Students should contact a faculty member in the Philosophy Department to discuss in more detail which option is best for them. Options include:

- 1) Philosophy Major (Traditional Track)
- 2) Philosophy Major (Pre-Law Track)
- 3) Ethics Major
- 4) Philosophy Minor
- 5) Philosophy Pre-Law Minor
- 6) Ethics Minor

Note: Students may not major in both philosophy and ethics. Neither may students who major in philosophy or ethics also minor in philosophy, philosophy pre-law, or ethics.

The philosophy major and the ethics major are designed to meet the needs of four classes of students: (a) those who have no professional interest in philosophy but who wish to approach a liberal education through the discipline of philosophy; (b) those who want a composite or interdepartmental major in philosophy or ethics and the natural sciences, behavioral sciences, humanities, business, or creative arts; (c) those who want an intensive study of philosophy or ethics preparatory to graduate study in some other field such as law, medicine, theology, business, or education; and (d) those who are professionally interested in philosophy and who plan to do graduate work in the field and then to teach or write. Students with a professional interest in philosophy are urged by the Department to give early attention to courses in the history of philosophy, metaphysics and epistemology, logic, and ethics.

Philosophy Major

A major consists of a minimum of 30 credits and leads to the B.A. degree. At least 12 credits must be at the 300 level or higher. There are two ways to complete the philosophy major: (1) the traditional track and (2) the pre-law track.

Philosophy Major – Traditional Track (30 credits)

The traditional track ensures exposure to the core areas of philosophy while also providing students with sufficient flexibility to explore areas of philosophical interest. The requirements for the traditional track are as follows:

"Philosophy Core" (15 credits)

Two Required Courses (6 credits):

PH113, Logic and Critical Thinking
PH400, Seminar in Philosophy

Two of the Following Survey Courses (6 credits):

PH210, Freedom and the Self
PH214, Philosophy of Religion
PH223, History and Philosophy of Science

One of the Following Courses in Ethics (3 credits):

PH211, Ethical Theory and Moral Issues
PH215, Business Ethics
PH217, Bioethics
PH219, Environmental Ethics
PH311, Ethical Reasoning – Ethics Bowl

"Philosophy Electives" (15 credits)

Five electives in philosophy

Philosophy Major – Pre-Law Track (30 credits)

The pre-law track provides students with a rich grounding in key subjects – logic, ethics, legal theory, and legal argument – important to the study and practice of law. In addition, the pre-law track develops the crucial skills that help prepare students for the law school entrance exam (LSAT), the academic challenges of law school, and the intellectual and ethical dimensions of work in the legal profession. The requirements for the pre-law track are as follows:

Six Required Courses (18 credits):

PH113, Logic and Critical Thinking
PH211, Ethical Theory and Moral Issues
PH305, Philosophy of Law
PH310, Political Philosophy
PH366, Appellate Legal Reasoning – Moot Court
PH400, Seminar in Philosophy

One of the Following Survey Courses (3 credits):

PH210. Freedom and the Self
PH214. Philosophy of Religion
PH223. History and Philosophy of Science

Three courses from the following options (9 credits):

Any additional philosophy courses (a student can elect to take all 9 credits from philosophy offerings)
PO330. Constitutional Law
PO334. Civil Liberties and the Constitution

Ethics Major (30 credits)

The ethics major consists of a minimum of 30 credits and leads to the B.A. degree. At least 12 credits must be at the 300 level or higher. The ethics major reinforces and substantially extends Millikin's emphasis on ethical reasoning and issues of social justice. The requirements for the ethics major are as follows:

Three Required Courses (9 credits):

PH113. Logic and Critical Thinking
PH211. Ethical Theory and Moral Issues
PH400. Seminar in Philosophy

One of the Following Survey Courses (3 credits):

PH210. Freedom and the Self
PH214. Philosophy of Religion
PH223. History and Philosophy of Science

Two of the Following Applied Ethics Courses (6 credits):

PH215. Business Ethics
PH217. Bioethics
PH219. Environmental Ethics

One of the Following Value Theory Courses (3 credits):

PH303. History of Ethical Thought
PH305. Philosophy of Law
PH310. Political Philosophy
PH311. Ethical Reasoning – Ethics Bowl

Three Electives in Philosophy (9 credits, 6 credits at the 300 level)

Minors in Philosophy

Three different minors are offered by the Philosophy Department: the philosophy minor (18 credits), the philosophy pre-law minor (21 credits), and the ethics minor (18 credits). Each minor is described below.

Philosophy Minor (18 credits)

The requirements for the philosophy minor are as follows:

One Required Course (3 credits):

PH113. Logic and Critical Thinking

One of the Following Survey Courses (3 credits):

PH210. Freedom and the Self
PH214. Philosophy of Religion
PH223. History and Philosophy of Science

Four additional philosophy courses, three of which must be at the 300 level or higher (12 credits, 9 credits at the 300 level).

Philosophy Pre-Law Minor (21 credits)

The philosophy pre-law minor provides students with a quality introduction to key subjects – logic, ethics, legal theory, and legal argument – important to the study and practice of law. In addition, the minor develops the crucial skills that help prepare students for the law school entrance exam (LSAT), the academic challenges of law school, and the intellectual and ethical dimensions of work in the legal profession. The requirements for the philosophy pre-law minor are as follows:

Four Required Courses (12 credits):

PH113. Logic and Critical Thinking
PH211. Ethical Theory and Moral Issues
PH305. Philosophy of Law
PH366. Appellate Legal Reasoning – Moot Court

One of the Following Applied Ethics Courses (3 credits):

PH215. Business Ethics
PH217. Bioethics
PH219. Environmental Ethics

Two Courses Approved by the Chair of the Philosophy Department (one course may be outside the Philosophy Department) (6 credits, 3 credits at the 300 level)

Ethics Minor (18 credits)

The ethics minor reinforces and extends Millikin's emphasis on ethical reasoning and issues of social justice. The requirements for the ethics minor are as follows:

One Required Course (3 credits):

PH211. Ethical Theory and Moral Issues

Two Courses in Applied Ethics (6 credits):

PH215. Business Ethics

PH217. Bioethics

PH219. Environmental Ethics

Three courses from the following options (9 credits):

Any additional applied ethics course offered by the Philosophy Department (i.e., PH215, PH217, PH219)

PH300. Ancient Philosophy

PH303. History of Ethical Thought

PH305. Philosophy of Law

PH310. Political Philosophy

PH311. Ethical Reasoning – Ethics Bowl

PH366. Appellate Legal Reasoning – Moot Court

PH400. Seminar in Philosophy (if content appropriate and with approval of the Chair)

Any one course outside the Philosophy Department focusing on ethics, including: BI414, The Human Side of Medicine; CO307, Argument and Advocacy; CO308, Communication Ethics and Freedom of Expression; HM470, Understanding Professional, Public, and Personal Ethics; SO312, Restorative Justice; or another course in ethics outside the Department and approved by the Chair of the Philosophy Department.

Philosophy Courses (PH) (Credits)

PH113. Logic and Critical Thinking (3)

The goal of this course is to foster sound reasoning. Logic, as the art of reasoning, teaches us how to draw inferences, formulate arguments, and evaluate the thinking of ourselves and others. This course will cover many different 'types' of logic including deductive, inductive, and critical thinking, all of which are intimately related and are mutually supportive in the development of good reasoning skills. The materials and concepts that we will cover can help you to become a better thinker, writer, and a more effective communicator. From logical puzzles to Venn diagrams to symbolic proofs, this course is also an excellent preparation for the GRE, LSAT, or MCAT. It requires both quantitative thinking and facility with language.

PH210. Freedom and the Self (3)

This course introduces students to a number of specific content areas of philosophical investigation: metaphysics, epistemology, history of philosophy, and social-political value theory. The course is arranged by topics that are related to freedom and the self, both broadly construed. Topics may include the nature of knowledge and the issue of what, if anything, the self can know; the nature of the relation between mind (consciousness) and body (brain); free will and determinism; the persistence conditions for persons over time; the nature and value of political liberty; etc. The course will include a discussion of the views of historical and contemporary thinkers.

PH211. Ethical Theory and Moral Issues (3)

In this course, we will examine issues in ethical theory, including such foundational issues as the relationship between ethical behavior and rational behavior, the relationship between ethics and theology, and the issue of whether ethical principles are objective or subjective, absolute or relative. We will examine both action-centered as well as character-centered approaches to the resolution of ethical dilemmas. Finally, we will turn our attention to the practical application of theory. Readings may include Plato, Aristotle, Hobbes, Hume, Kant, and Mill. Ethical theory may be applied to such issues as abortion, capital punishment, suicide, lying, and sex.

PH214. Philosophy of Religion (3)

In this course we will examine some of the central issues in the philosophy of religion. We will begin by examining some of the most influential arguments for the existence of God, including the ontological argument, the cosmological argument, and the teleological argument. We will examine the problem of evil as well as various replies by theists to the problem of evil. We will also examine the claim that the religious life is a matter of faith, not reason. Readings may include Anselm, Augustine, Aquinas, Leibniz, Paley, Hume, Kant, Kierkegaard, Adams, Swinburne, Hicks, Mackie, Plantinga, and others.

PH215. Business Ethics (3)

This course will critically examine the role of ethics within a business environment. We will examine both ethical relationships within a business such as employers and employee relations as well as ethical relationships between business and broader society such as business and consumer relations. Possible issues or topics of examination include: corporate social responsibility; rights and obligations of employees and employers; justice and fair practice; distributive justice; and advertising marketing and the consumer, among others. Issues and topics will be examined by considering both historical and contemporary texts and case studies.

PH217. Bioethics (3)

This course will focus on issues that come about as a result of the interaction between medicine and modern technological advances. Biotechnologies span issues of health from birth until death, including ethical debates concerning: cloning, genetic screening, in vitro fertilization, and physician assisted suicide, to name a few. Bioethics quite clearly encompasses the entire life course. Issues or topics that may be investigated include: justice and autonomy in health care; life and death; biomedical research and technology; and public health, among others.

PH219. Environmental Ethics (3)

This course will focus on ethical issues related to our natural environment. It is a truism that all persons live, work, and play within the confines and richness of the natural environment. For this reason there is simply no separating the natural environment and its ethical status from the well-being of people. Further, our present ethical relationship with our natural environment is uniquely important as it has the strong potential to impact the well-being of later generations. Not only does our treatment of the environment impact those living now but it also impacts human beings that will live in fifty or even five hundred years. Issues and topics that may be investigated include: who counts in environmental ethics: animals, plants, ecosystems; is nature intrinsically valuable; frameworks of environmental ethics; sustaining, restoring, and preserving nature; and the environment and social justice including intergenerational justice, among others.

PH223. Scientific Revolutions: History and Philosophy of Science (3)

This course sketches the evolution of views of nature and how best to study and explain it. We will begin with the ancient world and investigate how the ideas and beliefs of the ancients shaped how the medievals viewed science and nature. We will then study the so-called scientific revolution that gave birth to modern science. We will look at what changed -- and what didn't -- about how we conceive of and study nature. We will also look at contemporary "revolutions" in science that have fundamentally changed the way we think about the world and our place in it. This course fulfills the historical studies requirement in the College of Arts and Sciences.

PH260. Topics in Philosophy (3)

Course offerings vary based on specialized topics.

PH300. Ancient Philosophy (3)

A contemporary philosopher said, "All of philosophy is a footnote to Plato." Certainly, Plato, Aristotle, and the Stoics are the keys to understanding much of the intellectual roots of the Western tradition. We will read some of the major texts of these philosophers in their historical context as they attempt to answer such questions as: Who am I and what is the nature of the Good and the Right? What is my role in society? What is knowledge and how do we acquire it? What is a well-run state? What is real? How should I live? This course fulfills the historical studies requirement in the College of Arts and Sciences.

PH301. Modern Philosophy (3)

In this course, we will examine the attempts by modern philosophy to answer two central questions. The first is the epistemological question of what human beings can know. In particular, we will examine the issue of whether human beings can justifiably claim to know that there is a mind-independent external world. The second central question with which modern philosophy struggles is the metaphysical question concerning the place of consciousness (mind) in a material universe. What is the relation between mind and matter, between mind and body? Is the mind distinct from the body? Or is the mind identical to the body? What is the self? Readings may include Descartes, Locke, Berkeley, Hume, and Kant with attention to their historical context. This course fulfills the historical studies requirement in the College of Arts and Sciences.

PH303. History of Ethical Thought (3)

This course will explore the history of ethical thought including but not limited to: ideas from the Ancient World (including Greek, Roman, and Indian ideas), Middle Ages and Christian Era, Modern Era, and Contemporary Era. The focus of the course will be on the most important and influential ideas that have served to shape the current landscape of ethical theory and application. By appreciating the origin of ethical ideas, we can better see how history and past practice have contributed to our contemporary notions of the right and the good. This course fulfills the historical studies requirement in the College of Arts and Sciences.

PH305. Philosophy of Law (3)

In the first part of the course, we will examine various theories concerning the nature of law. Of particular interest will be the issue of how these theories view the connection between law and morality. Is there a connection between law and morality? If there is such a connection, is it a necessary connection? Theories of law to be examined include legal positivism, natural law, and legal realism (critical legal studies). We will employ Peter Suber's fictional work, *The Case of the Speluncean Explorers*, to examine how these theoretical issues intersect with legal adjudication. In the second part of the course, we will focus on issues surrounding theories of judicial interpretation. Of particular interest will be constitutional interpretation. Questions to be considered include the following: How should judges interpret the constitution? What role (if any) should moral principles play in their adjudication? What is the role of judges in relation to democratically elected legislatures? In hard cases, do judges create law (legislate from the bench) or do they work to discover the correct answer (apply the law to the case before them)? Interspersed with these more theoretical readings will be excerpts from actual legal cases. We will be interested in seeing how the theoretical issues identified above get played out in actual legal decisions.

PH310. Political Philosophy (3)

In this course, we will examine attempts by philosophers within the Western philosophical tradition to answer the following three questions. First, what justification (if any) can be given for the existence of the state? Second, what reason is there (if any) for preferring one kind of state to another? Third, what justification is there (if any) for placing limits on the power of the state to intervene in the lives of its citizens? Readings may include Plato, Aristotle, Hobbes, Locke, Mill, Berlin, Taylor, Nozick, Rawls, and others. This course fulfills the historical studies requirement in the College of Arts and Sciences.

PH311. Ethical Reasoning – Ethics Bowl (1-3)

This course prepares students to compete at the regional Intercollegiate Ethics Bowl competition. This course covers the essential elements of ethical reasoning and involves in-class Ethics Bowl matches, which are designed to strengthen students' reasoning and oral communication skills. The course is designed around the Regional Ethics Bowl cases, which are supplied each fall by the Association for Professional and Practical Ethics. This course requires no outside research, but requires careful analysis and argumentation regarding the ethical issues raised in the aforementioned cases.

PH312. Minds and Persons (3)

In this course, we will examine the nature and relationships between minds and persons. Some central questions include: What is a person? What is the mind and what is its relationship to the brain and to the self? What is consciousness, how is it possible, and why do we have it? What makes a person at two different times one and the same person? These and other related questions may be approached from a variety of philosophical perspectives, including, historical texts, the philosophy of psychology and science, cognitive science, and contemporary philosophical work.

PH313. Ways of Knowing (3)

In this course we will examine the nature, value, and acquisition of knowledge. Some central questions include: What is knowledge? What can I know? What is the nature and value of scientific knowledge? How can I know? What is the value of knowledge, in general? What justifies a knowledge claim? Is it morally wrong to believe something without justification? Texts may include historical and contemporary sources.

PH360. Topics in Philosophy (3)

Course offerings vary based on specialized topics.

PH366. Appellate Legal Reasoning – Moot Court (1-3)

The course will rely heavily on a simulation model in which we conduct mock appellate hearings in class. Students will role-play as both attorneys and/or judges. The course will employ the closed case method that is used at most moot court competitions. Each closed case file will include numerous items, including: a statement of the facts of the case, the rulings by the lower courts, select court case precedents, and specific federal and/or state statutory and/or constitutional language. The course involves no research that goes beyond the materials provided in the closed case file. On the basis of these materials only, students will complete a range of assignments designed to engage students in the central aspects of appellate legal reasoning including legal brief writing, oral argumentation, and judicial opinion writing. Students have the opportunity to apply their learning by participating in the annual Moot Court Competition held as part of the Model Illinois Government simulation.

PH391, 392, 393, 394. Independent Study in Philosophy (1-3)**PH400. Seminar in Philosophy (3)**

In this course, students will examine at an advanced level a specific philosophical topic, issue, period, or philosopher. Course content will be determined by the faculty member teaching the course. All students will compose a substantive research thesis. For philosophy majors, this research thesis will serve as their capstone philosophy thesis. In addition, all philosophy majors will provide an oral defense of their thesis. The oral defense will be open to all Philosophy Department faculty as well as Philosophy Department majors and minors. Pre-requisite: philosophy major with junior or senior standing, or consent of the Department Chair.

Physics

Dr. Casey Watson, Chair

Physics Department Faculty

Full-Time: Casey Watson

Physicists study the natural world - from the exceedingly small to the astronomically big, trying to understand nature from the structure of atoms and elementary particles to the history and structure of the universe as a whole. Studying physics will train you to think critically and to analyze and solve complex problems, skills which will serve anyone well in any career. Simply put, a major in physics can take you anywhere. Students majoring in physics go on to graduate schools in physics and engineering, positions in industry, business, and medicine, and become, among other things, researchers, professors, doctors, and MBA's.

Because of the myriad options that students with physics degrees have after graduation, the Physics department offers B.S. and B.A. degrees which are designed to fit the needs of each student. Each physics major, in conjunction with his or her advisor, will choose a program of courses that will best serve their post-graduation plans. For those students who plan on advanced work in physics, engineering, or astrophysics, the coursework will be heavier on physics and mathematics. Students who want to pursue a career in another field will take a core group of physics courses as well as certain upper-level courses in other areas (say, biology courses for a student going into biophysics or medicine, business courses for someone going into consulting, etc.). Some sample programs of study are described below. In general, each physics major will enroll in PY151, PY171, and MA140 in the fall semester of freshman year, and PY152, PY172, and MA240 in the following semester, and then develop a program from there.

Major in Physics

To receive a B.A. or B.S. in Physics from Millikin University, a student must complete at least 41 hours in approved courses, where 32 hours will be a core set of physics courses, and the remaining 9+ hours must be at the 300 level or higher. The courses may or may not be in physics, but they must be agreed upon jointly between the student and the advisor before the end of the student's junior year. Regardless of the departments from which the courses come, the chosen courses should reflect the academic rigor and emphasis on analytical thinking present in advanced physics courses. Students will also need to satisfy the college and university requirements for B.A. and B.S. degrees.

Required Courses

All Physics majors will take the following core courses:

Course Name	Course Number	Number of Hours
University Physics I	PY151	3
Physics Laboratory I	PY171	1
University Physics II	PY152	3
Physics Laboratory II	PY172	1
Modern Physics	PY253	4
Experimental Physics I	PY262	4
Classical Mechanics	PY352	4
Electrodynamics I	PY403	4
Quantum Mechanics	PY406	4
Senior Research	PY 481 and PY482	4
	Total	32

Traditionally, a student will take PY151/171 and 152/172, along with MA140 and 240 (Calculus I and II) as a freshman. PY253, 262, 351, 403, 406, and other advanced Physics courses will be offered every other year, in general, so when students take those courses will depend on when they enter the program. For example, a student entering in Fall 2018 would take PY253 (and probably PY325 – Mathematical Physics) in their sophomore year, PY262, 403, and often PY362 and 404 in their junior year, and then PY352 and 406 in their senior year. All Physics majors are required to perform at least one semester of independent research as a senior, usually during the spring. A student also has the option of doing a more extensive project (which would cover both semesters) for more credit.

The following Mathematics and Chemistry courses (or their equivalent) are also required:

Course Name	Course Number	Number of Hours
Calculus I	MA140	4
Calculus II	MA240	4
Calculus III	MA340	4
Differential Equations	MA305	3
General Chemistry	CH121	3
Intro Chemistry Lab I	CH151	1
General Inorganic Chem.	CH224	3
Intro Chemistry Lab II	CH152	1
	Total	23

It is also highly recommended that Physics majors take at least one course in Biology.

Individualized Component

From this point on, the students will have a choice about how to complete their major. In consultation with their advisor, they will choose at least 9 additional hours (which is traditionally three courses), at the 300 level or higher, which best fit the student's career goals.

Some examples are given below:

1. Graduate School in Physics

A student wishing to attend graduate school in Physics would choose at least three (probably more) of the following courses:

Course Name	Course Number	Number of Hours
Mathematical Physics	PY325	3
Physical Chemistry I/Lab	PY303/CH351	3-4
Physical Chemistry II/Lab	PY304/CH353	3-4
Experimental Physics II	PY362	3
Electromagnetism II	PY404	4

In addition, the student would most likely take:

Course Name	Course Number	Number of Hours
Linear Algebra	MA303	3
Numerical Analysis	MA313	3

Many Physics majors who attend graduate school in Physics also major in Mathematics, which would require additional Math courses.

2. Pre-medicine

A student wishing to attend medical school to pursue a career in medicine or in medical Physics, could take the following courses, in addition to any prerequisites:

Course Name	Course Number	Number of Hours
Genetics w/Lab	BI300/350	4
Molecular and Cellular Biology w/Lab	BI305/355	4
Biochemistry	CH331	3
Comparative Anatomy	BI301	5
Histology	BI302	4
Molecular Genetics	BI407	4
Advanced Cell Biology	BI413	3

The specific set of courses needed for graduate school in the health professions will differ, depending on which field is of interest. These courses should be coordinated between the student, their academic advisor, and the pre-professional advisor.

3. Business/Consulting

A student wishing to go into business or pursue a career in consulting or finance (this is a somewhat popular option for students with graduate degrees in Physics, could choose from the following courses:

Course Name	Course Number	Number of Hours
People and Performance	MG300	3
Principles of Marketing	MK200	3
Corporate Finance	FI365	3

Students wishing to earn a B.A. degree are required to meet the proficiency equivalent of three semesters of a modern language.

Students whose interests lie both outside as well as inside physics should consult with the Department Chair concerning double major or minor requirements.

Pre-Engineering Programs

In addition to offering a major in physics, the physics department also coordinates a dual-degree pre-engineering program, where a student would receive two degrees for five (or more) years of education – one from Millikin (usually in Physics) and one from Washington University in St. Louis (WashU) or the University of Missouri, Kansas City (UMKC) in a chosen field of engineering. Students desiring to complete a dual-degree engineering program should complete (at least) PY151/171 and 152/172, MA140, 240, 340, 305, and CH121, 224, 151, and 152, in addition to a number of courses in the humanities and social sciences. These courses are also required for students desiring to transfer to an engineering program after two years of study at Millikin. Consult Dr. Dan Miller, the director of pre-engineering programs, for further details. Students wishing to pursue a career in medicine or other health professions can also major in physics and follow a program developed jointly with the physics department as well as the director of pre-professional studies, Dr. Cynthia Handler.

Minor in Physics

Students seeking a minor in physics must complete a minimum of 21 credits in physics courses, including PY151/171, 152/172, and nine credits at the 300 or 400 level. Note: PY325, Mathematical Physics, can count towards the 21 credit requirement, but not the nine credit upper-level requirement.

James Millikin Scholars Program

To fulfill Honors Program requirements, James Millikin Scholars majoring in Physics will undertake a research project in collaboration with a Physics faculty member. In their junior and senior years, JMS students will register for six to eight credits of IN491 and IN492, Honors Independent Study. These six to eight credits can also be counted as the following Physics Research credits: PY381 and/or PY382 for juniors and/or PY481 and/or PY482 for seniors. These Physics Research credits will count toward a major in Physics.

Physics CoursesS (PY) (Credits)

PY100. The Planets (3)

Basic sky phenomena, cultural aspects of astronomy and history of astronomy to Newton, the solar system. Emphasis given to principles underlying diversity of astronomical objects, as well as the processes by which astronomical knowledge has been gained. A general education course. Three lectures per week. If taken with PY104, fulfills the Natural Science with Laboratory requirement for graduation.

PY101. Stars and Galaxies (3)

Astronomical optics; gravity; the structure, composition and evolution of stars; galaxies and cosmology. Emphasis given to principles underlying structure and behavior of stars and galaxies, as well as processes by which astronomical knowledge has been gained. A general education course. Three lectures per week. If taken with PY105, fulfills the Natural Science with Laboratory requirement for graduation.

PY104. Planets Laboratory (1)

Taken in conjunction with PY 100. Introduction to experimental measurements, astronomical optics and astronomical observations. One two-hour laboratory per week. Co-requisite: PY100. If taken with PY100, fulfills the Natural Science with Laboratory requirement for graduation.

PY105. Stars and Galaxies Laboratory (1)

Taken in conjunction with PY 101. Introduction to experimental measurements, astronomical optics and astronomical observations. One two-hour laboratory per week. Co-requisite: PY101. If taken with PY101, fulfills the Natural Science with Laboratory requirement for graduation.

PY111. College Physics I (Algebra Based) (3)

A study of the nature of physics, specifically focusing on kinematics, dynamics, and rotational motion. Three lectures and one laboratory period each week. Primarily for students pursuing degrees in pre-health professional programs and biology (interested students should consult with their advisor and the pre-professional advisor before taking this course). *Must be taken concurrently with PY171.*

PY112. College Physics II (Algebra Based) (3)

A continuation of PY111 covering topics from light, electromagnetism, and modern physics. Three lectures and one laboratory period each week. Primarily for students pursuing degrees in pre-health professional programs and biology (interested students should consult with their advisor and the pre-professional advisor before taking this course). *Must be taken concurrently with PY172.*

PY151. University Physics I (Calculus Based) (3)

Primarily for majors in physics, chemistry, mathematics, engineering and pre-medicine. Topics include kinematics, dynamics, gravitation, rotation, and harmonic motion. Three lectures and one laboratory period per week. *Must be taken concurrently with PY171.*

PY152. University Physics II (Calculus Based) (3)

A continuation of PY151. Topics include electric fields, electric potential, magnetic fields, DC circuits, waves, and optics. Three lectures and one laboratory period per week. *Must be taken concurrently with PY 172.*

PY171. Physics Laboratory I (1)

A hands-on exploration of the principles covered in either College Physics I or University Physics I. Topics include kinematics, Newton's Laws, Work and Energy, and rotational motion. Prerequisite: high school algebra, geometry, and trigonometry, or college equivalent. *Must be taken concurrently with either PY111 or PY151.*

PY172. Physics Laboratory II (1)

A hands-on exploration of the principles covered in either College Physics II or University Physics II. Topics include electric charge, electric potential, DC circuits, magnetism, optics, and waves. *Must be taken concurrently with PY112 or PY152.*

PY253. Modern Physics (4)

A study of the revolutions in physics since the late 19th century. Topics include special relativity, radioactivity, atomic and nuclear physics, and introductions to quantum mechanics and particle physics. The laboratory includes an introduction to Mathematica, LaTeX, journal articles, and seminar presentations. Three lectures and one laboratory period per week.

PY260. Sophomore Independent Research Study in Physics (1-3)

Study of a topic chosen jointly by the student and the instructor. May be done as an independent study or as a regular class, depending on interest.

PY261. An Introduction to Clinical Nuclear Science (2)

Topics include radioactive decay, fusion, fission, energy production from/requirements for nuclear reactions, techniques in nuclear medicine: NMR, MRI, PET, etc., production of radioisotopes and their chemical and biological interactions within the human body. One, two-hour lecture per week plus visits to Decatur Memorial Hospital (DMH) and Zevacor Molecular facilities within DMH for on-site introductions to radioisotope production, applications of nuclear medicine, and imaging facilities. Spring.

PY262. Experimental Physics I - Electronics (4)

A practical study of circuit theory, oscillators, amplifiers and circuit design. Designed to meet the particular interests of the student. Two lectures and a two-hour lab.

PY303. Physical Chemistry I (3)

The first course in physical chemistry. Topics include the laws of thermodynamics, elementary statistical thermodynamics, equilibrium, surface chemistry and physical chemistry of macromolecules. CH351 and 353 are companion laboratory courses.

PY304. Physical Chemistry II (3)

Continuation of CH303. Emphasis on quantum mechanics as applied to theories of chemical bonding and spectroscopy. Chemical kinetics also is covered. Three lectures per week. CH351 and 353 are companion laboratory courses.

PY325. Mathematical Physics (3)

We will discuss applications of mathematics to various areas of physics. Topics may include vector calculus, linear algebra, differential equations, series solutions to differential equations, Fourier series, special functions, and calculus of variations. The primary audience for this course is sophomore and junior majors who are preparing to take Analytical Mechanics, Electrodynamics, or Quantum Mechanics, although applied mathematics majors may find the course useful. Recommended Co-Requisites: MA340 and/or MA303.

PY352. Classical Mechanics (4)

An intermediate-level survey of classical Newtonian mechanics. Conservative forces, damped and forced oscillations, momentum and energy theorem, central force problem, orbits, two-body collisions, special coordinate systems, and scattering and coupled oscillations. Vector analysis, axial rotating rigid bodies, gravitation, moments of inertia, rotating coordinate systems, continuous media, and Lagrangian and Hamiltonian mechanics. Co-requisite: MA340 or consent of instructor.

PY360. Special Topics in Physics Independent Study (1-3)

Study of a topic chosen jointly by the student and the instructor. May be done as an independent study or as a regular class, depending on interest.

PY361. Physics Entrepreneurship (1-3)

Joint research/entrepreneurship course focused on characterizing the benefits of cryogenic processing for various industries and determining the commercialization potential associated with those benefits. Topic(s) of study chosen jointly by the students and the instructor. Possible topics include solar cells, wind turbine gearbox bearings and/or other steel components, electric transformers and/or other electrical components, carbon sequestration equipment and/or other equipment subject to corrosion and/or high pressures. Can be taken an unlimited number of times. Class format – student-led, faculty-supervised weekly meetings to discuss research and/or commercialization progress on all projects underway. Credits assigned based on depth of work on a given project and/or work on multiple projects.

PY362. Experimental Physics II (3)

A more advanced laboratory course where students will only do 2 or 3 experiments, going into much more detail, and focusing on experimental design, data analysis, and written and oral presentation of results. The course will include an introduction to National Instruments' LabView.

PY381, 382. Advanced Topics in Physics (1-3)

Study of a topic chosen jointly by the student and the instructor. May be done as an independent study or as a regular class, depending on interest. Possible topics include advanced quantum mechanics, particle physics, optics, statistical mechanics, or anything that is of joint interest of the student and the instructor.

PY403. Electrodynamics I (4)

The first half of a two-semester sequence covering the basis of classic electromagnetic theory as well as special relativity. Topics include vector analysis, electrostatics and energy, boundary value problems, dielectric media, electric currents, magnetism, and concludes with Maxwell's Equations.

PY404. Electrodynamics II (4)

The second half of a two-semester sequence covering the basis of classic electromagnetic theory as well as special relativity. Topics include applications of Maxwell's equations, such properties of electromagnetic waves *in vacuo* and in matter, vector and scalar potentials, Lorentz transformations, and other topics in special relativity.

PY406. Quantum Mechanics (4)

An introduction to the methods of quantum mechanics. Schrodinger's wave equation, wave mechanics, the hydrogen atom, spin and quantum dynamics.

PY481, 482. Senior Research (2)

An advanced research project performed under the supervision of a faculty member. Research should include a literature search, written report, and oral presentation. Research may be either theoretical or experimental. PY481 and 482 are required for all physics majors.

Political Science

See listing under History & Political Science

Psychology

See listing under Behavioral Sciences

Sociology and Criminal Justice

Dr. Jorge Chavez-Rojas, Department Chair
 Dr. Kenneth H. Laundra, Director Sociology
 Professor Keyria Rodgers, Director Criminal Justice

Sociology and Criminal Justice

Full-Time: Dr. Jorge Chavez-Rojas, Dr. Kenneth H. Laundra, Keyria Rodgers, Joseph Rice
Adjunct: Christopher Amero, Christopher Ballard, Maire Foxx, Scott Rueter

The Department of Sociology and Criminal Justice is an interdisciplinary department with two highly compatible majors that prepare students for a variety of professional careers in management, administration, counseling, advocacy, public policy, community or government agencies, social service, crime and corrections, law and law enforcement, social science research, teaching, or graduate studies. Students may major or minor in Sociology or Criminal Justice or both. To better prepare students for these careers, all our courses are geared toward critical thinking, problem-solving, communication, and working with diverse others. Many of our courses provide students with valuable performance learning opportunities, including internships, practicums, and research assistantships.

Major in Sociology (33 credits)

A major in sociology provides the student with an understanding of the social causes of human behavior, as well as a familiarity with the basic processes of social life, emphasizing effects of social stratification and social global issues. Toward this end, course work focuses on both theoretical, analytical and practical approaches (performance learning) to the study of human behavior, including survey research and statistical analysis. Students may choose to pursue a Bachelor of Arts or a Bachelor of Science degree. The sociology curriculum serves students who wish to 1) pursue social services in various fields as a career; 2) continue graduate study in sociology; 3) develop skills for careers in social service agencies such as law and law enforcement, counseling, administration, management, teaching, diversity training, and social, political or market research and; 4) complement academic specialization in other fields (such as criminal justice, law, politics, communication, and nursing) with the group-level perspective on social behavior which is increasingly being demanded of professionals in these fields. The sociology major pairs well with majors/minors in criminal justice, psychology, human services, communications, political science, history and other fields, as several of the courses in each other of these disciplines are cross-listed in sociology, so that students are exposed to a variety of disciplines while studying sociology. Sociology majors will also engage in performance learning activities in several courses designed to foster an experiential, hands-on understanding of human behavior and social organization in action.

Students anticipating graduate study in sociology and social research are encouraged to elect additional course work in criminal justice, psychology, history, political science, philosophy, or communication.

Students may choose to pursue a Bachelor of Arts or Bachelor of Science degree.

The learning goals for the Sociology major are:

1. Students will demonstrate the ability to analyze personal and social experiences by applying the sociological imagination.
2. Students will demonstrate the ability to use sociological analysis to explain the structural inequalities of race, class, gender and sexual orientation.
3. Students will examine certain facets of globalization and the value of living in a diverse and multicultural global environment.
4. Students will demonstrate the ability to design a sociological research project, and communicate its findings in accordance with the professional standards of the discipline

SOCIOLOGY (33 credits)

Required Courses

Sociology 100. Introduction to Sociology
 Sociology 200. Social Solutions

Basic Skills

SO201/PS201. Statistical Methods in the Behavioral Sciences (prerequisite MA 098)
 (*SO201 may not satisfy the University QR requirement for SO/CJ double majors, see department or adviser)
 SO221. Methods of Social Research (prerequisite SO/PS 201 or equivalent w/ approval of dept. chair)
 SO351. Approaches to Sociological Theory (prerequisite SO 100 or SO 200)

Fundamentals

SO320. Social Stratification
 And one of the following: SO330, Sociology of Gender; SO313, Multiculturalism and Diversity; or SO326, Economy and Society

Capstone Course

SO450 Sociological Analysis

Students must choose three additional courses from Sociology (see catalog) or the following approved courses from Human Services, Psychology, and Communication: HM316, HM317, HM318, HM321, PS360, CO225, CO332 or other courses approved by the department chair.

Minor in Sociology (21 credits, no prerequisites)

A minor in sociology provides the student with an interdisciplinary curriculum for several majors at Millikin and is intended to compliment a student's academic profile. The sociology minor is particularly well-suited for majors in criminal justice, psychology, human services, communication, political science, philosophy and history, as several of the courses in these disciplines are cross-listed in sociology, so that students are exposed to a variety of disciplines while studying in sociology.

A minor must complete the following courses:

SO100. Introduction to Sociology or SO 200(260) Social Solutions
 SO351. Approaches to Sociological Theory
 SO320 Social Stratification

And two of the following courses:

SO313 Multiculturalism & Diversity
 SO326 Economy & Society
 SO330 Sociology of Gender
 (or related upper level courses as approved by the Program Director or Department Chair)

In addition, the student must complete two additional elective courses in Sociology or from the following courses in other departments: HM320 Poverty, HM215 Human Behavior & the Social Environment, PS305 Social Psychology, PS334 Psychology of Stereotyping & Prejudice, CO332 Gender Communication, or other courses approved by the Program Director.

Interdisciplinary Majors/Minors in Criminal Justice, Environmental Studies, and Gender Studies

Students majoring in sociology may also wish to pursue a double major in Criminal Justice, or a minor in Criminal Justice, Environmental Studies, or Gender Studies. The interdisciplinary Criminal Justice major/minor was developed in collaboration with Sociology, Political Science, History, Philosophy, and Communication departments. For more information about a double major or minor in Criminal Justice, visit the [Department of Sociology & Criminal Justice](#) website.

For more information about a minor in Environmental Studies, visit the [Environmental Studies minor](#) website.

For more information about a minor in Gender Studies, contact us in the department for more information.

Teaching Sociology in Secondary Schools

Students interested in teaching sociology in high schools should see the program in social sciences described in the History & Political Science department section of this bulletin.

Sociology Courses (SO)

SO100. Introduction to Sociology (3)

This course acquaints students with the discipline of sociology and the sociological perspective, with an emphasis on social problems and inequality related to class, race, gender and sexual orientation. Students taking this course will learn how to view groups, communities, societies and major social institutions with what C. Wright Mills termed the "sociological imagination" in an effort to inform personal views and convictions about society within this broader analytical scope.

SO120. Introduction to Anthropology (3)

Introduction to the field of anthropology. Techniques and problems of major subfields of anthropology: linguistics, archeology, ethnology, physical anthropology and primatology, and applied anthropology.

SO200. Social Solutions (3)

This course explores basic terms, concepts, and theories in sociology in light of contemporary issues and current events, including inequality and discrimination within select major social institutions, as examined through the lens of various news media. Students will consider novel social solutions to modern social problems using their "sociological imagination."

This course is *not* intended to be a full summation of the entire breadth of sociological knowledge that has been acquired over centuries; rather, the practice in this class is to think, reflect, talk, and then write about current sociological issues and events – understood through the lens of the sociological perspective.

SO201. Statistical Methods in the Behavioral Sciences (3)

Application of elementary statistical methods to psychological and sociological data. Lecture and laboratory course in techniques of descriptive and inferential statistics and research design. Cross-listed with PS201. To fulfill the quantitative reasoning requirement a student must have an ACT Mathematics sub score 22 or higher or placement score of at least 3 on the QR placement or complete MA098.

SO211. Juvenile Delinquency (3)

What exactly, is delinquency? Are young people becoming more delinquent/violent? Why do some youths engage in relatively high levels of delinquency and drug use? How do popular conceptions of delinquency compare to reality? Are current delinquency-control policies effective? These questions and others will be the focus of this course. Through readings, lectures, and class discussions we will explore some of the core issues in the study of delinquency and youth violence. These issues will be approached from the wide variety of perspectives that have influenced criminologists including biological, psychological, sociological, and historical perspectives. (Special attention will be given to social-psychological theories as they currently dominate the field). Cross-listed with IN251.

SO220. Sociology of Popular Culture and the Media (3)

This course introduces students to the media process, but also to media production and consumption, including a critical look at who controls the media and the current relationship between private, multinational media conglomerates and non-profit public media. Media Messages are also examined from a social constructionist point of view, in that the course attempts to understand the exchange of attitudes, values and beliefs between these media systems and society itself. Offered as summer course or January immersion course. Cross-listed with IN251.

SO221. Methods of Social Research (3)

Covers most techniques commonly used in sociological research. Emphasis placed on selecting research strategies appropriate to the task. Topics include ethics and logic of research, concept formation, operationalizing variables, choosing techniques of data collection, data analysis and writing the research report. Pre-requisites: SO100, SO201.

SO232. Deviance (3)

This course will examine the varied behaviors considered to be deviant in contemporary western societies, the socially constructed nature of deviance, and the development of public policies for the control of deviant acts. Special emphasis will be given to the definition of deviance, the measurement of deviance, theories of deviant behavior, the deviant career and the development of social control strategies in contemporary society. Cross-listed with IN251.

SO305. Social Psychology (3)

Systematic study of social behavior of the individual as well as the group. Social perception, motivation, learning, attitudes and values. Dynamics of social groups. Emphasis on research methods and projects. Cross-listed with PS305.

SO310. Racial and Ethnic Group Relations (3)

A concentrated study of racial and ethnic group interaction in societies such as the United States.

SO 312. Restorative Justice (3)

This course will introduce students to the theory, concept, and practice of restorative justice. After an extensive review of the tradition and history of restorative justice, and contemporary research and scholarship, students will have a performance learning opportunity to participate in a restorative program or activity in the local community. Course learning materials and assignments will be directed toward a cumulative assignment in which students evaluate a criminal justice program or agency in relation to its use of restorative justice principles and practices.

SO313. Multiculturalism and Diversity (3)

This course is designed to apply sociological thinking through a multicultural viewpoint. A broad understanding of multiculturalism includes race, ethnicity, class, gender, sexual orientation, and disability. In this course students will examine the history and culture of the various "races" and ethnicities that form the American society, including issues of racism, discrimination, and stereotyping. In this course students will also study social institutions and stratification to understand how power and social control privilege some while disadvantaging others. The main objective is to help students to develop knowledge and understanding for effective functioning in a diverse and multicultural society. Cross-listed with IN350.

SO320. Social Stratification (3)

The study of the patterns of social, economic and political inequality among individuals, families and social groups. Particular attention paid to the causes and consequences of inequality and to such issues as social mobility, class consciousness and power.

SO326. Economy and Society (3)

This course introduces students to the relevance of the sociological perspective in understanding economic activities. Unlike classical economic theory, which mainly postulates that the market ideology is the solely tool for economic explanation, sociology has long argued that economic life is profoundly 'embedded' in social relations. Understanding how society shapes the economy helps us answer many important questions, such as: How can we explain the persistence of economic inequalities between men and women and across racial groups? How does advertising get people to buy things? How do people use their social connections to get jobs? Why do some countries become rich while others stay poor? This course will also explore the role of economic institutions in society, the influence of culture on economic exchange, production, and consumption, the process of rationalization and the division of labor. Cross-listed as IN350.

SO330. Sociology of Gender (3)

A study of the structure of gender in societies. The focus of the course in any semester may be on some of the following issues: the social construction of gender, gender socialization, institutional aspects of gender, and economic and social inequality. Cross-listed with IN251.

SO340. Field Study in Chicago (3)

Design and implement a field study research project in Chicago. Utilize the resources of the city to do primary research through interviews, observation, surveys and/or other research methods. Students complete a group research project as well as an individual field study related to their respective majors. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

SO350. Chicago Communities and Cultures (3)

Focus on the ethnic, religious, racial, economic and lifestyle diversity of Chicago's neighborhoods and the social dynamics of the city. Includes visits to city neighborhoods, major political and economic institutions, and meetings with community leaders. Studies how racism, economic displacement and violence impact the city and examines solutions surrounding these issues. Also emphasized is the role of artistic expression in community development, including blues and jazz, museums, poetry, off-Loop art galleries, dance, film and theater. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

SO351. Approaches to Sociological Theory (3)

A study of the development of the discipline of sociology. Particular emphasis placed on the classic theories, which are analyzed in terms of the social context in which they were developed.

SO355. Chicago Internship or Practicum (4-8)

An internship experience in Chicago. Varied placements available for all majors. Combines practical experience and training within an academic framework through a placement in an agency or organization. Students must complete an internship contract and a daily journal, as well as a summary paper on the internship. This course is taught in Chicago when students study at the Chicago Center. Pre-requisites: Admission to the Chicago Center.

SO361. Criminology (3)

Through the lens of major criminological theories we will explore the criminal justice system in America. Some of the topics to be included in this sociological inquiry include an extensive review of theory, contemporary criminal law/philosophy, the current face of corrections today, and cutting edge alternative paradigms that radically challenge existing notions of criminality.

SO365. Sociology of Globalization (3)

This course studies the changes in the social and economic structures of the world, especially since World War II. It focuses on the historical, economic, and social causes of globalization and the effects of these processes on global lifestyles, the environment, and social inequality. Since this course is cross-listed with IN350, Global Issues, it is writing intensive, and includes significant components of reflection and attention to ethical reasoning. Cross-listed with IN350. Pre-requisites: Junior status.

SO372. Social Movements (3)

The focus of this course will be social movements as a major cause of social change. Topics will include the social construction, history, recruitment of new members, strategies, tactics, and outcomes of major social movements. Special emphasis will be given to the role of individuals in promoting or resisting social change.

SO390. Environmental Sociology (3)

This course examines various impacts of human societies on the physical environment, as well as environmental impacts on human societies and culture. Specifically, we will explore how the U.S. and the global community are struggling to find ways of meeting our human needs for development and survival in the face of changing environmental conditions. We will explore the impact that human growth has had on our planet, the social impacts of land and resource development, and contemporary struggles over natural space involving competing ideological attachments to various landscapes and natural resources. In addition, we will explore the eco-philosophy of deep ecology and the modern environmental movement, paying specific attention to recent grassroots organizations and environmental justice issues. Cross-listed with IN350.

SO392. Urban Sociology (3)

American urban development with emphasis on the social and spatial patterns of U.S. cities, emerging life styles in the urban setting, and urban problems. Attention will be paid to urban planning, metropolitan government, the distribution and movement of jobs and industry, urban transportation, and inter-group relations.

SO395, 396, 397. Independent Study (1-3)

Directed reading and study in depth, individual research and field study in areas of student's interest. Pre-requisite: honor student or sociology major, and consent of Department Chair and instructor.

SO450. Sociological Analysis (3)

A required capstone course for sociology majors. Students in this course will review their sociological knowledge and analytical skills, and prepare a major paper. Pre-requisite: senior sociology major and satisfaction of the departmental writing proficiency.

SO470. Sociology Internship (1-6)

This course provides for an internship experience for sociology majors and minors. The student is placed as an intern in a selected community, state, social service, welfare or research agency, based on student interest and agency acceptance.

Major in Criminal Justice (40 credits)

A major in Criminal Justice offers a broad and theoretical view of the criminal justice process, including sociological and political factors related to crime and criminal justice, and prepares students for varied careers in criminal justice through specific coursework in these fields.

Millikin's vision for a degree in criminal justice is based on the leading-edge theory and practice of Restorative Justice (RJ). RJ refers to a collaborative form of justice involving active participation among victims, offenders, and the community in repairing, reconciling, and restoring relationships among all parties affected by a crime. It is the wave of the future for criminal justice practitioners, which beckons us to prepare our students for new careers in criminal justice where these principles will be in effect in future criminal justice programs.

Students may choose to pursue a Bachelor of Arts or Bachelor of Science degree.

The learning goals for the Criminal Justice major are to:

1. Analyze complex social, political, and legal contexts to address issues of crime and criminal justice related to practice.
2. Identify fundamental concepts, frameworks, and theories central to the area of criminal justice.
3. Understand the professional and ethical standards of the criminal justice profession.
4. Demonstrate knowledge and skills necessary to complete an internship or research project in the field of criminal justice.

Required Courses (31 credits)

CJ100. Introduction to Criminal Justice Professions (1)
 SO100. Introduction to Sociology (3) OR SO200. Social Solutions (3) OR PO105. The American Political System (3)
 SO201/PS201. Social Statistics (3) OR MA130 (3) (*SO201 may not be able to satisfy the University QR requirement for SO/CJ double majors, see department chair or adviser)
 CJ211/SO211. Juvenile Delinquency (3)
 CJ315. Crime & Public Policy (3)
 CJ235/PO235. Introduction to the Criminal Justice System (3)
 PH211. Ethical Theory and Moral Issues (3) OR PH305/PO305. Philosophy of Law (3) OR PH310. Political Philosophy (3)
 CJ361/SO361. Criminology (3)
 SO221. Methods of Sociological Research (3)
 CJ311/SO312. Restorative Justice (3)
 CJ 470. Criminal Justice Practicum (3) OR CJ471. Teen Justice Practicum (3)

Students must choose a minimum of 3 additional courses; 9 credits must be at the 300 level or above

CJ2XX or CJ3XX. Any courses not listed as required CJ courses above

CJ355. Forensics

CJ340 Criminal Investigations

CJ317. Judicial Process & Constitutional Issues

CJ305. Law of Evidence

CJ415. Criminal Justice Research & Analysis

CJ420 Victims in Society

CJ410. Correctional Process

CJ318. Community Policing

PO334. Civil Liberties and the Constitution

PO330. Constitutional Law

SO232. Deviance

HI210. Violence in America

Or other courses approved by the program director or chair

Criminal Justice Minor (21 Credits)

The minor in Criminal Justice at Millikin University is intended to expose students to a wide range of criminology theory, concepts, and ideas. Rather than emphasizing the mere technical aspects of law enforcement, the minor offers a broad and critical understanding of crime and law in the U.S., related to practice in a variety of fields and occupations within the criminal justice and legal systems. The minor also requires a hands-on practicum experience (3 credit; 120 hours) in teen or criminal justice. Criminal Justice minors are strongly encouraged to take social science statistics (SO201/PS201) as their quantitative reasoning requirement.

A minimum of 21 credit hours is required, with at least 9 credits earned in courses numbered 300 or above.

The following courses are required to receive the Criminal Justice Minor:

Prerequisites: Intro to Sociology (SO100) OR Social Solutions (SO200) OR Intro to the American Political System (PO105)

*Recommended: Statistical Methods (SO201/PS201) for University quantitative reasoning requirement.

CJ235/PO235. Introduction to the Criminal Justice System (3)

CJ211/SO211 Juvenile Delinquency (3)

CJ311/SO312 Restorative Justice (3)

CJ361/SO361. Criminology (3)

CJ470 or CJ471. Teen Justice or Criminal Justice Practicum (3)

In addition, minors must take at least two criminal justice electives (see list of electives above).

Internship Description

The Criminal Justice Practicum encourages career exploration in the criminal justice system, as a required final course for students pursuing the minor. The structure of this program stresses integration of academic studies and workforce experience, determination of learning goals, cultivation of independent learning skills, development of increased awareness of community and public affairs, and understanding of diversity in the work place. By working with the teen justice program or criminal justice agencies, students will be placed in a community setting which will help students answer their own questions about possible career choices in these fields.

Criminal Justice Certificate

Students who complete a certificate in Criminal Justice will be able to identify and understand the primary agents of the U.S. criminal justice system, and to critically evaluate criminal justice programs and policies, as well as, alternative approaches to crime. Students will engage in performance learning activities as an integral part of their certification through a critical examination of criminal justice programming during on-site visits, meetings with field professionals, and classroom assignments requiring students to develop and propose their own criminal justice program utilizing contemporary theory, scholarship and research in criminal justice.

Required Courses: 12 credits

CJ235/PO235. Introduction to the Criminal Justice System (3)
 CJ211/SO211. Juvenile Delinquency (3)
 CJ361/SO361. Criminology (3)
 CJ311/SO312. Restorative Justice (3)

Enrollment Guidelines:

The certificate requires fewer hours than the full Criminal Justice minor and is not equivalent to the minor. This is a stand-alone program of focused study. Current degree-seeking students or new part-time non-degree seeking students or community members, with a high school diploma, may enroll in this program. The certificate is intended to provide a foundational set of courses in criminal justice. Students will be able to complete the required coursework in 2-4 semesters. Students who are majors or minors in Criminal Justice may not complete the certificate as well.

Criminal Justice Courses (CJ)**CJ100. Introduction to Criminal Justice Professions (1)**

Criminal justice careers typically fall into one of two categories: law enforcement or legal. But contrary to what many may know about the career opportunities in criminal justice, it is more than just becoming a cop or a lawyer. In this course, students will be given a practical, comprehensive toolkit that easily explains the extensive operations and the scope of employment possibilities and opportunities in the criminal justice profession. They cover many criminal justice functions and career paths that are seldom discussed when preparing for a career in criminal justice. There will be a focus on how to obtain employment in a career field that fits personal strengths and aspirations and emphasizes the value of internships and service learning as tools to obtain the desired position.

CJ211. Juvenile Delinquency (3)

What, exactly, is delinquency? Are young people becoming more delinquent/violent? Why do some youths engage in relatively high levels of delinquency and drug use? How do popular conceptions of delinquency compare to reality? Are current delinquency-control policies effective? These questions and others will be the focus of this course. Through readings, lectures, and class discussions we will explore some of the core issues in the study of delinquency and youth violence. These issues will be approached from the wide variety of perspectives that have influenced criminologists including biological, psychological, sociological, and historical perspectives. (Special attention will be given to social-psychological theories as they currently dominate the field). Cross-listed with IN251.

CJ233. Deviance (3)

This course will examine the varied behaviors considered to be deviant in contemporary western societies, the socially constructed nature of deviance, and the development of public policies for the control of deviant acts. Special emphasis will be given to the definition of deviance, the measurement of deviance, theories of deviant behavior, the deviant career and the development of social control strategies in contemporary society. Cross-listed with IN251.

CJ235. Introduction to the Criminal Justice System (3)

This course introduces students to the criminal justice system, by reviewing and understanding the roles of the three main components: police, courts and corrections. Cross-listed with IN251.

CJ305. The Law of Evidence (3)

This survey course focuses on the Federal Rules of Evidence (and in some instances, the Illinois Evidence Code), related case law, and those constitutional concepts that limit proof at criminal trials. Students will explore the origin, development, philosophy and constitutional basis of the rules of evidence used in criminal proceedings in the United States. Students will become familiar with the features of evidentiary procedures, such as real and physical evidence, relevance, burdens of proof, presumptions, stipulations, competency, privileges, cross-examination, hearsay and its exceptions, and expert opinion testimony.

CJ311. Restorative Justice (3)

This course will introduce students to the theory, concept, and practice of restorative justice. After an extensive review of the tradition and history of restorative justice, and contemporary research and scholarship, students will have a performance learning opportunity to participate in a restorative justice program or activity in the local community. Course learning materials and assignments will be directed toward a cumulative assignment in which students evaluate a criminal justice program or agency in relation to its use of restorative justice principles and practices.

CJ315. Crime and Public Policy (3)

Crime in the United States has fluctuated considerably over the past thirty years, as have the police approaches to deal with it. During this time criminologists and other scholars have helped to shed light on the role of incarceration, prevention, drugs, guns, policing, and numerous other aspects to crime control. Yet the latest research is rarely heard in public discussions and is often missing from the desks of policymakers. The course is designed to review existing literature, discuss the methodological rigor of the research, identify what policies and programs the research suggests, and then point to policies now implemented that fail to reflect the evidence. Students will learn of the criminal justice system (juvenile

justice, police, prisons, probation and parole, sentencing) and how broader aspects of social life inhibit or encourage crime (biology, schools, families, communities).

CJ317. Judicial Process and Constitutional Issues (3)

This course will first acquaint students with the process of judicial decision making in trial courts as well as courts of review. The binding effect of court decisions through case law precedent will be explained. The course will then shift emphasis to a discussion of court decisions regarding constitutional issues raised in criminal cases. Students will learn about the various stages of a criminal prosecution from the time of arrest through final court resolution. Opinions of the United States Supreme Court, as well as other courts of review, will be analyzed throughout this process. Constitutional issues commonly raised in criminal cases will be discussed in detail, including 4th Amendment Rights related to search and seizure, 5th Amendment Rights related to police interrogations, and the 6th Amendment Right to counsel.

CJ318. Community Policing (3)

This course will review the current focus on community based policing and its use in contemporary society. Students will be asked to consider whether this is a new approach or a return to historic policing approaches. Students will be expected to identify the effectiveness of emerging practices that focus on community based policing. Students will learn to identify the differences between generalist and specialist applications of community policing tactics.

CJ340. Criminal Investigations (3)

This course is designed to introduce the student to the unique aspects of criminal investigation, as distinguished from other areas of police service. Students will explore investigative theory, the collection and preservation of evidence, sources of information, concepts of interviewing and interrogation, the use of forensic sciences, and trial preparation. Emphasis will be placed on investigative techniques employed, identification of motives and modus operandi, and the use of informants. Gathering information through interviews and interrogations as well as the legal aspects of crime solving will be integral parts of the focus of the course. This course also examines concepts and methods of investigation of specific forms of crime (For example, homicide, rape, and robbery).

CJ355. Forensics (3)

This course provides students with a basic understanding of the nature of physical evidence and its role in the criminal justice system. Students will explore basic scientific and legal principles involved with the identification, collection, preservation and analysis of forensic evidence. Students will be exposed to specific items of physical evidence including their components, manufacture, methods of analysis, and value in case work. Students will engage in the application of specific methods in an effort to successfully resolve various criminal justice problems.

CJ361. Criminology (3)

Through the lens of major criminological theories we will explore the criminal justice system in America. Some of the topics to be included in this sociological inquiry include an extensive review of theory, contemporary criminal law/philosophy, the current face of corrections today, and cutting edge alternative paradigms that radically challenge existing notions of criminality.

CJ410. The Correctional Process (3)

The focus of this course is to introduce the student of criminal justice to the American correctional system. This course analyzes the development of correctional practices in the handling of those convicted of crimes from early to modern times. Students will explore correctional institutions including the subject areas of penology, correctional science, the sociology of punishment or penal sanctions, and the study of social control. Students will come to understand exactly how correctional institutions implement the incarceration function for society, and in turn, are both shaped and shapers of culture. This course will also consist of an in-depth analysis regarding subcomponents (e.g. bail, jail, probation, different types of prisons, the death penalty, community-based programs, parole, release and reentry) of the correctional "subsystem" in criminal justice. An appreciative understanding will be sought by requiring students to think critically about life in prison, and the socio-cultural or psychological aspects of inmate "society."

CJ415. Criminal Justice Research and Analysis (3)

This course provides an overview of social science research methods, applied statistical techniques, and statistical software used in the study of criminal justice. Students will engage in problem definition, proposal writing, study design, information gathering, literature reviews, data analysis and interpretation, as well as writing and presenting research on criminal justice. Particular attention will be given to research design, sampling techniques, interviewing, questionnaire or survey instrumentation, and observation-participation techniques.

CJ420. Victims in Society (3)

This course focuses upon crime and the justice system from the victims' perspective. Students will study and gain understanding of the legal, social, psychological and economic perspectives, approaches and consequences of victimization from an individual, institutional, and legal point of view. This course will examine the levels, dynamics and major correlates and consequences of primary and secondary criminal victimization, and the appropriateness of a variety of formal and informal responses aimed at preventing and/or remedying them. Emphasis throughout the course will be upon developing students' skill at systematically clarifying the definition of those problems and proposed or existing responses, as well as understanding and applying criteria and methods by which alternative responses might be evaluated.

CJ470. Criminal Justice Practicum (3)

This course is designed to offer students opportunities to further develop their knowledge of research and practice in the field of criminal justice, as distinct from teen restorative justice. Students will work with the criminal justice program to develop skills relevant to the workplace, develop personal contacts, expand upon networking strategies, and to have a close and personal view of how criminal justice is practiced in Macon County. This course is designed to provide students with practical learning opportunities with Criminal Justice, Legal, and Social Service agencies within Macon County.

CJ471. Teen Justice Practicum (3)

This course is designed to offer students opportunities to further develop their knowledge of research and practice in the field of teen justice, as distinct from criminal justice. Students will work with the teen justice program to develop skills relevant to the workplace, develop personal contacts, expand upon networking strategies, and to have a close and personal view of how restorative teen justice is practiced in Macon County.

Spanish

See listing under Modern Languages

College of Fine Arts

Dean Laura Ledford • (217) 362-6499

Philosophy

The College of Fine Arts recognizes the importance of developing effective responses to both the aesthetic and intellectual aspects of human experience. The College views liberal education and professional competence in the arts as being goals closely related to, compatible with, and worthy of lifelong pursuit. Through Millikin's unique approach to education, Performance Learning, students practice their craft and hone their skills as artists in an environment infused with entrepreneurial spirit and professional expectations. While the College offers career training in the techniques and disciplines unique to the artistic crafts and professions, it also prescribes for its majors those disciplines taught in other departments considered essential for rounding out the artist's education.

Mission

The College of Fine Arts is committed to the instruction of both aspiring professionals in the performing and creative arts and those who wish to enrich their aesthetic experience or to develop an avocation. Opportunities for all students to grow aesthetically and to increase in sensitivity to their cultural environment are provided by the College's curricular, co-curricular and extracurricular contributions to the campus and surrounding communities.

Learning Goals:

1. Promote the highest level of competence in craft while encouraging creative ability, critical judgment and persistent search for aesthetic and intellectual truth.
2. Instill in students an understanding of the theory and history as well as the practice of the arts.
3. Develop critical abilities of students in the fine and performing arts that enable them to continue beyond Millikin as life-long learners and professionals.
4. Foster in students a capability to engage the intellectual and emotional truths of the human experience reflected in the arts.

Scholarships

Scholarships are offered annually to many entering students through evaluation of their achievements, competencies, and potential in Music, Theatre and Dance, Arts Technology, and Art through auditions, interviews, or portfolio reviews. These auditions, interviews, or portfolio reviews are offered on campus, or in some cases online, on scheduled dates and by appointment through the academic year.

Further information and exact dates of auditions, interviews, and portfolio reviews may be obtained by contacting the Arts Technology and Administration Department, the Art Department, the School of Theatre and Dance, or the School of Music or by calling Millikin's general information number at 1-800-373-7733, then pushing 3 (in Illinois). Or phone the School of Music at 217-424-6300; School of Theatre and Dance at 217-424-6282; the Arts Technology and Administration Department or the Art Department at 217-424-6227. See also www.millikin.edu/cfa.

Degree Requirements

All students in the College of Fine Arts are required to complete the University Studies curriculum and the requirements for a major within the College. Please see the Graduation Requirements for specific Bachelor of Arts and Bachelor of Science degree requirements.

Art

Lyle Salmi, Chair

Art, B.A.

Art: Studio, B.F.A.

Art: Studio Intermedia, B.F. A.

Art Therapy, B.F.A.*

Graphic Design/Computer Art, B.F.A.

Specialist Teaching Certificate (K-12)**

* Interdisciplinary major with degree by College of Fine Arts

**in conjunction with Secondary Education degree

Arts Technology and Administration

Jessa Wilcoxon, Chair

Arts Administration, B.A.

Art concentration

Arts Technology concentration

Dance concentration

Music concentration

Theatre concentration

Arts Administration, B.S.

Art concentration

Arts Technology concentration

Dance concentration

Music concentration

Theatre concentration

Arts Technology, B.A.

Audio Engineering & Production concentration

Interactive Media concentration

Live Event Technology concentration

Video Production & Cinema concentration

Visual Media concentration

Arts Technology, B.S.

Audio Engineering & Production concentration

Interactive Media concentration

Live Event Technology concentration

Video Production & Cinema concentration

Visual Media concentration

School of Music

Brian Justison, Director

Commercial Music, B.M.

Music, B.A.

Music Business, B.M.

Music Education, B.M.

Instrumental emphasis

Music Education, B.M.

Vocal emphasis

Music Performance, B.M.

Instrumental emphasis

Music Performance, B.M.

Piano emphasis

Music Performance, B.M.

Vocal emphasis

School of Theatre and Dance

Mary Black, Director

Musical Theatre, B.F.A.

Theatre, B.F.A.

Acting concentration

Design and Production concentration

Stage Management concentration

Theatre & Performance Studies, B.A.

Art Department

Lyle Salmi, Chair

Art Department Faculty

Full-Time: Jonathan Haag, Jennifer Holt, Lyle Salmi, Mirela Tanta, Edwin G. Walker

The Art Department is located in Kirkland Fine Arts Center. The painting studio, drawing studio, printmaking studio, a photographic darkroom, and a lighting studio, provide students with the spaces and equipment to work in two-dimensional media. The art history lecture room, a projection room and two art galleries provide a total environment designed to enrich the educational atmosphere of each Millikin student. The ceramics and metal sculpture studios provide for ceramic and three-dimensional art experiences. Graphic design and computer graphics studios/labs are located in the University Commons and offer ideal studio space for these important areas.

Perkinson, and Lower galleries in Kirkland feature invitational exhibits of national prominence. A multi-media classroom supplements the teaching of art history and art appreciation courses. Student run ventures such as the Blue Connection Gallery, Carriage House Press, and Ignite Design Studios showcase examples of performance learning and entrepreneurship in the arts. This along with art therapy internships at Decatur Memorial Hospital and the Cancer Care Center provide students with the necessary hands-on real world experiences for professional success.

Mission Statement

The Art Department is committed to provide students with the opportunities to achieve excellence in the visual arts. We emphasize learning through individual attention, with a focus on the intellectual, aesthetic, and professional development of each student through the process of doing/learning/becoming.

All students must submit a portfolio for review to be admitted to the program. In addition to being an admission requirement, the portfolio is also used as a tool to recommend College of Fine Arts Scholarships for deserving students. The B.A. degree in art is not to exceed 59 credits in art plus the B.A. requirements as listed in the College of Arts and Sciences section of this Bulletin. The B.F.A. degree requires a minimum of 60 credits in art plus a one-person senior show or in special circumstances, a collaborative group show.

All BA and BFA degree candidates must successfully complete both the sophomore and senior reviews of their work by the department faculty in order to fulfill the art department degree requirements for graduation. In addition, all BFA candidates must work with the faculty in their respective areas and put together a thesis exhibition of work demonstrating proficiency in at least two areas of concentration. This work must have been completed while a student in the art department at Millikin University. For transfer students, work produced at previous institutions will not be accepted as part of the thesis exhibition. Assessment of learning goals occurs constantly throughout the curricula but specifically during Sophomore and Senior reviews for all art majors. For details, please visit www.millikin.edu/art.

Art Department Learning Goals

The Art Department learning goals are personal engagement, technical skills, time management, critical analysis, and professional skills.

B.A. Learning Goals and Curriculum

Art Department learning goals are interwoven throughout the art student's academic curriculum beginning with mandatory foundation courses in Design and Drawing. The BA in Art is meant to be flexible allowing a student with an interest in art to explore possible areas of interest while anchoring their overall academic experience within the liberal arts environment. Specific goals for the BA Art major are as follows:

1. Personal Engagement: demonstrating a commitment to the program, discipline of art, and individual artistic expression in an effort to gain personal growth and understanding.
2. Mastering Technical Skills: executing techniques at a professional level and understanding as applicable with various art media.
3. Time Management: making maximum use of time, creative energy, and resources in a professional manner.
4. Critical Analysis: formulating intelligent positive and negative responses to personal work as well as work of one's peers.
5. Professional: working towards a level of professionalism within ones art and consequently seeking out opportunities for professional experiences within ones discipline.

B.F.A. Learning Goals and Curriculum

Art Department learning goals are interwoven throughout and continually reinforced within the art student's academic curriculum beginning with mandatory foundation courses in Design and Drawing. The expectation for the BFA Art major is to develop a professional quality portfolio focusing on two main areas of interest and culminating in a senior exhibition. Specific goals for the BFA Art major are as follows:

1. Personal Engagement: demonstrating a commitment to the program, discipline of art, and individual artistic expression in an effort to gain personal growth and understanding.
2. Mastering Technical Skills: executing techniques at a professional level and understanding as applicable with various art media.
3. Time Management: making maximum use of time, creative energy, and resources in a professional manner.
4. Critical Analysis: formulating intelligent positive and negative responses to personal work as well as work of one's peers.
5. Professional: working towards a level of professionalism within ones art and consequently seeking out opportunities for professional experiences within ones discipline.

Bachelor of Arts (B.A.) Degree in Art (124 credits)

The BA degree in Art is designed for the student who may wish to have a well-rounded experience in the visual arts. Emphasis is on a broad-based educational experience that gives the student more flexibility in terms of coursework in the arts. Refer to the Art Department BA degree Learning Goals and Curriculum, and the University Studies requirements for more information. Students pursuing a Bachelor of Arts degree in Art must complete additional requirements. Please see the Graduation Requirements for specific Bachelor of Arts degree requirements.

Required courses in Art (59 Credit maximum including art electives)

AR103. Drawing I (3)
 AR104. Drawing II (3)
 AR105. 2D Design (3)
 AR106. 3D Design (3)
 AR125. Intro to Graphic Design (3)
 AR215. Printmaking (Fall or Spring). (3)
 AR217. Painting (Fall or Spring) (3)
 AR236. Beginning Digital Photo (Fall or Spring) (3)
 AR241. Sculpture (Fall or Spring) (3)
 AR304. Contemporary Art History (3)
 AR390. Blue Connection (BA capstone) (3)

Select three from the remaining five courses:

AR301. Ancient & Medieval Art History (3)
 AR302. European Art: 14th through 18th Century (3)
 AR303. Modern Art: 19th & 20th Century (3)
 AR305. Non-Western Art History (3)
 AR360. Topics in Art History (3)

Art Electives (17 credits)

May choose from the following:

AR201. Computer Art & Design (3)
 AR210. Introduction to Art Therapy (3)
 AR213, AR313, AR413. Figure Drawing (3)
 AR215, AR315, AR415. Printmaking (3)
 AR217, AR317, AR417. Painting (3)
 AR231, AR 331, AR431. Ceramics (3)
 AR341, AR441. Sculpture (3)
 AR310. Art Therapy Materials/Methods (3)
 AR320. Topics in Art (3)
 AR325. Branding and Package Design (3)
 AR380. Advanced Studio Practicum (1-3)
 AR400. Art Therapy Seminar (3)

Required Courses in Entrepreneurship (6 credits)

ET 380. The Art of Entrepreneurship (3)
 AR 390. Blue Connection (BA capstone) (3)

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Bachelor of Arts (BA) Degree in Art with K12 Licensure*

The BA degree in Art with K12 Licensure is designed for the student who may wish to have a well-rounded experience in the visual arts, along with the coursework for K12 Licensure in Education. This licensure meets the requirements for teaching art in the K12 setting. Emphasis is on a broad-based educational experience that gives the student more flexibility in terms of coursework in the arts. Students must complete all the degree requirements for the Bachelor of Arts Degree in Art, along with the K12 Licensure coursework in the School of Education. Refer to the Art Department BA degree Learning Goals and Curriculum, and the University Studies requirements, listed on page 8, for more information. Students pursuing a Bachelor of Arts degree in Art must complete additional requirements in Modern Languages, as described in the College of Fine Arts section of this bulletin. Students may select to add a concentration in Special Education, English as a Second Language, or Bilingual Education to their education major. Completion of this concentration will meet the requirements of adding this area as an added endorsement on to the teaching license.

K12 Education Licensure

Students may qualify for certification to teach art at all grade levels in school, kindergarten through 12th grade. Such students must complete requirements for secondary education (see the teacher education section of this Bulletin) including general education and professional education courses.

Required courses in Art (59 credits maximum including art electives)

*refer to School of Education K12 Licensure requirements.

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Bachelor of Fine Arts (BFA) Degree in Studio Art (124 credits)

The B.F.A. degree in studio art is designed to provide an intensive studio experience in order to prepare students for professional practice as an artist in their chosen areas of focus. The studio art major may select an area of interest from any of the studio disciplines including painting, printmaking, ceramics, drawing, sculpture, design, and photography. Students may begin exploring their chosen area at the beginning of the sophomore year. Studio art majors focus on developing professional studio skills and personal artistic expression within their specific discipline. Emphasis is on the development of a creative body of work with proficiency in at least two distinct areas of study within the art curriculum. They work closely with faculty within each area to produce a body of high quality work either in preparation for attending graduate school or pursuing the establishment of their own art studio. The B.F.A. studio art major degree requires a minimum of 60 credits in art and a senior B.F.A. exhibition.

Required Courses in Art: (60 credits minimum including art electives)

AR103. Drawing I (3)
 AR104. Drawing II (3)
 AR105. 2D Design (3)
 AR106. 3D Design (3)
 AR304. Contemporary Art History (3)
 AR381. Advanced Studio Practicum Capstone (3)
 AR390 Blue Connection (3)

Select three from the remaining five courses:

AR301. Ancient & Medieval Art History (3)
 AR302. European Art: 14th through 18th Century (3)
 AR303. Modern Art: 19th & 20th Century (3)
 AR305. Non-Western Art History (3)
 AR360. Topics in Art History (3)

1st Area of Concentration: (12 credits minimum) sequence of four studio courses in one subject
 2nd Area of Concentration: (9 credits minimum) sequence of three studio courses in one subject

Art Electives: (12-27 credits)

May choose from the following:

AR131. Introduction to Ceramics (3)
 AR125. Introduction to Graphic Design (3)
 AR201. Computer Art & Design (3)
 AR213, AR313, AR413. Figure Drawing (3)
 AR215, AR315, AR415. Printmaking (3)
 AR217, AR317, AR417. Painting (3)
 AR231, AR 331, AR431. Ceramics (3)
 AR236. Beginning Digital Photography (3)
 AR241, AR341, AR441. Sculpture (3)
 AR320. Topics in Art (3)
 AR380. Advanced Studio Practicum (1-3)

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Bachelor of Fine Arts Degree in Studio Art/Intermedia (124 credits)

The B.F.A. degree in Studio Art/Intermedia is designed to provide an intensive studio and technology experience in order to prepare students for professional practice as an artist in their chosen areas of focus. The Studio Art/Intermedia major may select an area of interest from any of the studio disciplines including painting, printmaking, ceramics, drawing, sculpture, design, and photography as their first area of concentration. The second concentration will be from arts technology courses such as video, computer programming, animation, audio, installation, lighting, and sound. Students may begin exploring their chosen area(s) at the beginning of the sophomore year. Studio art majors focus on developing professional studio skills and personal artistic expression within their specific discipline. Emphasis is on the development of a creative body of work(s) that make connections between one traditional studio area concentration and an arts technology area of concentration, with the goal of producing work that moves beyond the traditional art forms and creates new synergies between the various mediums. They work closely with faculty within each concentration area(s) to produce a body of high quality work either in preparation for attending graduate school or pursuing the establishment of their own art studio. The B.F.A. Studio Art/Intermedia degree requires a minimum of 60 credits in art/arts technology and a senior B.F.A. exhibition.

Required Courses in Art: (51 credits minimum including art electives)

AR103. Drawing I (3)
 AR104. Drawing II (3)
 AR105. 2D Design (3)
 AR106. 3D Design (3)
 AR304. Contemporary Art History (3)
 AR381. Advanced Studio Practicum Capstone (3)
 AR390 Blue Connection (3)

Select three from the remaining five courses:

AR301. Ancient & Medieval Art History (3)
 AR302. European Art: 14th through 18th Century (3)
 AR303. Modern Art: 19th & 20th Century (3)
 AR305. Non-Western Art History (3)
 AR360. Topics in Art History (3)

Required Courses in Arts Technology:

AT 110 Intro to Digital Media (3), AT 157 Storytelling (3), AT 151 Lighting/ Photo/Video(2)

1st Area of Concentration: (12 credits minimum) sequence of four studio courses in one subject

2nd Area of Concentration: (9 credits minimum) sequence of three arts technology courses

Art Electives: (12-27 credits)

May choose from the following:

AR131. Introduction to Ceramics (3)
 AR125. Introduction to Graphic Design (3)
 AR201. Computer Art and Design (3)
 AR213, AR313, AR413. Figure Drawing (3)
 AR215, AR315, AR415. Printmaking (3)
 AR217, AR317, AR417. Painting (3)
 AR231, AR 331, AR431. Ceramics (3)
 AR236. Beginning Digital Photography (3)
 AR241, AR341, AR441. Sculpture (3)
 AR320. Topics in Art (3)
 AR380. Advanced Studio Practicum (1-3)

University Studies Requirements:

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College.

See the section on Graduation Requirements in the Bulletin for those programs

Bachelor of Fine Arts (B.F.A.) Degree in Art Therapy (124 credits)

This major is offered for students who wish to prepare for a career, which uses art as a form of therapy. Successful completion of course requirements in art and psychology will enable the major to apply for positions in psychiatric institutions, hospitals, correctional facilities and other types of rehabilitation centers; or apply for entrance into select graduate schools to follow a program leading to a master's degree and certification as an art therapist.

The B.F.A. degree in Art Therapy requires a minimum of 60 credits in art and 18 credits in psychology and a senior B.F.A. exhibition.

Required Courses in Art: (60 credits minimum including art electives)

AR103. Drawing I (3)
 AR104. Drawing II (3)
 AR105. 2D Design (3)
 AR106. 3D Design (3)
 AR210. Introduction to Art Therapy (3)
 AR304. Contemporary Art History (3)
 AR310. Art Therapy Materials/Methods (3)
 AR381. Advanced Studio Practicum Capstone (3)
 AR390 Blue Connection (3)
 AR400. Art Therapy Seminar (3)
 AR470. Art Internship (3)

Select three from the remaining five courses:

AR301. Ancient and Medieval Art History (3)
 AR302. European Art: 14th through 18th Century (3)
 AR303. Modern Art: 19th and 20th Century (3)
 AR305. Non-Western Art History (3)
 AR360. Topics in Art History (3)

1st Area of Concentration (12 credits minimum) sequence of four studio courses in one subject

2nd Area of Concentration (9 credits minimum) sequence of three studio courses in one subject

Art Electives:

May choose from the following:

AR125. Introduction to Graphic Design (3)
 AR131. Introduction to Ceramics (3)
 AR201. Computer Art & Design (3)
 AR213, AR313, AR413. Figure Drawing (3)
 AR215, AR315, AR415. Printmaking (3)
 AR217, AR317, AR417. Painting (3)
 AR231, AR 331, AR431. Ceramics (3)

AR236. Beginning Digital Photography (3)
 AR241, AR341, AR441. Sculpture (3)
 AR320. Topics in Art
 AR380. Advanced Studio Practicum (1-3)

Required Courses in Psychology/Sociology:

PS130. Introductory Psychology (3)
 PS310. Principles of Psychopathology (3)
 PS318. Personality Theory (3)
 PS340. Lifespan Development (3)
 Sociology elective (3)
 Psychology elective (3)

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Bachelor of Fine Arts (B.F.A.) Degree in Graphic Design/Computer Art (124 credits)

The graphic design/computer art major is designed to provide students with special skills, experiences and artistic guidance. These experiences introduce students to the world of visual communications. The program emphasizes commercial and computer graphic design relative to print and electronic media. Emphasis is placed on developing creative concepts, learning techniques and solving problems that will prepare students for future career opportunities. A special program for seniors provides them with client/designer experiences. Senior students design all types of collateral marketing and promotional material for various community businesses and organizations to give them solid work experience. Computer design training will place students at the forefront of technology and prepare them for the future of visual communication. The B.F.A. in Graphic Design/Computer Art degree requires a minimum of 60 credits in art and a senior B.F.A. exhibition.

Required Courses in Art: (60 credits minimum including art electives)

AR103. Drawing I (3)
 AR104. Drawing II (3)
 AR105. 2D Design (3)
 AR106. 3D Design (3)
 AR304. Contemporary Art History (3)
 AR390 Blue Connection (3)
 AR425. Graphic Design: Portfolio (serves as B.F.A. Capstone) (3)

Select three from the remaining five courses:

AR301. Ancient and Medieval Art History (3)
 AR302. European Art: 14th through 18th Century (3)
 AR303. Modern Art: 19th and 20th Century (3)
 AR305. Non-Western Art History (3)
 AR360. Topics in Art History (3)

1st Area of Concentration Required Courses in Graphic Design (18 credits)

AR125. Introduction to Graphic Design (3)
 AR201. Computer Art & Design (3)
 AR225. Graphic Design: Illustration (3)
 AR236. Beginning Digital Photography (3)
 AR324. Typography (3)
 AR325. Branding & Package Design (3)
 AR327. Computer Art and Design - Creative Concepts (3)
 AR470. Art Internship (3)

2nd Area of Concentration (9 credits minimum) sequence of three studio courses in one subject

Art Electives (6-27 credits):

May choose from the following:

AR125. Introduction to Graphic Design (3)
 AR131. Introduction to Ceramics (3)
 AR201. Computer Art & Design (3)
 AR213, AR313, AR413. Figure Drawing (3)
 AR215, AR315, AR415. Printmaking (3)
 AR217, AR317, AR417. Painting (3)
 AR231, AR 331, AR431. Ceramics (3)
 AR236. Beginning Digital Photography (3)
 AR241, AR341, AR441. Sculpture (3)
 AR320. Topics in Art
 AR380. Advanced Studio Practicum (1-3)

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Bachelor of Fine Arts (BFA) Degree in Studio Art with K12 Licensure*

Students must complete all the requirements for the Bachelor of Fine Arts Degree, in addition to successfully completing the K12 Licensure in the School of Education. Students may select to add a concentration in Special Education, English as a Second Language, or Bilingual Education to their education major. Completion of this concentration will meet the requirements of adding this area as an added endorsement on to the teaching license.

K12 Education Licensure

Students may qualify for certification to teach art at all grade levels in school, kindergarten through 12th grade. Such students must complete requirements for secondary education (see the teacher education section of this Bulletin) including general education and professional education courses.

Required courses in Art (60 credits minimum including art electives)

*refer to School of Education K12 Licensure requirements.

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Art Courses (AR) (Credits)

AR101. Discourses in Media & Design (3)

This course introduces students to ongoing conversations in the arts, media and design. It offers students an occasion to perform the visual, verbal, and conceptual skill-sets essential to describing and analyzing aesthetic forms. Students will consider composition, color, and texture (among others) as they apply to advertising, performance art, media, and film (among others). Lectures, discussions, readings, and experiential assignments will draw from a variety of media, cultures, and periods.

AR103. Drawing I (3)

Introduction to drawing with emphasis on learning skills of observation and representation of still-life and photo images. Charcoal, pencil, crayon, conte and wash techniques will be used. Required of majors before admission to courses numbered above 100.

AR104. Drawing II (3)

Continued development of formal drawing skills. In-depth examination of observational issues. Exploration of idea and image development along with extended approaches to process, figure/ground, and series development. May include exploration of figurative issues.

AR105. 2D Design (3)

Comprehensive study of principles and elements of two-dimensional composition. Topics covered include line, shape, texture, value, space, rhythm, balance, unity, variety, repetition, movement, scale and proportion. Color projects are introduced to develop artistic awareness and solutions to color theory. Studio and lecture. Required of majors before admission to courses numbered above 100.

AR106. 3D Design (3)

Comprehensive study of principles and elements in three-dimensional composition. Topics covered include three-dimensional form and its relationship to design elements and principles in a variety of media. Studio and lecture.

AR107. Introduction to Studio Art (3)

A course designed for non-art majors to fulfill the general education requirement in creative arts. Emphasis is on studio experiences in painting, watercolor, hand built pottery, raku firing, linoleum prints, silk- screen and selected craft techniques. May not be counted toward a major in art.

AR131 Introduction to Ceramics (3)

An introductory course to gain experience with the material of clay as a means of artistic expression. Assignments, lectures and demonstrations emphasize hand building (pinch, coil, slab), wheel throwing and surface techniques for low and high fire ceramic processes.

AR125. Introduction to Graphic Design (3)

An introduction to the techniques, processes, mediums and concepts in Graphic Design. Students will learn to apply design principles relative to hands on projects in both print and digital media.. Studio and lecture.

AR201. Computer Art & Design (3)

Designed to apply computer technology to solving visual problems in fine arts and graphic design. Emphasis is on individual expression and acquiring skills to effectively communicate through computer graphics. Students are introduced to fundamentals of computer graphics through lecture, presentation, discussion and hands-on experiences.

AR210. Introduction to Art Therapy (3)

This course provides an introduction to the profession of art therapy. It includes an overview of the history, theories and foundations of art therapy as well as its application with various populations. Students will learn about the creative process and visual expression as it relates to healing, along with ethical considerations of art therapy practice. Course format is readings, lectures, discussion, visual presentations and hands-on experiences.

AR213. Beginning Figure Drawing (3)

Introduction to the study of the human form through drawing. Emphasis on the development of basic skills used in representational drawing of the figure. Attention will be given to the development of formal and technical skills including: line quality, use of value, composition, anatomy & structure, and figure/ ground relationships.

AR313, 413. Intermediate/Advanced Figure Drawing (3)

A series of courses in the continuation of the study of the human form. Emphasis on individualized approach to drawing the figure as an art form. Attention will be given to exploration of figure/ ground relationships, development of expressive content, uses of narrative, and relationship of imagery to technique.

AR215, 315, 415. Printmaking (3)

A series of courses (beginning through advanced) in printmaking designed to introduce students to various techniques and materials used in the print as a fine art form. Continued development of imagery and integration of multiple techniques are encouraged beyond the beginning level. Emphasis on monotype, collagraph, drypoint, relief, and etching, as well as exploration of other printmaking and drawing techniques.

AR217, 317, 417. Painting (3)

A series of courses (beginning through advanced) in the study of various concepts and techniques used in painting. Emphasis on the development of the skills and knowledge necessary to form a personal approach to expression through the medium of painting. Topics covered include: color (local, expressive), color temperature, light on form, inventing form.

AR225. Graphic Design: Graphic Design and Illustration (3)

Examination of multiple illustration techniques. Emphasis given to learning the systematic processes employed in graphic illustration. Extensive study of typography also emphasized. Studio and lecture.

AR236. Beginning Digital Photography (3)

This class is an introduction to digital photography. Both technical and aesthetic issues will be covered, including the understanding and use of digital cameras and their applications, such as using proper exposure techniques and lighting, depth of field, and shutter speed. Students will also review the principles of design and elements of composition to show how they apply to the craft of photography. Historical photographers, as they relate to the various assignments, will be discussed along with photographic history. Digital outputting and portfolio preparation will also be taught, along with an introduction to Photoshop. Students will be expected to provide their own digital camera capable of manual settings, i.e. to be able to manually change aperture, shutter speed, and ISO setting. Students will also be responsible for any printing and mounting costs.

AR241, AR341, AR441. Sculpture (3)

A series of courses (beginning through advanced) offering investigation into materials and contemporary issues in three-dimensional art. A context is presented for the exploration of creative concerns and instruction on the uses of various tools and equipment including electric and gas welding.

AR301. Ancient and Medieval Art History (3)

Art and architecture from prehistoric times through the Gothic period.

AR302. European Art: 14th through 18th Century (3)

Painting, sculpture and architecture in Italy and the North during the Renaissance, Baroque and Rococo periods.

AR303. Modern Art: 19th and 20th Century (3)

Painting, sculpture and architecture from Romanticism through World War II.

AR304. Contemporary Art History (3)

Survey of developments in American and European visual art from World War II to the present. Students examine critical issues along with style and meaning in contemporary art.

AR305. Non-Western Art History (3)

An introduction to the art and culture of Africa, India, China, Japan, Oceania, Ancient America & Native America, with emphasis both on style and the way in which the art functions in each of these societies.

AR310. Art Therapy Materials and Methods (3)

Art Therapy Materials and Methods uses the ideas in studio classes, work created by students and multiple materials to gain insight in how others use and express in the art mediums. Group ideas and dynamics as well as specific guidelines for working with diverse populations.

AR320. Topics in Art (3)

This course focuses on a theme in one of the following areas in art: graphic design, painting, printmaking, drawing, photography, art therapy, ceramics or sculpture.

AR324. Typography (3)

This course is an investigation of typography's unique ability to be informative, expressive, and experimental for the student designer. Hands-on projects, using the computer as a design tool, include typesetting, designing with type, and creating special effects. Students will gain an understanding of the historical significance of typography and its role in human written communication. They will also learn generally accepted rules and guidelines used by professional typographers and designers as applied to publication within all media.

AR325. Branding & Package Design (3)

This upper level design course will familiarize the student with problems and solutions encountered in daily work situations specifically focusing on branding methodology, packaging design and production of 3D projects. Students develop packaging from initial concept to production and presentation of 3D designs. Typography, photography and illustration are integrated into complete packaging designs. Various substrates, materials, methods, as well as practical production considerations are explored in this course. Students will have the opportunity to interact with real clients and learn professional skills related to the design profession.

AR327. Computer Art and Design: Creative Concepts (3)

Advanced instruction and assigned studio work in a broad range of design and multimedia applications. Topics covered could include but not limited to: information design, animation, technical digital illustration, interactive design, user centered design, 3D modeling, package design, digital publishing, and/or other new topics demanded by industry developments. The culmination of the student's learning will be demonstrated in an independent research project that blends personal expression with design practice.

AR 231,331, 431. Ceramics (3)

A series of courses (beginning through advanced) offering investigation into historical to contemporary issues in ceramic art. Emphasis on the development of the skills and knowledge necessary to form a personal approach to expression through the medium of clay. Topics include: hand building, wheel throwing, mold making, casting and combined techniques for the creation of functional and sculptural form. Continued emphasis will be placed on surface design for low and high fire applications.

AR360. Topics in Art History (3)

This course focuses on a particular period or theme in Art History.

AR370, 470. Art Internship (1-3)

The Internship Program offers students the opportunity to practice skills and to apply theories learned in the classroom and to enhance professional development beyond the regular instruction in their major fields of study.

AR380. Advanced Studio Practicum (1-3)

This course focuses on one of the following studio areas: Graphic Design, Painting, Printmaking, Figure Drawing, Photography, Ceramics, or Sculpture.

AR381. Advanced Studio Practicum/Capstone (1-3)

The studio capstone focuses on preparing art majors for life after graduation through forums, peer-to-peer critiques, and writing assignments such as personal artist statements. The capstone also prepares those students interested in pursuing graduate school in the visual arts in that they prepare portfolios and do research on which graduate programs might best fit their future career goals.

AR390. Blue Connection (3)

Students enrolled in AR390 are the Gallery Team of Blue Connection, Millikin's student-run retail art gallery. The Gallery Team meets weekly to establish goals for management, inventory, marketing, collaboration and finance. They set timelines and execute plans in addition to presenting reports to faculty and advisory boards. Emphasis is placed on strategic planning, opportunity recognition, and ownership. This course also serves as the BA capstone for the art department.

AR400. Art Therapy Seminar (3)

A survey of the theories, techniques and applications of art therapy. Emphasis will be on evaluation and assessment procedures, experimental examinations and client-therapist relations. Through discussion, personal exploration, lecture and presentation, the student will gain experience in fundamentals of the therapeutic relationship, group dynamics and the use of art as therapy.

AR411. Secondary Art for Teachers (2)

Emphasis on planning, presentation, organization and techniques for secondary teachers. Attention given to different art media used in the middle and high schools. Art majors working toward a specialist certificate are required to take this course.

AR425. Graphic Design: Portfolio (3)

Continuation of Art 325 with emphasis on developing a professional portfolio which reflects personal design style. In conjunction with producing professional work students will learn job search and interviewing techniques as well as other creative job related skills. AR425 functions as the art capstone for BFA Graphic Design majors. Studio and lecture. This course also meets the requirement for the B.F.A. Graphic Design art department capstone.

Certificate Programs:

Certificates in the following areas of study are offered to enrolled students and members of the public. Course requirements must be taken in the sequence as listed.

Art History Certificate

Students who complete this certificate will have the knowledge of the various cultures and societies through their art and cultures. This certificate is not available to art majors.

Requirements for the Art History Certificate**Required course (15 credits)**

- AR101. Art Discourses in Media & Design (3)
- AR302. European Art History 14-18th Century (3)
- AR303. Modern Art History (3)
- AR304. Contemporary Art History (3)
- AR305. Non-Western Art History (3)

2D Studio Art Printmaking Certificate

Students who complete this certificate will have developed the skill necessary to demonstrate a proficiency in printmaking both in terms of technique and content. This certificate is not available to art majors.

Requirements for the 2D Studio Art Printmaking Certificate**Required courses (12 credits)**

- AR103. Drawing I (3)
- AR105. 2D Design (3)
- AR215. Printmaking (3)
- AR315. Printmaking (3)

2D Studio Photography Certificate

Students who complete this certificate will have developed the skill necessary to demonstrate a proficiency in photography both in terms of technique and content. This certificate is not available to art majors.

Requirements for the 2D Studio Photography Certificate**Required courses (12)**

- AR105. 2D Design (3)
- AR236. Beginning Digital Design (3)
- AR320. Topics in Photo: Alternative Processes (3)
- AR320. Topics in Photo (3)

2D Studio Painting Certificate

Students who complete this certificate will have developed the skill necessary to demonstrate a proficiency in painting both in terms of technique and content. This certificate is not available to art majors.

Requirements for the 2D Studio Painting Certificate

Required courses (12)

AR103. Drawing I (3)

AR104. Drawing II (3)

AR217. Painting (3)

AR317. Painting (3)

2D Studio Drawing Certificate

Students who complete this certificate will have developed the skill necessary to demonstrate a proficiency in drawing both in terms of technique and content. This certificate is not available to art majors.

Requirements for the 2D Studio Drawing Certificate

Required courses (10-12)

AR103. Drawing I (3)

AR104. Drawing II (3)

AR320. Topics in Art: Drawing (3)

AR380. Advance Studio Practicum: Drawing (1-3)

Commercial Art/Graphic Design Certificate

Students who complete this certificate will have developed the skill necessary to demonstrate a proficiency in various methods of Commercial Art/Graphic Design both in terms of technique and content. This certificate is not available to art majors.

Requirements for the Commercial Art/Graphic Design Certificate

Required courses (12)

AR105. 2D Design (3)

AR125. Production Techniques (3)

AR236. Beginning Digital Photo (3)

AR201. Computer Art & Design (3)

3D Studio Ceramics Certificate

Students who complete this certificate will have developed the skill necessary to demonstrate a proficiency in ceramics both in terms of technique and content. This certificate is not available to art majors.

Requirements for the 3D Studio Ceramics Certificate

Required courses (12)

AR106. 3D Design (3)

AR131 Introduction to Ceramics (3)

AR 231. Ceramics (3)

AR 331. Ceramics (3)

Arts Technology and Administration

Jessa Wilcoxon, Chair

Arts Technology and Administration Faculty

Full-Time: Matt Albrecht, David H. Burdick, Eric Hector, Sara Theis, Carrie Trimble, Johnny Power, Ed Weber, Jessa Wilcoxon

Mission Statement

To provide students with the skills and performance learning experiences necessary to make a life and a living in the arts.

General Information

Students can earn either a B.A. or B.S. degree in the Arts Administration major or the Arts Technology major. Students pursuing a Bachelor of Arts degree must complete additional requirements in Modern Languages, as described in the College of Fine Arts section of this bulletin. Students pursuing a Bachelor of Science degree must complete additional requirements in math and/or science, as described in the College of Fine Arts Section of this bulletin.

The Arts Technology and Administration Department is "The Cornerstone for Creative Careers of the Future."

We offer career driven degrees with interdisciplinary and synergistic approaches to provide the greatest marketability for our students. With a wide range of general abilities coupled with a concentrated focus, our students are better prepared for the multi-faceted and multi-discipline job market that they will face beyond graduation. While performance learning is evident in every program at Millikin University, it is truly deeply ingrained in most classes in the AT&A core and concentrations. Students work for clients both in the classroom and in ventures, experiencing true risk and reward in the business environment. Students are setting up exhibitions and performances and are using an entrepreneurial mindset to create new financially secure events in the arts. They are experimenting with new artistic and technological solutions. Programs in AT&A target the growing number of potential employers who search for employees with a variety of skills and multiple areas of expertise.

Major in Arts Administration

Sara Theis, Coordinator

Arts Administration prepares students to navigate the complex landscape within which arts organizations exist. Students will build skills in business while also engaging in art itself. Students will choose a focus area among the following: Art, Arts Technology, Dance, Music, or Theatre. Performance learning opportunities exist throughout the curriculum and students have the opportunity to practice their craft in a student-run arts venture.

A degree in Arts Administration will prepare students to work in a variety of arts and arts-related fields. Potential careers include: Artistic Director, Managing Director, Founder, Executive Director, Development, Grant Writer, Producer, Marketing Director, Production Manager, Tour Manager, Company Manager, Teaching Artist, Artistic Associate, General Manager, Casting Director, Director of Education, Media Relations, Communications Manager, Director of Patron Relations, Ticket Services, Account Director.

Arts Administration Learning Goals

Students will:

1. Create strategy for the arts, artists, or arts organizations.
2. Achieve positive impact on the arts, artists, or arts organizations.
3. Build audiences for the arts, artists, or arts organizations.

Requirements for the Arts Administration Major

In addition to the University Studies requirements for either a B.A. or B.S. degree, students will complete 36-42 semester hours in the Major Core, 12-16 semester hours in a chosen concentration.

Arts Administration Core:

AD323. Arts Management (3)

ET340. Foundations of Entrepreneurship (3)

MC312. Legal Issues in the Arts (3) or BU 260 Business Law (3)

ET235. Customer Discovery (3) or MK 363 Brand Loyalty through Digital Media (3)

3 semesters in an arts-based student venture OR 2 semesters in venture and 1 semester internship (3-9)

Choose 6 credits from the Following:

CO/BU. 230. Business Conversations (3)

CO251. Introduction to Public Relations (3)

CO310 Small Group Communication (3)

CO332. Gender Communication (3)

CO341. Organizational Communication (3)

CO343. Communication and Conflict (3)

CO432. Intercultural Communication (3)

AD360. Topics in Arts Administration (3) or additional 3 credits listed above or course by approval

Business Core:

MK200. Principles of Marketing (3) or IS 240. Foundations of Information Systems (3)

AC230. Introduction to Financial Statements (3) or ET 230 Financial Decision Making (3)

EC100. Macroeconomics (3) or EC. 110 Microeconomics (3) or EC. 120 Principles of Economics (3)

Art Concentration (15 credits)

AR101. Discourses in Media & Design (3)
AR236. Beginning Digital Photography (3)

Choose 3 credits:

AR105. 2D Design (3)
AR106. 3D Design (3)

Choose 3 credits:

AR320. Aesthetics in Art & Antiques (3)
Art History Course (3) (AR301, AR302, AR303, AR304, AR305) or other course approved as Art History)

Perkinson Gallery Internship (3)

Arts Technology Concentration (16 credits)

AT110. Intro Digital Media (3)
AR101. Discourses in Media & Design (3)
AT151. Arts Tech Essentials I (2)
AT153. Arts Tech Essentials II (2)

6 credits 300 level or above AT electives

Dance Concentration (12-14 credits)

Choose 1 class in 2 areas:

DA100. Jazz Dance (1)
DA102. Tap (1)
DA107. Ballet Technique (1-2)
DA105. Modern Dance (1)
DA110. Dance Appreciation (3)

Choose 3 credits:

TH102. Intro to Tech (3)
TH135. Elements and Principles of Design (3)
TH151. Fundamentals of Lighting (3)
TH152. Costume Construction (3)
TH154. Scenic Construction (3)

4 additional dance credits

Music Concentration (15 credits)

MT100. Music Fundamentals (3)
MH100. Understanding Classical Music (3)
MC101. Intro to Music Industry (3)

6 additional Music credits

Theatre Concentration (15 credits)

TH 131. Play Analysis (3)
TH 141. Acting 1 (3)

Choose 3 credits:

TH102. Intro to Tech (3)
TH135. Elements and Principles of Design (3)
TH151. Fundamentals of Lighting (3)
TH152. Costume Construction (3)
TH154. Scenic Construction (3)

6 credits 300 level or above Theatre electives

Arts Administration Courses (AD) (Credits)**AD323. Arts Management (3)**

Through the continued practice of collaboration, analysis, and professionalism, students will understand the basics of the wide range of types of arts organizations and the process of staffing, budgeting, marketing, development and season planning. As an ongoing project, students will apply what they read, learn, and practice toward their entrepreneurial creation of a hypothetical arts based business.

AD360. Topics in Arts Administration (3)

This course is designed to explore advanced topics in Arts Administration. Topics could include Fundraising, Grant Writing, Policy, Customer Development in the Arts, etc.

Major in Arts Technology

Jessa Wilcoxon, Coordinator

Arts Technology consists of a core of foundational courses in a range of arts-related technologies along with courses in arts entrepreneurship. Students will choose an area of concentration from the following: Audio Engineering and Production, Live Event Technology, Interactive Media, Video Production and Cinema and Visual Media. Course work is practice and project based, incorporating Performance Learning opportunities throughout.

A degree in Arts Technology will prepare students to work in a variety of arts and entertainment industries. Possible career opportunities include audio engineer, theatrical designer, graphic designer, animator, web designer/developer, app developer, videographer/editor, photographer, corporate media specialist, and other developing technologies and creative practices in disciplines outside the arts.

Arts Technology Learning Goals

Students will:

1. Be conversant in the visual and performing arts, demonstrating an understanding of their aesthetics and discourses.
2. Acquire and apply, through Performance Learning, the skills needed to be proficient in essential arts technologies.
3. Develop a collaborative, entrepreneurial mindset appropriate to opportunities and accountability at the intersection of arts and technology.

Requirements for the Arts Technology Major

In addition to the University Studies requirements for either a B.A. or B.S. degree, students will complete 42 semester hours in the Major Core and 18-19 semester hours in a chosen concentration.

Arts Technology Core

TH135. Elements and Principles of Design (3) or AR 105. 2D Design (3)
 AT110. Intro to Digital Media (3)
 AT151. Arts Tech Essentials: Lighting, Photo, Video (2)
 AT153. Arts Tech Essentials: Audio (2)
 AT157. Storytelling (3)
 AR101. Discourses in Media & Design (3)
 AT265. Foundations in Web Design/Development (3)
 MC312. Legal Issues in the Arts (3)
 AT370. Arts Technology Cornerstone Project (1)
 Student-run Ventures (2 credits):
 TH390/AR390/MC390/AR325/IS390/MC160/MC210/AT321 and other ventures as approved by the chair
 AT470. Internship (1)
 AT490. Portfolio and Professional Development (1)
 AT496. Arts Technology Capstone Project (3)

Business Foundations

Marketing

MK200. Principles of Marketing (3)
 Pick 3 Credits From:
 MK363. Brand Loyalty through Digital Media (3)
 MK 307 IMC Campaigns

Entrepreneurship

ET340. Foundations of Entrepreneurship (3) or ET380. Art of Entrepreneurship (3)

Administration

AD323. Arts Management (3) or
 AD360. Topics in Arts Administration (3)

Arts Technology Concentrations:

Audio Engineering and Production Concentration (19 credits)

MC 101. Intro to Music Industry (2)
 MC 104. Intro to Recording Studio (3)
 MC 201. Recording Studio Techniques I (3)
 MC 202. Recording Studio Techniques II (3)
 MC 220. Studio Pressure Night (2)
 AT 453. Audio Systems Design and Integration (3)
 AT 330. Live Sound (3)
 Or Elective As Approved By Chair

Live Event Technology Concentration (18 credits)

TH102. Intro to Technical Theatre (3)
 TH151. Fundamentals of Lighting (3)

AT453. Audio Systems Design and Integration (3)
 AT330. Live Sound (3)

Choose 6 credits from:

TH358. Special Topics in Stage Lighting (3)
 AT341. Live Event Networking and Control Systems (3)
 AT364. Topics in Live Event Technology
 TH355. Designing Disney (3)
 AT357. Technical Ensemble (1-3)
 Or Elective As Approved By Chair

Interactive Media Concentration (18 credits)

IS221. Programming Fundamentals (3)
 IS240. Foundations of Information Systems (3)
 IS322. Web/Mobile Application Development (3)
 IS350. Application Integration (3)
 AR201. Computer Art & Design (3)

Choose 3 credits from:

AT319. Interface Design & Data Visualization (3)
 AT320. Motion Graphics Animation (3)
 AT366. Topics in Interactive Media (3)
 AR 327. Computer Art & Design: Creative Concepts (3)
 IS 321. System Analysis & Design (3)
 Or Elective As Approved By Chair

Visual Media Concentration (18 credits)

AT109. Techniques in Visual Narratives (3)
 AR236. Beginning Digital Photography (3)
 AR201. Computer Art & Design (3)
 AR327. Computer Art & Design: Creative Concepts (3)

Choose 6 credits from:

AT365. Topics in Visual Media (3 or 6)
 EN305. Web Publishing (3)
 AT320. Motion Graphic Animation (3)
 AT322. Commercial Photography (3)
 AT319. Interface Design and Data Visualization (3)
 Or Elective As Approved By Chair

Video Production and Cinema Concentration (18 credits)

AT234. Preproduction for Video and Cinema 1 (3)
 AT334. Production for Video and Cinema 1 (3)
 AT434. Postproduction for Video and Cinema 1 (3)

Choose 9 credits from:

AT235. Preproduction for Video and Cinema 11 (3)
 AT335. Production for Video and Cinema 11 (3)
 AT435. Postproduction for Video and Cinema 11 (3)
 AT337. Cinematography
 AT339. Screenwriting
 AT363. Topics in Video Production (3-9)
 Or Elective As Approved By Chair

Arts Technology Courses (AT) (Credits)

AT109. Techniques in Visual Narratives (3)

In this course students will utilize sketching, thumbnails and storyboarding to work through the ideation and creation of visual narratives through individual and group projects. Students will use narratives of their own as well as those supplied by the teacher and work through the visual representation and style of the work ultimately culminating in a finished project. Emphasis will be placed on the relation of the narrative via a visual means of traditional and non-traditional materials and principles of design.

AT110. Introduction to Digital Media (3)

This course introduces students to professional technology in digital media and experimental artistic techniques. Students will be asked to explore topics such as digital art, graphic design, web design and development through the creation of independent digital media projects, individually, and in groups. Class meetings will include technology workshops, seminar-style discussion of assigned readings, and critiques of student works. Studio and Lecture. Meets the Creative Arts general education requirement.

AT151. Arts Technology Essentials: Lighting, Photo, Video (2)

This is an introductory course to the fundamental principles and techniques of lighting, photography, and video. Students will develop a common language in regard to all three disciplines through the practical implementation of each discipline through individual and larger cooperative projects.

AT153. Arts Technology Essentials: Audio (2)

This is an introductory course in digital audio theory, formats and editing, and the fundamental principles and techniques of drafting. The emphasis is on learning to see how audio and drafting are incorporated in live entertainment and to develop a common language in regard to these disciplines. Topics covered include basic understanding of equipment used, careers in the field, a review of basic concepts with regard to composition, analysis, and research.

AT157. Storytelling (3)

Through discussion, exercises and projects, students will learn to recognize and utilize the basic elements of compelling stories. They will gain insights necessary to analyze and understand how stories have influenced their own lives. And in turn, they will practice the skills they will need to influence the lives of others by learning how best to create, distribute and tell stories of their own.

AT234. Preproduction for Video and Cinema I (3)

Preproduction is the process of planning a video or cinema project. During preproduction a filmmaker is responsible for the creation of an entire piece completely within his or her own mind. Pre-pro is one of the most creative parts of filmmaking as it is the first step in bringing this imagined vision to life, but it is also a time for disciplined organization. This course will detail the elements necessary for effective preproduction. Through discussion, exercises and projects, students will learn to recognize the roles of preproduction staff and how to assemble an effective team. They will gain understanding into how efficient preproduction can be the difference between success and failure in the world of video and cinema. In turn students will practice the skills and disciplines necessary to build the strong foundations they will need for any and all productions they may face in the future.

AT235. Preproduction for Video and Cinema II (3)

This course will build upon the skills learned in Preproduction 1. Preproduction is the process of planning a video or cinema project. During preproduction a filmmaker is responsible for the creation of an entire piece completely within his or her own mind. Pre-pro is one of the most creative parts of filmmaking as it is the first step in bringing this imagined vision to life, but it is also a time for disciplined organization. This course will detail the elements necessary for effective preproduction. Through discussion, exercises and projects, students will learn to recognize the roles of preproduction staff and how to assemble an effective team. They will gain understanding into how efficient preproduction can be the difference between success and failure in the world of video and cinema. In turn students will practice the skills and disciplines necessary to build the strong foundations they will need for any and all productions they may face in the future.

AT265. Foundations in Web Design/Development (3)

This course introduces students to the fundamentals of website creation. Students are expected to use creativity, problem solving skills, and professional software to design and build all visual and functional aspects of static web pages. In class tutorials will expose students to HTML, Cascading Style Sheets and other web technologies. Course content also includes a survey of web design aesthetics, web terminology, search engine optimization, and accessibility principles. Assignments are largely project based.

AT319. Interface Design and Data Visualization (3)

The class contains two units. The first unit, Interface Design, focuses on the theory and development of interactive applications. Students will be expected to use design thinking to propose innovative applications that will meet a need for a defined audience, design the graphics and content, and use professional interactive prototype making software to idealize solutions. The second unit, Data Visualization, will challenge students to create visual communication solutions such as Infographics that will help the viewer grasp difficult concepts, identify patterns, or tell a story. Solutions could include interactive or multimedia elements.

AT320. Motion Graphics Animation (3)

Intensive hands-on investigation of the tools, techniques, and processes for the development of digital motion projects. Elements such as type, photography, video, illustrations, and 3D objects will be integrated in time and space to communicate messages or tell a story. Software Focus: Adobe After Effects.

AT321. Millikin Creates

Millikin Creates is a student run digital media firm that creates visual, interactive, or audio solutions for clients on campus or in the community. This student venture also creates custom content surrounding innovation, creativity, and technology and publishes on a variety of digital platforms. Students interested in arts technology, project management, entrepreneurship, and/or digital journalism are encouraged to enroll.

AT322. Commercial Photography (3)

In this course students will engage with material and discussions relating to the creation, understanding and application of the commercial photography. Students will examine historical and contemporary commercial photographic works. Students will create their own portfolio of work based on specific client/(professor) and photographic criteria. It is the purpose of this course to prepare students with the ability to create works of technical and aesthetical integrity while maintaining the criteria of the client, as it would be in real world situations.

AT330. Live Sound (3)

This course will take an in-depth examination of the equipment, setup, program-ming, and control of live sound. The class will focus on skills used in venues for music and live theatre. Pre-requisite: Sophomore standing or above or consent of the instructor.

AT334. Production for Video and Cinema I (3)

The "shoot" is the heart of any production. Production is the process of recording the raw elements for a video or cinema project. Production is a high-stress environment where time is money, but with the right team and proper preproduction elements in place production can be a dynamic time full of creative collaboration where the ideas from preproduction truly begin to come to life. This course will explore the elements, equipment and disciplines necessary for video and cinema production. Through discussion, exercises and projects, students will learn to recognize the roles of production staff and how to assemble an effective team. They will gain understanding into how each role on a production team contributes to the overall project. Students will, through projects and practice, build the skills and knowledge they will need for any and all production challenges they may face in the future.

AT335. Production for Video and Cinema II (3)

This course will build upon the skills learned in Production for Video and Cinema I. The "shoot" is the heart of any production. Production is the process of recording the raw elements for a video or cinema project. Production is a high-stress environment where time is money, but with the right team and proper preproduction elements in place production can be a dynamic time full of creative collaboration where the ideas from preproduction truly begin to come to life. This course will explore the elements, equipment and disciplines necessary for video and cinema production. Through discussion, exercises and projects, students will learn to recognize the roles of production staff and how to assemble an effective team. They will gain understanding into how each role on a production team contributes to the overall project. Students will, through projects and practice, build the skills and knowledge they will need for any and all production challenges they may face in the future.

AT337. Cinematography (3)

In this course students will be introduced to the fundamental methods, aesthetics and technologies of cinematography. Students will be introduced to the operation and art of the digital camera, as well as the use of lenses and camera supports necessary for a variety of shots and coverage as well as framing, composition and movement. In addition, the course will introduce students to a variety of lighting and lighting modifiers to create the atmosphere, tone and mood of a scene with a focus on the visual narrative. This course will culminate in the production of a finished scene in addition to regular assignments.

AT339. Screenwriting (3)

Screenwriting is the very foundation of movie and television, production. This course is a deep dive into this intricate and influential art form. Throughout the course students will use industry standard programs to write their own feature length screenplay while the instructor embarks on a parallel path allowing everyone to share their journey of creation together. Students will also dissect a movie of their choice along with the screenplay from which it was produced. They will present the results of these studies to the class allowing everyone to apply the results of these examinations to their individual works.

AT341. Live Event Networking and Control Systems (3)

This course will take an in-depth examination of the control and networking technology used in lighting, lasers, sound, stage machinery, animatronics, special effects, and pyrotechnics for concerts, theme parks, theatre, themed-retail, cruise ships, museums, interactive performing arts, and special events.

AT357. Technical Ensemble (1-3)

Technical Ensembles are student run/faculty supervised ventures, each providing a service required by the greater Millikin arts community. Students will gain valuable technical experience (depending upon which ensemble they register for) in concert venue recital recording, remote venue location re-cording, and live sound. Students will also gain small business experience through management, booking, and accounting responsibilities associated with each ensemble.

AT362. Topics in Audio Production (3)

This course focuses on a theme in arts technology: audio production and relating multimedia.

AT363. Topics in Video Production (3)

This course focuses on a theme in one of the following areas in arts technology: videography, film theory, or multimedia.

AT364. Topics in Live Event Technology (3)

This course focuses on a theme in one of the following areas in arts technology: lighting, sound, drafting technologies, live event planning, or other relating multimedia.

AT365. Topics in Visual Media (3)

This course focuses on a theme in one of the following areas in arts technology: design, photography, or multimedia.

AT366. Topics in Interactive Media (3)

This course focuses on a theme in one of the following areas in arts technology: interactive design, programming, or other new media technologies.

AT370. Arts Technology Cornerstone Project (1)

The Cornerstone Project will focus on the recording, representation or documentation of an existing arts project such as a live performance, installation, exhibition, concert, or event which will serve as the project's "content." Projects may be individual or collaborative depending on the nature of the content and the media used to represent it. The project will be supervised by faculty and evaluated by faculty, student peers, and third-party stakeholders.

AT434. Postproduction for Video and Cinema 1 (3)

Postproduction is the term for all aspects of production occurring after principal photography and reshoots. It is one of the most vital steps in the entire creative process of cinema and video. This stage of the development is where the raw material of the shoot is molded into the story envisioned in preproduction. It is an exciting time where all the best elements of planning and execution are assembled into a final piece, then polished and tweaked into a true and complete work of art. This course will explore the elements, equipment and skills employed in video and cinema postproduction. Through discussion, exercises, demonstrations and projects students will learn to recognize the roles of a postproduction staff and gain understanding into how professionals perform these jobs. Students will learn the fundamentals of each part of the postproduction process and begin to build the skills and knowledge they will need to handle any and all postproduction projects they may face in the future.

AT435. Postproduction for Video and Cinema 11 (3)

This course will build upon the skills learned in Postproduction I. Postproduction is the term for all aspects of production occurring after principal photography and reshoots. It is one of the most vital steps in the entire creative process of cinema and video. This stage of the development is where the raw material of the shoot is molded into the story envisioned in preproduction. It is an exciting time where all the best elements of planning and execution are assembled into a final piece, then polished and tweaked into a true and complete work of art. This course will explore the elements, equipment and skills employed in video and cinema postproduction. Through discussion, exercises, demonstrations and projects students will learn to recognize the roles of a postproduction staff and gain understanding into how professionals perform these jobs. Students will learn the

fundamentals of each part of the postproduction process and begin to build the skills and knowledge they will need to handle any and all postproduction projects they may face in the future.

AT453. Audio Systems Design and Integration (3)

Students apply their skills and knowledge of recording studio signal flow, drafting, and design thinking to the advanced concepts of audio systems design. Topics include: executive audio, sound reinforcement (wide latitude of situations), location recording, project/personal studios, analog and digital connectors and digital communications protocols, electricity/power consumption, systems troubleshooting, system block diagrams/drafting, patch bays and other routing systems, and retail and technical support.

AT470/471. Internship (1-2)

The Arts Tech internship will provide students with the opportunity for Performance Learning through cooperation with an external company, organization, or individual. Students will collaborate with faculty to develop academic learning goals specific to the work of the external partner, and practice arts technology skills under the supervision of industry professionals.

AT490. Portfolio and Professional Development (1)

From the beginning of the curriculum, in the core and in individual emphases, students will be compiling a variety of arts technology projects and products. This course will focus on effectively arranging and presenting each student's work in an effective professional portfolio. The course delivery will be in "master class" format, allowing faculty and industry professionals to review student portfolios, offer constructive criticism, industry insights, and professional mentorship to students entering an arts technology field. Course must be taken during the student's last semester on campus.

AT496. Art Technology Capstone Project (3)

The Capstone Project will be the creation of a public initiative, event, or experience that incorporates the use of arts technologies, marketing, and entrepreneurial skills in its conception and execution. Students will work individually and in teams on pieces of a larger, collaborative enterprise. The project will be overseen by the Arts Tech faculty, and evaluated by faculty, student peers, and third-party stakeholders.

School of Music

Brian Justison (Director)

School of Music Faculty

Full-Time: Martin Atkins, Jeremy Brunk, David H. Burdick, Troy Castle, David Cook, Ian Greenlaw, Kevin Guarnieri, Benjamin Hawkinson, Bradley A. Holmes, Elizabeth Holmes, Brian Justison, Katherine Leo, William McClain, Melissa Miller, Silvan Negrutiu, Cynthia Oeck, Perry Rask, Corey Seapy, Neal Smith, Mark Tonelli, Steven Weimer.

Part-Time: Ann Borders, Stephen Burian, Amy Catron, Sharon Chung, Elizabeth Creighton, Amy Fuller, Samuel Gingher, Aubrey Hawkinson, Michael Hull, Jeffrey Helyl, Kevin Jones, Chung-Ha Kim, Christopher Nolte, Amanda Pippitt, Amanda Pond, Andrea Frakes Pope, Andrew Rauff, Alexandra Rodriguez, Lisa Sadler, Tim Schachtschneider, Gary Shaw, Tatiana Shustova, Terry Stone, Evan Tammen, Claire Taylor, Rebecca von Kamp, Aaron Villarreal, Pei-I Wang, Guilherme Zils.

Preparatory Department

Applied piano, band, string, wind instruments, voice available for children, youth and adults not enrolled in the university are not eligible for college credit. The Children's Choir Program and Rock University provide quality ensemble experiences for local youth.

Preparatory Faculty: Jasmine Acosta, Ann Borders, Stephen Burian, Amy Catron, Sharon Chung, Susan Cobb, David Cook, Sandra Coryell, Amy Fuller, Samuel Gingher, Ian Greenlaw, Brock Gwaltney, Aubrey Hawkinson, Cora Herek, Jeffrey Heyl, Beth Holmes, Georgia Hornbacker, Kevin Jones, Chung-Ha Kim, Janice Lee, Melissa Miller, Christopher Nolte, Cynthia Oeck, Amanda Pond, Andrea Frakes Pope, Perry Rask, Alexandra Rodriguez, Lisa Sadler, Tim Schachtschneider, Mary Beth Sederburg, Gary Shaw, Christine Smith, Neal Smith, Evan Tammen, Claire Taylor, Mark Tonelli, Aaron Villarreal, Rebecca von Kamp, Pei-I Wang.

Mission of the School

The mission of the School of Music is to develop the whole musician – artistically, intellectually, technically – through the integration of theory and practice in an environment in which students become active learners through contact with a faculty who themselves continue to grow as artists, scholars, and teachers.

Music Core Learning Goals

- Develop musical skills through listening, analysis, playing an instrument and/or voice
- Develop an understanding of music in an historical and cultural context

Each degree program has a subset of learning goals appropriate for major. Assessment of learning goals happens throughout the curricula but most formally in activities at the end of each year. For details visit the School of Music website at www.millikin.edu/music.

General Information

Undergraduate degree programs are offered in accordance with the standards for admission and graduation established by the National Association of Schools of Music, in which Millikin holds membership. The degree programs are also accredited by the Illinois State Teacher Certification Board. Non-credit instruction is available to Millikin and non-Millikin students through the Preparatory Department.

Music students must successfully complete all University Studies and music core requirements, as well as the specific requirements of the curriculum they elect in the School of Music.

Students with adequate preparation in music normally complete all requirements in eight semesters; students with deficiencies may require additional time.

Candidates for the Bachelor of Music degree in Performance must present, at a minimum, a half solo recital during the junior year and a full solo recital during the senior year; Music Education majors must give a half solo recital. These recitals must meet the minimum standards for excellence as established by the music faculty.

Bachelor of Music degree candidates in Vocal Performance and Vocal Music Education are required to pass an examination of functional keyboard skills, the Class Piano Barrier. The Barrier must be taken no later than the second semester of the sophomore year. All portions of the Barrier must be satisfied before student teaching arrangements can be finalized.

Students majoring in music must participate in a major organization each semester in residence, as needed. All those whose major area of performance is a wind or percussion instrument must enroll in band, string majors must enroll in orchestra, guitar majors must enroll in guitar ensemble, and voice majors must enroll in choir each semester in residence. Keyboard principals must enroll for band, orchestra, or choir; except for music education majors, who will replace these major organizations with MU360, Keyboard Accompanying and Ensemble in semesters 3-6. They may elect to do so in semesters 7-8 as well. Percussion majors must also enroll in their appropriate respective ensembles. Students pursuing the B.M. Piano Performance degree take MU 360 in semesters 3-8.

Except as provided in the previous paragraph, all recipients of CFA talent scholarships are required to participate in at least one major ensemble each semester. In addition, students majoring in music must study applied music in their specific area each semester in residence. Students studying private applied lessons will be charged a \$300 per credit hour fee. Students wishing to study privately in excess of degree requirements for any semester may enroll for lessons through the Preparatory Department on a space-available basis. Instrumentalists desiring applied study in voice are encouraged to enroll in Class Voice.

All course offerings in the School of Music may be used to fulfill music electives. Credits beyond those required in applied music and music organizations may be considered as music electives only with the consent of the Director of the School of Music.

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Special requirements for students certifying to teach are listed with the descriptions of those programs.

Music Core

MT111. Theory (2)
 MT112. Theory (2)
 MT211. Theory (2)
 MT212. Twentieth Century Music (3)
 MT113. Ear Training (2)
 MT114. Ear Training (2)
 MT213. Ear Training (2)
 MT214. Ear Training (1)
 MH211. Survey of Western Music I (3)
 MH314. Survey of Western Music II (3)
 MH316. Introduction to Ethnomusicology (3)
 ML. Principal (8)
 MU Class Piano or ML secondary applied if the proficiency is passed (2)
 MO (8) Note: Music Education Majors take (7) credits
 Total (43), (42) for Music Education Majors

Minor in Music

A minor in music is available to students majoring in any of the University's colleges or schools, except music.

Acceptance as a music minor is subject to a successful audition in an applied music area taught by the Millikin University School of Music faculty and to the approval of the Director of the School of Music. Music minors receiving a CFA talent scholarship are required to participate in major ensembles as needed each semester.

Nine credits must be in music courses numbered 300 or above.

Courses (Credits)

MT111. Music Theory I (2)
 MT112. Music Theory I (2)
 MT113. Ear Training I (2)
 MT114. Ear Training I (2)
 *Applied music (in the area of proficiency demonstrated at entrance audition) (4-8)
 **Major Ensemble (4-8)
 MH314. Survey of Western Music II (3)
 Upper-level music electives (1-6)
 Total (must include 9 upper-level credits) (28)
 *Vocalists may elect to enroll in Class Voice each semester.
 **Definition of major ensemble described above

Certificate in Music Composition (10 credit hours)

The Certificate in Music Composition is offered primarily to music majors interested in exploring the art of musical composition. Non-majors may pursue this certificate if Music Theory prerequisites (MT111, 113, 112, 114) are satisfied. The required courses (MT201, 202, 301, 302) will allow the student to develop his/her own compositional style through the writing of original works. Elective courses for this certificate are primarily theory/analysis classes intended to broaden the student's understanding of various compositional techniques.

For details on this certificate please contact the School of Music office.

Certificate in Jazz Studies (10 credit hours)

The Certificate in Jazz Studies is offered to both music majors and non-majors. The certificate is skill-based and recognizes the student musician's participation in jazz on the MU campus. The requirements are comprised primarily of participation in Millikin jazz-based ensembles, although 3 credits in non-performance jazz courses can be used to satisfy the requirement. Music majors may count only 3 music major degree requirement credits toward this certificate.

For details on this certificate please contact the School of Music office.

Certificate in Instrumental Music (For Non-Music Majors)

This is a certificate based in ensemble participation as a means for the student to become more technically fluid, increase their sense of intent, expand their repertoire and enable them to perform with greater maturity and poise as they grow as musicians. It will be granted to any non-music major who accrues a combination of 10 credit hours in ensembles, lessons, and/or classwork. Six credits must be earned in group performance work (ensembles). The remainder of credits may be earned in additional ensemble work, applied lessons and/or class participation. Three credits of the Music Certificate in Instrumental Music will double-dip for the Fine Arts requirement in the MPSL. For applied lessons and membership in most of the ensembles an audition is required.

For details on this certificate please contact the School of Music office.

Certificate in Vocal Music (For Non-Music Majors)

This is a certificate based in ensemble participation as a means for the student to become more technically fluid, increase their sense of intent, expand their repertoire and enable them to perform with greater maturity and poise as they grow as musicians. It will be granted to any non-music major who accrues a combination of 10 credit hours in ensembles, lessons, and/or classwork. Six credits must be earned in group performance work (ensembles). The remainder of credits may be earned in additional ensemble work, applied lessons and/or class participation. Three credits of the Music Certificate in Vocal Music will double-dip for the Fine Arts requirement in the MPSL. For applied lessons and membership in most of the ensembles an audition is required.

For details on this certificate please contact the School of Music office.

Bachelor of Arts in Music

Students electing the Bachelor of Arts degree with a major in music must complete additional requirements in Modern Languages, as described in the College of Fine Arts section of this bulletin. This degree will not qualify a student for state certification as a teacher of music.

Bachelor of Arts Learning Goal

- Demonstrate analytical and critical competence in multiple fields of inquiry within music and/or across disciplines.

Besides the Music Core and University Studies requirements, candidates must complete the following:

Course (credits)

Music electives (5)

Requirements

English Literature (3)

Modern Language requirement-Proficiency through level 223 (0-12)

MU400 B.A. Music Capstone (3)

Electives

Should include upper division music history or music theory course.

Degree total (124)

School of Music Program Administration:

Music Core Studies- Katherine Leo, Chair (Academic Studies), Justin Moniz, Chair (Vocal Performance Studies), Silvan Negrutiu, Chair (Instrumental Performance Studies)

Area Coordinators:

- Brass- Gary Shaw
- Guitar- Mark Tonelli
- Keyboard & Class Piano- Silvan Negrutiu
- Music Theory- Steven Weimer
- Musicology- Katherine Leo
- Percussion- Jeremy Brunk
- Strings- Amy Catron
- Woodwinds- Perry Rask
- Voice & Class Voice- Troy Castle
- Commercial Bass- Christopher Nolte

Applied studies involve the study and applied performance of music written for piano, voice, organ, guitar, violin, viola, violoncello, double bass, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, tuba, euphonium and the percussion instruments. Degree credit in applied music may be for one, two, or three credits per semester, depending upon the degree program. A \$200 per credit hour fee is charged.

Music Ensembles- Brad Holmes, Chair (vocal); Perry Rask, Chair (instrumental)

Area Coordinators:

- Band- Corey Seapy
- Choral- Brad Holmes
- Inst Jazz- Perry Rask
- Vocal Jazz- Benjamin Hawkinson
- Opera- Ian Greenlaw
- Orchestral- William McClain

Music Education- Neal Smith, Chair

Area Coordinators:

- Music Ed (Vocal) – Benjamin Hawkinson
- Music Ed (Instrumental) – Neal Smith
- Music Ed (Elementary/Early Childhood) - Melissa Miller

Music Industry Studies- David Burdick, Chair

Area Coordinators:

- Recording Technology- Kevin Guarnieri
- Music Business- Martin Atkins

Major In Music Performance (B.M.)

This curriculum is designed to develop excellence in performance and to prepare for a career in performance or the private teaching of applied music.

By the end of the sophomore year, the student must pass a barrier examination to continue in the music performance curriculum.

Music performance majors may select a curriculum with a vocal, instrumental, or keyboard emphasis.

Music Performance Learning Goals

- Develop rigorous performance competency (solo and ensemble)
- Develop extended knowledge in history, theory and conducting
- Learn pedagogy and literature for the specific applied performance area

Vocal Emphasis

The major in music performance with a vocal emphasis requires 124 credits. Students must select a modern language (French and Italian are recommended) in the University Studies curriculum. In addition, students majoring in Vocal Performance must pass all elements of the Class Piano Barrier.

Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

ML principal (14)
 MU Class Piano or ML secondary applied if proficiency is passed (2)
 MU302. Survey of Solo Song Literature (2)
 MT405. Conducting (2)
 Music Theory Elective (3)
 MU132, 232. Opera Workshop (4)
 MU211, 212. Foreign Language Diction (2)
 MU330, 430. Recital (0)
 MU455. Vocal Pedagogy (1)
 MU456. Vocal Pedagogy Practicum (1)
 MU459. Building the Private Voice Studio (1)
 MU460. Vocal Performance Seminar (1)
 Electives
 Degree total (124)

Instrumental Emphasis

The major in music performance with an instrumental emphasis requires 124 credits. Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

ML principal (14)
 MU203, 204. Class Piano
 MT405. Conducting (2)
 Music Theory Electives (choose three from MT311, 403, 404, 406) (7-9)
 MO Small Ensemble (2)
 MU Teaching of Applied Music (2)
 MU 330, 430. Recital (0)
 Music Electives (6) – no major organizations
 Electives
 Degree total (124)

Piano Emphasis

The major in music performance with piano emphasis requires 124 credits. Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

ML Applied Piano (14)
 MT403. Form and Analysis (3)
 MT404. Special Topics in Analysis (3)
 MT405. Conducting (2)
 MU360. Keyboard Accompanying and Ensemble (6)
 MU330, 430. Recital (0)
 MU453, 454. Piano Pedagogy (4)
 MU307. Survey of Piano Literature I (2)
 MU308. Survey of Piano Literature II (2)
 Electives
 Degree total (124)

Music Industry Studies

David Burdick, Chair

Area Coordinators:

- Recording Technology- Kevin Guarnieri
- Music Business- Martin Atkins

Major In Commercial Music (B.M.)

The commercial music curriculum is designed to prepare students for a career in the creative side of the music industry. Commercial Music emphasizes collaborative, project-based learning where students progress through a highly integrated, entrepreneurial driven curriculum encompassing songwriting, arranging, performing, recording engineering, and audio production.

Commercial Music Learning Goals

- Demonstrate critical listening and theoretical skills through transcription, harmonization, composition or arranging and style differentiation
- Demonstrate technological skills in the recording studio or computer-based DAW, or through music production, as well as associated listening skills
- Demonstrate an understanding of legal, marketing, and monetary issues in relation to career opportunities in the music and entertainment industries.

Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

Applied music, principal (4)

MT405. Conducting (2)

MT415. Commercial Theory (3)

MT417. Ears to Fingers (1)

MT419. Chart Writing Lab (1)

MC101. Introduction to the Music Industry (3)

MC104. Introduction to the Recording Studio (2)

MC201, 202. Studio Techniques I, II (6)

MC275. Improvisational Styles (instrumentalists) (1)

MC276. Improvisation Lab (instrumentalists) (1) OR MC220. Studio Pressure Night (vocalists) (2)

MC230. Music Industry Seminar (0), 7 semesters

MC235 Revenue Streams (1)

MC311. Perspectives in Jazz and Rock Music (3)

MC312 Legal Issues in the Arts (3)

MC 313 DIY: Music, Distro, Merch & Promo (2)

MT416. Commercial Arranging (3) OR MC 303. Project Studio (3)

MC401. Recording Engineering Practicum (2)

MC431. Production (3)

Electives

Degree total (124)

Major in Music Business (B.M.)

The music business curriculum is designed to prepare the student for a variety of career opportunities in the music industry. The program of study includes a solid core of music and traditional business along with integrated coursework that blends the two fields. Each student must complete a 3-credit internship in the music industry, chosen in consultation with the advisor and chair. Additional practical experiences are available through First Step Records, the Art and Entrepreneurship course sequence, Arts Café, and Mobile Audio Recording Services.

Music Business Learning Goals

- Gain field experience in music business
- Demonstrate a basic understanding of business theory and recognizing entrepreneurial opportunities
- Demonstrate a basic understanding of music industry functionality, including the legal environment and the use of technology

Besides the University Studies and Music Core requirements, candidates must complete the following:

Course (Credits)

MC101. Introduction to Music Industry (3)

MC104. Introduction to Recording Studio (2)

MC230. Music Industry Seminar (0), 8 semesters

MC312. Legal Issues in Music (3)

MC313. DIY: Music, Distro, Merch and Promo (2)

MC390. First Step Records (2 semesters) (2)

MC450. Senior Seminar: Topics in Music Business (3)

MC470. Music Industry Internship (3)

Subtotal (19)

Business Sub-Core

AC210. Principles of Accounting (3)

ET340. Foundations of Entrepreneurship (3)

MK200. Principles of Marketing (3)

MG300. People and Performance (3)

Choose one of the following:

ET380. The Art of Entrepreneurship (3)*

MK307. IMC Campaigns (3)

MK310. Personal Selling (3)

IS240. Foundations of Information Systems (3)

FI340. Introduction to Financial Management (3)

*If ET380 is taken, the student is encouraged to complete the A&E sequence (ET390)

Sub-Core Total (15)

Electives

Degree total (124)

Music Education

Neal Smith, Chair

Area Coordinators:

- Music Ed (Vocal) – Benjamin Hawkinson
- Music Ed (Instrumental) – Neal Smith
- Music Ed (Elementary/Early Childhood)– Melissa Miller

Major In Music Education (B.M.)

Policies for admission and retention of students in the teacher education program in music are determined by the Committee on Teacher Education Programs, one of the major standing committees of the University.

Upon graduation, students in the music education program are eligible for a K-12 professional teaching license in music. Endorsements in other fields may be added to the specialist K-12 certificate with additional course work. See the Director of Teacher Education for details. Education candidates may also select an endorsement area as a concentration: Special Education, Bilingual Education, or English as a Second Language. These concentrations are listed under the School of Education section of this course catalog

Music Education Learning Goals

- Demonstrate an understanding of current teaching methods and learning theories, as well as their philosophical foundations and historical origins
- Demonstrate the ability to deliver instruction successfully to diverse groups of students, in a variety of musical contexts, using currently available materials and technologies
- Plan instruction, evaluate its effectiveness using formal and informal assessment strategies, and reflect on the efficacy of their teaching

Candidates for teacher certification in music education must:

1. Meet University Studies requirements for graduation.
2. Meet School of Music requirements for selected music education program and emphasis.
3. Meet requirements in professional education as defined by the Committee on Teacher Education Programs (CTEP). Under School of Education see School of Education Checkpoints and Student Teaching Experience.
4. Maintain a cumulative GPA in music of 2.7 (not counting MO classes).
5. Earn a 'C-' or better in all music and education classes as well as IN150/151.
6. Pass the music education barrier exam for area of emphasis.
7. Vocal Music Education majors must pass all sections of the Class Piano Barrier Exam. Instrumental Music Education majors must achieve a B average in the final two semesters of class piano or pass the Class Piano Barrier.
8. Successfully complete the mid-program interview with the music education faculty.

University Studies Requirements

Students in the College of Fine Arts are responsible for meeting all university-wide requirements and the requirements for a major in the College. See the section on Graduation Requirements in the Bulletin for those programs.

Besides the Music Core and University Studies requirements, candidates must complete the following:

Music Education Sub-Core Course (Credits)

Applied Music, Principal (3)

MU Class Piano or ML secondary applied if proficiency is passed (2)

MU430. Senior Recital (0)

ED210. Human Development K-12 (3)

ED115. Strategies for Individuals with Learning Disabilities (3)

ED310. Creating Communities of Learners (3)

EN302. Methods of Teaching Literacy (3)

ED420. Instructional Analysis, Design and Assessment in Pre-Student Teaching (2)

ME251. Introduction to Music Education (3)

ME341. Principles and Methods of Elementary Music Education (4)

ME470. Supervised Music Teaching (12)

MT405. Conducting (2)

ME488. Senior Seminar (2)

Sub-Core Total (42)

Vocal Emphasis

In addition to the courses required of all music education majors, the vocal music education major must complete:

Course (Credits)

MT408, Choral Conducting and Interpretation (3)
 MU211, Foreign Language Diction (1)
 ME151, Vocal Music Education Lab (2)
 ME351, Principles and Methods of Middle Level Music Education (2)
 ME400, Instrumental Methods Survey (3)
 MU455, Vocal Pedagogy (1)
 ME411, Piano Skills for Teaching Vocal Music (1)
 ME451, Principles and Methods of Secondary Vocal Music Education (3)
 ME453, Choral Techniques and Materials (2) OR
 ME452, Advanced General Music Techniques (2)
 ME461, Vocal Music Education Seminar and Practicum (2)
 Vocal emphasis total (20)
 Degree total (124-127) – depending on ACT math score

Instrumental Emphasis

In addition to the courses required of all music education majors, the instrumental music education major must complete:

Course (Credits)

Applied Music, Principal (1)
 ME101, 102, 201, 202, 301, 302. Methods (9)
 ME150. Laboratory Band (6)
 ME351. Principles and Methods of Middle Level Music Methods (2)
 ME450. Principles and Methods of Instrumental Music Education (3)
 ME460. Instrumental Music Education Seminar and Practicum (3)
 MT406. Instrumental Conducting and Literature (2)
 Instrumental emphasis total (26)
 Degree total (129-132) – depending on ACT math score

Commercial, Technological and Performance (MC) (Credits)

Dr. David Burdick, Chair

MC101. Introduction to the Music Industry (3)

An overview of the music business industry as it relates to career opportunities. A survey of music in the marketplace, songwriting, publishing, copyright, business affairs and the recording industry. Additional focus on the media elements of the music industry.

MC104. Introduction to the Recording Studio (2)

A general introductory study of the multi-track recording studio and the signal path of sound during the different stages of the recording process. Emphasis is placed on the multi-track console operation and the patch bay.

MC115. Arts Café (1)

This course fuses artistry and entrepreneurship into a student-run venture in which students learn to operate, market, promote, and technically support a live performance venue.

MC201. Studio Techniques I (3)

A laboratory/general study approach to the operation of consoles, patch bays, microphones, and digital audio workstations; specifically Avid Pro Tools. This class provides the student with an opportunity to practice the theory learned in MC 104 through hands-on learning and demonstrations in the Millitrax recording studio and CAI lab. Subject matter includes basic microphone techniques, signal routing and introductory digital audio workstation operation. The course introduces the students to Avid Pro Tools, and the skills and knowledge needed to operate the software in a professional environment. The full Avid Pro Tools 101 course will be completed, as students take their first step towards Pro Tools User/Operator Certification. In addition, students are required to complete up to twelve hours of supervised recording session observation.

MC202. Studio Techniques II (3)

A continuing laboratory/general study of the multi-track recording studio in the Millitrax recording studio and CAI lab. Subject matter includes the application of signal processors and intermediate digital audio workstation operation. Students are required to complete up to twelve hours of supervised recording session engineering. Additionally, MC202 builds on the foundation laid in MC201, enhancing and deepening the student's understanding of Pro Tools editing workflows, navigation techniques, virtual instruments, real-time plug-ins, MIDI and automation. Successful completion of the Avid Pro Tools 110 coursework in MC202 will allow the student to take an Avid exam to receive a Pro Tools User Certification.

MC210. Millikin Audio Recording Service (MARS) (2)

MARs is an entrepreneurial student run group specializing in providing a variety of audio recording, editing, and mixing services performed by Millikin students.

MC220. Studio Pressure Night (2)

A series of highly structured recording sessions in the Millitrax recording studio. Students may enroll in any one of the following capacities: recording engineer, instrumentalist, vocalist or producer (producers must have successfully completed MT416 or MC303). Students may take this course as many times as they desire and in different capacities. Students will work closely with the instructor and be coached to deliver optimum quality studio performances and high quality recordings/productions.

MC230. Music Industry Seminar (0)

This seminar class is designed to further foster the practice-learning environment of music industry studies. Younger students will begin to form relationships with other students, graduates, and professionals brought in from the music industry. Students will use these experiences to inform their planned course of study and to guide their investigation of potential career interests and opportunities.

MC235. Revenue Streams (1)

Using Emily White's book *How to Build a Sustainable Music Career and Collect All Revenue Streams*, this course explores, identifies, and contextualizes potential revenue streams within the music business.

MC275. Improvisational Styles (1)

A survey of jazz improvisational styles in American music during the 20th century. Analysis of improvisational techniques of major innovators in jazz through extensive listening and examination of transcriptions.

MC276. Improvisation Lab (1)

A practicum in the application of the techniques of melodic, rhythmic and harmonic variation, elaboration, blues, paraphrase, etc., to the process of musical improvisation.

MC303. Project Studio (3)

A course that combines desktop audio production with numerous creative and collaborative activities including mixing of audio productions, producing and arranging demo recordings with songwriters, and scoring to video as well as other collaborative projects. Students will learn about the components and signal flow of a personal computer-based studio while engaging in a research project whose guidelines are designed to allow the student to seek out value and functionality on a potentially tight post-college budget.

MC311. Perspectives in Jazz and Rock Music (3)

This course is dedicated to the study of the most significant forms of American music - Jazz and Rock and Roll- in a broad manner that addresses performance, composition, and recording technology/record production. The work of Important Innovators will be examined and placed in an historical context. A semester long unit devoted to - critical listening - built upon fundamental listening skills gained throughout the music theory sequence - will guide students to learn how to hear recorded mixes, productions and arrangements as music professionals do. Students can expect to conduct research and music analysis

MC312. Legal Issues in the Arts (3)

Explores the unique relationship between publishing and copyright. Copyright terminology and applications, legal issues involving contracts, intellectual property, the Internet, and electronic publishing; application of the foregoing to case studies and current trends in the industry.

MC313. DIY: Music, Distro, Merch and Promo (2)

DIY (Do-It-Yourself) refers to a set of values as well as a way of going about your business. This course will give you hands-on experiential learning opportunities in utilizing the Internet in the distribution, merchandising, and promotion of music. While we learn about and use new technologies and explore current best practices, you'll also have the chance to experience and reflect upon the challenges and emotional rewards that accompany the complete ownership of your music and how it is promoted and monetized.

MC375, 376. Advanced Improvisational Styles (1)

A continuation of MC276 or 278. Emphasizes the most current and/or complex styles for both instrumentalists and vocalists.

MC380. Drum Set Styles (1)

A detailed study of the history of drumming styles, important drummers and performance styles from 1920-80.

MC390. First Step Records (1)

Managing and operating First Step Records, Millikin University's record label and publishing entity. Students gain practice learning opportunities in production, manufacturing, accounting, legal affairs, publishing, marketing/ promotion/sales, graphic arts, artists and repertoire, and e-commerce. Students also explore entrepreneurial opportunities in music business.

MC401. Recording Engineering Practicum (2)

A laboratory study of advanced audio techniques and record production. Emphasis is placed on recording, editing and mixing of commercial music. This course provides laboratories for students to record and mix two different songs as part of a recording capstone project.

MC402. Studio Techniques III (3)

Advanced techniques and applications of the technology that supports and interacts with the music industry. Soldering techniques, connector selection and installation, schematic reading, patch bay and studio design, and related areas are covered. This class is designed for those students who have a strong interest in audio and video technology beyond the surface level.

MC403. Recording Engineering Practicum II (3)

An advanced lab class designed to let students experience and practice projects that engineers and producers could be asked to perform in real world settings. Projects will go beyond typical studio recording sessions to require the interaction of both technical and creative skills. Emphasis is placed on networked audio, mobile recording and advanced Pro Tools recording and mixing techniques.

MC408. Songwriting (3)

Structural and creative aspects of popular songwriting are considered, including lyrics, melody, form, and general song craft. Students will compose and perform their own songs in class as well as engage in a variety of analysis projects designed to reinforce the concepts and technique of song craft.

MC409. Songwriter's Workshop (2)

An extension of MC408 devoted to the further development and refinement of songwriting skills. This course will assist the student in finding a personal style as a songwriter and in building a personal song portfolio. High quality demo recordings will be produced in the Millitrix recording

studio. Students will perform their songs – in class and in outside venues – for their peers for the purposes of critiquing and discussion. Students may enroll in this course more than one time.

MC430. Music Industry Seminar (1)

For eighth semester Commercial Music majors, MC430 is the culmination of the MIS experience. Students prepare an e-portfolio/resume web site to create a personal “brand” and pave their transition to the professional world.

MC431. Production (3)

Capstone course for the commercial music major. Students bring their unique skill sets to bear on the act of commercial record production. Students will complete a series of rigorous recording assignments while studying time-tested techniques and methods for successful record production. Heavy requirement for preparation, attendance and participation.

MC450. Senior Seminar: Topics in Music Business (3)

Close examination of current issues and trends in the music industry. Emphasizes collaborative learning, with each student making major presentations in areas relating to career focus. Capstone course.

MC470, 471. Music Industry Internship (1-3)

An opportunity for students to receive academic credit outside the classroom for work related to their field of study. Students may apply for a maximum of three semester hours for work they themselves have secured in consultation with the advisor and chair. An additional course fee may be charged to cover the instructor’s expenses for on location visits. Internships are normally served during the summer, thus summer school tuition fees may apply.

MC490 Art Circus (1)

Art circus is a student run venture specializing in the promotion and production of multi-disciplinary performing art shows in non-traditional venues.

MC491, 492. Independent Study (Music Industry Studies) (1 to 4)

Study in-depth, individual research, and/or field study in areas of mutual interest to the student and the instructor.

Music Education (ME) (Credits)

Neal Smith, Chair

ME101. Woodwind Methods I (2)

Methods for playing and teaching clarinet and saxophone. Co-enroll in ME150.

ME102. Percussion Methods (1)

Methods for playing and teaching percussion.

ME150. Instrumental Music Ed Lab (1)

Practical application of performance and teaching skills related to instrumental music education, including traditional bands and orchestras, as well as non-traditional instrumental ensembles and guitar classes.

ME151. Vocal Music Education Lab (1)

Practical application of performance and teaching skills introduced in conducting and methods classes. Enroll fall and spring semesters.

ME171. Music Education Internship (1)

Experience in school music settings with a certified teacher. Students act as unpaid teacher aides in an elementary and/or secondary school for a minimum of 20 clock hours during a semester in addition to seminars for orientation, discussion and evaluation. The focus of the course is on observation of, and critical reflection upon, current public school music instruction. Course may also involve some limited teaching as deemed appropriate by the cooperating teacher and university supervisor. Graded pass/fail only.

ME201. Brass Methods (2)

Methods for playing and teaching brass instruments. Co-enroll in ME150

ME202. Low String Methods (1)

Methods for playing and teaching cello and bass.

ME251. Introduction to Music Education (4)

This course serves as an introduction to the history, philosophy, learning theories and methods that provide a foundation for music education in the U.S. in the early 21st century. Through discussion, observation, journaling and practice teaching students learn basic planning and presentation techniques and examine issues, questions, and trends that define the profile of music education in contemporary American society. The class also contains a component that addresses current technologies that can be used to enhance music instruction and an opportunity to work with teachers in area schools.

ME301. Woodwind Methods II (2)

Methods for playing and teaching flute, oboe, and bassoon. Co-enroll in ME150.

ME302. High String Methods (1)

Methods for playing and teaching violin and viola.

ME341. Principles and Methods of Elementary Music Education (4)

Knowledge, skills, values and dispositions necessary for delivering comprehensive music instruction to children grades K-5. Developmental appropriateness, careful sequencing of rhythmic and tonal concepts, and the selection of high quality musical materials are fundamental to the pedagogy taught in this course. Students will observe the professor teaching children in a laboratory school setting, and then plan and teach those classes themselves during the second half of the semester.

ME351. Principles and Methods of Middle Level Music Education (2)

Knowledge, skills, values and dispositions necessary for delivering comprehensive music instruction to adolescents in grades 5-8. Students will learn to compare musical elements across various cultures and study the role of music in select U.S. ethnic groups. Choral techniques and repertoire for the changing voice, engaged listening and active music making in general music contexts will be emphasized.

ME400. Instrumental Methods Survey (3)

Survey of methods of playing and teaching instruments, aimed at vocal music education majors. Co-enroll in ME150.

ME408. Vocal Methods (1)

Designed for instrumental music education majors who will gain basic information necessary to teach children and adolescents to sing in both solo and group situations.

ME411. Piano Skills for Teaching Vocal Music (1)

Piano skills essential for teaching choral and general music, including reading and improvising accompaniments for classroom, open-score reading and accompanying for choral rehearsals, and accompanying vocal warm-up activities.

ME414. Elementary Skills and Methods of Music (2)

Skills and methods of teaching music in elementary school (K-6). Limited to declared elementary education majors.

ME450. Principles and Methods of Instrumental Music Education (3)

Principles, methods, and materials for teaching instrumental music at all levels. Topics will include philosophy and history of music education, lesson planning, learning theories, rehearsal techniques, repertoire, and program administration.

ME451. Principles and Methods of Secondary Vocal Music Education (3)

Focuses on teaching pedagogy and curriculum for vocal music education at the secondary level.

ME452. Advanced General Music Techniques (2)

An overview of the skills and methods needed to create a K-5 elementary curriculum based on prominent teaching methods.

ME453. Choral Techniques and Materials (2)

An examination of the techniques and materials appropriate to the instruction of students in large and small secondary choral organizations. Emphasis upon vocal production and developing the choral instrument. Secondary emphasis on musical style and performance practice, through the use of selected repertoire.

ME460. Instrumental Music Education Seminar and Practicum (3)

Practical application of methods and techniques for teaching instrumental music in school settings. Students will work in a local school instrumental program under the guidance of the professor and on-site teacher. Teaching and directing jazz bands and marching bands, and creating marching drills will also be covered.

ME461. Vocal Music Education Seminar and Practicum (2)

A faculty-guided, field-based practicum in a school music classroom where university students, university instructor and cooperating teacher plan, teach, reflect, and assess music education for the public school students in the class.

ME470. Supervised Music Teaching (12)

Fourteen weeks of full-time music teaching experience in public schools under the direction of qualified cooperating teachers.

ME488. Senior Seminar (2)

This course is intended to support students during their student teaching placement. It provides a framework for them to complete any necessary assessment tasks and licensing requirements through faculty and peer support (often provided through by means of distance learning). It will also cover topics necessary for students to secure their first teaching position including writing résumés and related letters, interview techniques, developing a portfolio, articulating a music education philosophy, continuing certification, and education law. Taken concurrently with student teaching (ME470).

ME491, 492. Independent Study in Music Education (1-3)

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor.

Music History and Literature (MH) (Credits)

Katherine Leo, Coordinator

MH100. Understanding Classical Music (3)

An introduction to the elements of music and their developments as illustrated in western art music, emphasizing the development of critical listening skills. No credit for music majors.

MH101. Understanding Jazz (3)

Critical and analytic study of jazz idioms from the turn of the century to the present, including the blues, ragtime, Dixieland, swing, bop, and modern jazz, focusing on musical styles, historical and cultural contexts of jazz music, and key artists. No credit for music majors.

MH110. Understanding World Musics (3)

An introduction to the types and functions of musics in non-western cultures, emphasizing the development of critical listening skills and an awareness of the cultural function of music. No credit for music majors.

MH211. Survey of Western Music I (3)

Introduction to the critical study of Western music history, including representative composers, works, and genres, as well as significant concepts and issues, antiquity-1800.

MH213. The Rock Experience (3)

Students will reflect on their own rock experience – the meaning of rock music in their lives, while examining the historical/cultural/musical origins and early development of rock and roll music through lectures, reading and discussion assignments, viewing of video clips, listening to recorded music, live music performance in class and Q&A with guests. Students will learn to view themselves as part of the triangle of relationships among musicians, fans and the music industry. As students reflect upon the meaning of this triangle of relationships they will chronicle their thoughts – as well as present research - on their own rock page website.

MH314. Survey of Western Music II (3)

Introduction to the critical study of Western music history, including representative composers, works, and genres, as well as significant concepts and issues, 1800-present.

MH316. Introduction to Ethnomusicology (3)

An introduction to the theoretical principles and research tools used in ethnomusicological inquiry. Various musical traditions are explored through performance, recordings, texts, and primary research.

MH360. Special Topics in Musicology (3)

Advanced study of a selected topic in musicology.

MH491, MH492. Independent Study (History and Literature) (1-3) per Semester

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor.

Applied Music Courses (ML)

Applied Major (1-3) Per Semester

Instrument: 1st. Yr / 2nd. Yr / 3rd. Yr / 4th. Yr.

Piano: 107, 108 / 207, 208 / 307, 308 / 407, 408

Voice: 111, 112 / 211, 212 / 311, 312 / 411, 412

Organ: 113, 114 / 213, 214 / 313, 314 / 413, 414

Violin: 115, 116 / 215, 216 / 315, 316 / 415, 416

Viola: 117, 118 / 217, 218 / 317, 318 / 417, 418

Violoncello: 121, 122 / 221, 222 / 321, 322 / 421, 422

String Bass: 123, 124 / 223, 224 / 323, 324 / 423, 424

Flute: 125, 126 / 225, 226 / 325, 326 / 425, 426

Oboe: 127, 128 / 227, 228 / 327, 328 / 427, 428

Clarinet: 131, 132 / 231, 232 / 331, 332 / 431, 432

Bassoon: 133, 134 / 233, 234 / 333, 334 / 433, 434

Saxophone: 135, 136 / 235, 236 / 335, 336 / 435, 436

Trumpet: 137, 138 / 237, 238 / 337, 338 / 437, 438

French Horn: 141, 142 / 241, 242 / 341, 342 / 441, 442

Trombone/Euphonium: 143, 144 / 243, 244 / 343, 344 / 443, 444

Tuba/Euphonium: 145, 146 / 245, 246 / 345, 346 / 445, 446

Percussion: 147, 148 / 247, 248 / 347, 348 / 447, 448

Guitar: 151, 152 / 251, 252 / 351, 352 / 451, 452

Jazz Piano: 153, 154 / 253, 254 / 353, 354 / 453, 454

Music Organizations, Ensembles (MO) (Credits)

Brad Holmes, Chair (vocal); Perry Rask, Chair (instrumental)

Area Coordinators:

- Band- Corey Seapy
- Choral- Brad Holmes
- Instrumental Jazz- Perry Rask
- Vocal Jazz- Brad Holmes
- Orchestral- William McClain

(Ensembles designated by an asterisk * fulfill the major ensemble requirement. See individual degree programs for specific performance requirements.)

MO110, 310 Millikin Chamber Orchestra* (1)

Both a community-supported orchestra and a major organization within the School of Music. Attendance at all rehearsals and concerts is mandatory. Required of all advanced students of orchestral stringed instruments. Students of wind, brass, and percussion instruments are placed in MDSO by recommendation of the applied faculty. For certain periods of the year, student players may operate as an autonomous chamber orchestra in lieu of participation in MDSO.

MO120, 320 Concert Band* (1)

Open to all University students by audition. Members must attend all rehearsals and concerts. Focused on developing musicianship through the performance and study of standard concert band repertoire. Presents two performances on campus each semester with occasional performances at local schools as well.

MO122, 322 Symphonic Wind Ensemble* (1)

Open to all University students. Selection by audition only. Members must attend all concerts and rehearsals. Performs a wide variety of music with emphasis on the traditional and contemporary literature written for wind band. Tours locally or regionally each year in addition to campus performances.

MO130, 140. Choral Organizations (1)

The number and structure of choral organizations is determined the first week of each fall semester after auditions. Membership in choral organizations is by audition. All choral groups combine into the Union of Choirs when performing major works and Christmas Vespers. Each organization pursues a unique course in the exploration of artistic choral repertoire. Rehearsal times range from two to five hours per week. Other choirs may be formed depending on the needs of students.

MO133, 333. Millikin Women*

Performs works especially written for treble voices. Literature is representative of all major historic musical periods. Popular arrangements are also a part of the repertoire. The choir combines with Millikin Men for weekly mixed-choir rehearsals.

MO137, 337. Millikin Men*

The Millikin Men performs a broad range of men's chorus literature from traditional to folk arrangements. The choir combines with Millikin Women for weekly mixed-choir rehearsals.

MO139, 339. Collegiate Chorale*

The Collegiate Chorale is an auditioned mixed ensemble of upper-class students that focuses on the standard choral repertoire. The choir tours regionally.

MO140, 340. University Choir*

Highly select choral ensemble which performs representative choral literature from the 16th through 21st centuries. The choir tours annually throughout the United States. International tours occur every three years.

MO160, 360. Jazz Bands I and II (1)

Membership through audition only. Study and performance of music representative of various styles and periods of the jazz idiom.

MO161. Jazz and Commercial Ensembles (1)

A playing experience focusing on development of skills needed by professional jazz and commercial musicians. Off campus real world experiences will be an important component of this class.

MO170, 190. Chamber Ensembles (1)

Study and performance of musical works written for smaller instrumental and vocal ensembles. Students enrolled are expected to present at least one public performance per semester. Standing ensembles include: Brass Quintet, Clarinet Quartet, Percussion Ensemble, Saxophone Quartet, String Ensemble, Trombone Quartet, Tuba Quartet, Flute Choir and Woodwind Quintet. Vocal ensembles include Madrigals and Tudor Voices, small vocal ensembles ranging from eight to twelve singers, focusing on music of the Renaissance and Baroque periods. Additional ensembles may be added each semester to serve students' program needs.

MO172, 372 Guitar Ensembles* (1)

Small select groups. Membership through audition only. Study and performance of music from the Renaissance to the 20th century.

MO173, 373 Percussion Ensembles (1)

Membership through audition only. Required of all students registered for percussion lessons.

MO174, 374 Jazz and Commercial Vocal Ensembles (1)

Membership by audition only. Ensembles perform a variety of jazz and contemporary pop literature written or transcribed for voices with and without rhythm section.

Music Theory Courses (MT) (Credits)

Steven Weimer, Coordinator

MT100. Music Fundamentals (3)

Treble and bass clef reading; major and minor scales; spelling major, minor, diminished, and augmented triads; basic solfège skills; rhythmic, harmonic, and melodic recognition and dictation in various musical styles. Prepares music or musical theatre majors for MT111/113 and satisfies Creative Arts Requirement for non-majors.

MT111, MT112. Music Theory (2)

Rudiments of music: key signatures, scales, triads, seventh chords. Diatonic harmony, basic rhythm skills, critical listening. Second semester emphasizes diatonic part-writing, analysis of basic modulations, and small forms. **Satisfies University Studies Quantitative Reasoning requirement, Coordinated with MT113, 114.

MT113, MT114. Ear Training (2)

Emphasis on reading and singing skills, basic solfège. Rhythmic, melodic, and harmonic dictation; error detection. Coordinated with MT111, 112.

MT201, 202. Beginning Composition (1 credit per semester)

Beginning study of techniques of 20th century composition. Emphasis is on development of basic techniques through study and analysis of important works from this century.

MT211. Music Theory II (2)

Study of chromatic harmony and analysis of larger forms in historical perspective. Coordinated with Ear Training 213.

MT212. Twentieth Century Music (3)

Twentieth Century compositional techniques, with an introduction to jazz and popular harmonic practice.

MT213. Ear Training II (2)

Continue to develop skills acquired in MT114. Chromatic examples used in dictation, reading, and singing. Co-enroll with MT211.

MT214. Ear Training II (1)

Advanced sight-singing, rhythmic reading, dictation, and aural analysis, including singing of melodies involving tone rows, atonal usage and modes. Reading from lead sheets and typical harmonic progressions from jazz and popular practice. Co-enroll with MT212.

MT301, 302. Intermediate Composition (1 credit per semester)

Continuation of MT201 and 202 with emphasis on more advanced concepts and techniques and composing for larger ensembles.

MT311. Orchestration and Instrumentation (2)

Study of characteristics of individual instruments and writing for various combinations. Problems in transcription and techniques from various periods will be covered.

MT314. Creative Music Exploratory (1)

A free improvisation course exploring various musical parameters (e.g. rhythm, texture, melody, etc.), leading to the discovery of the student's own unique musical voice.

MT400. Composition (1-2)

Techniques in 20th century composition. Includes original work and analysis of examples from contemporary music.

MT403. Form and Analysis (3)

Evolution of musical forms and styles through detailed analysis of scores.

MT404. Special Topics in Analysis (3)

Detailed structural analysis of music drawn from a specific repertoire, genre, or compositional style. Possible topics might include but are not limited to the following: counterpoint, Bach cantatas, cyclicism, polyphony, the Classical sonata, song cycles of the 19th and 20th centuries, piano music of Brahms, Expressionism, or Impressionism.

MT405. Conducting (2)

Fundamental conducting techniques, score reading, and interpretive problems for instrumental and choral organizations. Instrumental transposition and instrumentation involved in score reading. Voice techniques involved in the choral score. General rehearsal techniques, seating arrangements, selection of repertoire, and program planning.

MT406. Instrumental Conducting and Literature (2)

Advanced conducting problems and score analysis for instrumental groups. Emphasis will be placed on breadth of literature for middle through high school orchestra and band.

MT408. Choral Conducting and Interpretation (3)

Specific rehearsal techniques for choral organizations. Emphasis on problems of the vocal instrument, tone, pitch, diction, phrasing, and voice arranging. The class serves as a demonstration choir. Each member will prepare scores and music.

MT411. Advanced Conducting (1)

Emphasis will be placed on score study and rehearsal preparation. Each student will prepare selected literature to rehearse with selected large ensembles. Intended for senior music majors and particularly useful for those student teaching during the following semester.

MT415. Commercial Theory (3)

General study of melodic, harmonic and formal concepts and techniques used in various styles of jazz and popular music, as well as an introduction to commercial arranging techniques. Auditory skills are increased through in-class ear training drills, music transcription, and the associated piano lab (MUCL majors co-enroll in MT417 Ears to Fingers (1) to further develop the auditory skills associated with MT415 subjects; non-MUCL majors are not required to co-enroll in MT417).

MT416. Commercial Arranging (3)

Building on the subjects of harmonic language and introductory arranging skills from MT415 Commercial Theory, students learn commercial arranging techniques through score study and analysis, and completion of etudes and homework. Commercial arranging techniques are then applied to a variety of arranging projects for horns, rhythm section, and strings. All projects are performed and recorded in the Millitrax recording studio.

MT417. Ears to Fingers (1)

For MUCL majors co-enroll with MT415 Commercial Theory. Ears to Fingers is an auditory skills course that deviates from the traditional ear training course in that it takes place entirely on the piano. Increasingly complex harmonic progressions drawn from the language of popular music and jazz harmony are dictated. Piano skills developed in the class piano curriculum are built upon, including the ability to perform stylistically correct bass lines and to improvise proper voice leading tendencies in advanced tonal chord progressions.

MT419. Chart Writing Lab (1)

Study and practice of music manuscript. Students will learn correct hand-done manuscript techniques applied to ever increasingly more detailed and evolved charts before moving on to computer manuscript scores. Students can expect to write one chart per week. Students will need music manuscript paper, a correct technical pencil, a ruler, and a polymer gum eraser.

MT422. Jazz Ensemble Arranging Techniques (2)

Practical writing techniques for jazz combo and big band.

MT491, 492. Independent Study (Theory and Composition) (1-3)

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor.

Music Courses (MU) (Credits)

Music Core Studies: Katherine Leo, Chair (Academic Studies), Justin Moniz, Chair (Vocal Performance Studies), Silvan Negrutiu, Chair (Instrumental Performance Studies)

MU101. Class Piano Fundamentals (1)

This course will cover basic keyboard skills, starting with keyboard topography, treble and bass clef reading, five-finger patterns, basic improvisation, and progressing to repertoire, sight-reading, and harmonization. After completion of this course, students may enroll in MU103.

MU103, 104, 203, 204. Class Piano (1) Per Semester

A four-semester sequence emphasizing the development of reading skills and elementary keyboard technique, as well as certain functional skills: sight-reading, chording, harmonization, transposition, improvisation and reading open scores.

MU105, 106, 205, 206, 305, 306, 405, 406. Class Voice (1) Per Semester

For non-majors and music minors whose principal is voice. An eight-semester sequence emphasizing the technical development of the singing voice as well as opportunities for acquiring performance skills. A wide variety of song styles are studied and performed. Students may take three semesters of the sequence in order to satisfy the Creative Arts requirement in the MPSL.

MU132, 232, 332, 432. Opera Workshop

Basic training in opera performance including vocal coaching, stage movement, and scene preparation; sessions on opera history, audition techniques, and performance psychology. Scenes, chamber works, and complete operas will be performed. Students may assist with technical preparation for operas and scene programs. Vocal Performance majors must enroll in MU132 and 232 during their first four semesters on campus.

MU211. Foreign Language Diction (1)

For voice students. Pronunciation of foreign languages as used in singing with particular attention to Italian, German and Latin.

MU212. Foreign Language Diction (1)

For voice students. Continuation of MU211 with particular attention to French, English, and Spanish. Spring.

MU220. Reed Making for the Oboe (1)

Students will learn to make and adjust oboe reeds, and to select cane, reed supplies, and equipment. Alternate spring semesters. May be repeated twice for credit.

MU230. Sophomore Recital (0)

Elective recital with the consent of the applied instructor.

MU260. Class Guitar (1)

Study and application of fundamental guitar performance skills for accompanying. Includes first position chords, strumming, finger-picking, pitch and rhythm notation and basic music theory. Open to both majors and non-majors.

MU302. Survey of Solo Song Literature (2)

Designed to acquaint students with the origins of solo vocal music; German Lieder; French mélodie and chanson; Italian, Russian, and Spanish traditions; and English-language repertoire. Spring.

MU307. Survey of Piano Literature (2)

Survey of literature for the piano, harpsichord, and clavichord from early Baroque to late Classicism.

MU308, Survey of Piano Literature (2)

Survey of literature for the piano from late Classicism to the present.

MU330. Junior Recital (0)

Required of all Performance majors in the junior year; may be elected by other music majors with the consent of the applied instructor.

MU360. Keyboard Accompanying and Ensemble (1)

Private and group instruction/coaching in the technique, literature, and performance practices of keyboard accompanying and chamber music. Open to students enrolled in private piano study; to others by audition and consent of instructor. Keyboard principals who are not music education majors replace large organizations with MU 360 in semesters 3-9. They will accompany other students enrolled in the vocal and instrumental areas and play in chamber music settings under faculty supervision.

MU400. BA Music Capstone (3)

This course is the capstone for all BA students in Music. Students develop an individual project portfolio of their best work, and, in consultation with each other and the instructor, develop and implement a performance learning project.

MU430. Senior Recital (0)

Required of all Performance and Music Education majors in the senior year; may be elected by other music majors with the consent of the applied instructor.

MU453. Piano Pedagogy I (2)

A study of beginning piano methods for preschool and average-age beginners. Strategies for teaching rhythm, reading, technique, and musicianship. Survey of elementary solo and ensemble literature. Emphasis on independent studio management and the business of teaching. Overview of learning theories to include psychologists, philosophers, and educators. Observation of private lessons through the Preparatory Department. Offered every other year.

MU454. Piano Pedagogy II (2)

Emphasis on intermediate-level repertoire (Baroque, Classical, Romantic, contemporary, jazz), technique, and musicianship materials. Introduction to technology in electronic keyboard lab: computer-aided theory instruction, pedagogy Internet sites. Group teaching strategies for group teaching or college classes. Survey of methods for the adult beginner and class piano texts for the music major. Observation of private lessons through the Preparatory Department. Offered every other year.

MU455. Vocal Pedagogy (1)

Survey of pedagogical theory for the private teacher, comparing various texts and methods of voice production. Students will observe teaching by university faculty. Fall.

MU456. Vocal Pedagogy: Practicum (1)

Students will give one-on-one supervised instruction to students enrolled in Voice Class and will function as assistants to faculty.

MU459. Building the Private Voice Studio (1)

Designed to equip students to build their own private voice studios. Issues addressed include setting up your space, establishing policies, selecting appropriate repertoire and building a music collection, marketing, finances and taxes, incorporating technology, preparing students for auditions and competitions, and teaching a variety of ages.

MU460. Vocal Performance Seminar (1)

Study of a variety of specialized topics relating to vocal repertoire, focusing on musical style, language, performance practice and other issues.

MU461, 462. String Pedagogy (Includes Guitar) (1)

Study of techniques, methods and literature for the teaching of string instruments at all levels and the history of string pedagogy.

MU463, 464. Woodwind Pedagogy (1)

Study of techniques, methods and literature appropriate for the teaching of woodwind instruments at all levels.

MU465, 466. Brass Pedagogy (1)

Study of techniques, methods and literature appropriate for the teaching of brass instruments at all levels.

MU467, 468. Percussion Pedagogy (1)

Study of techniques, materials, and literature for the teaching of percussion instruments at all levels.

MU471, 472. Practicum in Piano Pedagogy (1)

Students will teach a 45-minute weekly group lesson and a 30-minute weekly private lesson to average-age beginners under faculty supervision. A 50-minute weekly conference session will be held with the instructor to discuss lesson planning and teaching strategies. Lessons will be videotaped and critiqued throughout the semester. Offered every other year.

MU491, 492. Independent Study (Applied) (1-3) Per Semester

In-depth study, individual research, and/or field study in areas of mutual interest to the student and the instructor.

Mary Black, Director

School of Theatre and Dance Faculty

Full-Time: Matthew Albrecht, Lori Bales, Mary Black, Anna Corvera, Beth Creighton, Sarah Crockarell, Jana Henry Funderburk, Elisa Gonzales, Kevin Long, Barbara Mangrum, Alex Miller, Angela Miller, Sean T. Morrissey, Denise Myers, Tom Robson, Sara Theis.

Part-Time: Ann Borders, Laura Chiamonte, Jennifer Hand, Eric Mercer, Caitlin O'Donoghue.

Mission Statement

Through Performance Learning, the rigorous integration of theory and practice in the classroom and on stage, we investigate and interpret ideas, peoples, and perspectives of the world. We strive to develop an intellectual and imaginative engagement with our audience and community using theatrical arts as the method of inquiry.

Degree Programs

The School of Theatre and Dance offers the Bachelor of Arts (BA) degree in Theatre and Performance Studies, the Bachelor of Fine Arts (BFA) degree in Musical Theatre, and the Bachelor of Fine Arts (BFA) degree in Theatre with emphases in Acting, Design and Production, Stage Management. Students in all degree programs must complete Millikin's University Studies requirements in addition to their course work in Theatre. All degrees are designed for students interested in pursuing careers in professional, academic, regional, and community theatre. Minor degrees are offered in Dance and Theatre.

Students are admitted to the BFA programs in Theatre and Musical Theatre based upon auditions and/or interviews and only after being admitted to the University. After being admitted to any BFA program, students must pass a second audition/interview at the end of their first year in order to continue in the BFA program. Students admitted to the BFA program may be removed from the BFA program at any time at the discretion of the theatre faculty.

All degree programs in the School of Theatre and Dance promote craftsmanship, creativity and the development of the individual artist within the context of a liberal education. Performance, in the broad sense, and the development of artistic responsibility are emphasized throughout a student's career. Our universal learning goals, Collaboration, Analysis, Technique, Professionalism and Meaning and Value apply to all of our degree programs. How these learning goals are defined varies among degree programs to accommodate the broad scope of disciplines within the theatre profession.

Assessment of learning goals happens throughout the curricula. For details see the Theatre and Dance website. Ample opportunities for performances and production work are available during the main stage and studio seasons (typically a combination of musicals, plays, operas, a children's play, and a dance concert). In addition to these seasons, students have performance and production opportunities through work in Pipe Dreams Studio Theatre and activities off campus. Upper class students enrolled in the Design & Production BFA program may be afforded opportunities to design for main stage productions. Four performance facilities are available for productions. Kirkland Fine Arts Center's 1,900-seat theatre is used for large musicals and dance performances. Albert Taylor Theatre, a 270-seat proscenium theatre, is the site of smaller musicals, plays, dance performances, and operas. Our newest theatre is a flexible space in the Center for Theatre & Dance, which also houses plays, musicals, dance performances, and operas. Pipe Dreams Studio Theatre is a 90-seat experimental space, which serves as a laboratory for main stage and student-produced performances.

All BFA performance majors (musical theatre and acting emphasis) are required to audition for all main stage productions. BFA performance majors must formally petition the Performance Coordinator to be excused from auditions. The departmental learning goals are embedded in both the curriculum and the production experience, and a BFA student's commitment to the production process will be evaluated accordingly.

Theatre Core

A core of 5 classes (15 credits) is required of ALL theatre students to ensure a breadth of knowledge and an awareness of theatre and its various disciplines:

- TH131 Play Analysis (3)
- TH141 Acting I (3)
- TH321 Directing I (3)
- TH335 History of Theatre and Drama I (3)
- Technical Theatre Course (Choose 1 from:) (3)
 - TH102 Intro to Technical Theatre*
 - TH151 Fundamentals of Lighting**
 - TH152 Costume Construction
 - TH154 Scenic Construction

*Design and Production majors do not take Theatre 102, Introduction to Technical Theatre

Major In Musical Theatre, B.F.A. Degree

School of Theatre and Dance BFA Learning Goals:

- Collaboration: brings students into work and learning relationships to realize that theatre is, by its nature, a shared undertaking.
- Analysis: Experientially teaches advanced knowledge of disciplinary theory that enables students to translate texts into expressions within their chosen areas of focus.
- Technique: equips students with the means to both express and explore important ideas in a global context within their chosen area of focus.
- Professionalism: instills in students a set of ethical values that guide them as working professionals and educated individuals in a global society that will sustain them as artists and professionals in whatever endeavor they may choose.
- Meaning and value: asks students to integrate all elements of their liberal education to create lives that are both professionally successful and personally meaningful.

The BFA in Musical Theatre requires 128 credit hours for graduation, 91 of which must be in the major. In addition to completing Theatre Core and University Studies requirements, musical theatre majors must complete the following:

Voice and Acting (26 credits)

8 credits in applied voice, or one credit per semester enrolled at Millikin. Private music lessons in voice will carry a \$300 per credit hour fee.

TH142. Acting II (3)

TH240. Voice for the Stage (3)

TH241. Advanced Voice (3)

TH317. Intro to Musical Theatre Studies (3)

TH345. Acting: Advanced Scene Study I (3)

TH447. Musical Theatre Professional Preparation (3)

Dance and Movement (14-16 credits)

Beginning Movement for Actors I (1)

Beginning Movement for Actors II (1)

Tap - One Semester (1)

Jazz - One Semester (1)

Ballet - Two semesters (2-4 credits)

DA446. Theatre Dance I (2)

Dance/Movement Options (6 credits from below list)

TH364. Advanced Movement (3)

TH366. Stage Combat (3)

Additional dance courses (1-2 credits each)

Music Support (21 credits)

Applied Piano (2)

Music Theory 111, 112 (4)

Ear Training 113, 114 (4)

TH337. Musical Theatre History and Literature I (3)

TH338. Musical Theatre History and Literature II (3)

TH339. Musical Theatre Repertoire I (1)

TH340. Musical Theatre Repertoire II (1)

TH368. Belting Technique & Performance (3)

Theatre Support (7 credits)

TH242. Theatrical Make-up (1)

Dramatic Literature/Theory/Criticism (3 credits)

Theatre Electives (3)

Theatre 101. Theatre Practicum (3 semesters, 3 credits total)

Advanced Degree Options (9 credits from the below list, selected with Advisor approval)

TH346. Advanced Scene Study II (3)

TH446. Musical Theatre Scene Study (3)

DA447. Theatre Dance II (3)

Additional Dance Courses (3 credits)

Additional Voice Lessons (3 credits)

Major In Theatre, B.F.A. Degree

The B.F.A. Degree in Theatre is offered in 3 areas of concentration: Acting, Design and Production, and Stage Management.

School of Theatre and Dance BFA Learning Goals:

- Collaboration: brings students into work and learning relationships to realize that theatre is, by its nature, a shared undertaking.
- Analysis: Experientially teaches advanced knowledge of disciplinary theory that enables students to translate texts into expressions within their chosen areas of focus.
- Technique: equips students with the means to both express and explore important ideas in a global context within their chosen area of focus.
- Professionalism: instills in students a set of ethical values that guide them as working professionals and educated individuals in a global society that will sustain them as artists and professionals in whatever endeavor they may choose.
- Meaning and value: asks students to integrate all elements of their liberal education to create lives that are both professionally successful and personally meaningful.

Acting Concentration

The BFA in Theatre: Acting Concentration requires 124 total credits to graduate, 79 of which must be in the major. In addition to completing the Theatre Core and University Studies requirements, students must also complete the following.

Dance/Movement (8 credits)

TH145. Beginning Movement I (1)
 TH146. Beginning Movement II (1)
 TH364. Advanced Movement for Actors (3)
 Dance/movement electives (3 credits)

Voice Requirements (6 credits)

TH240. Voice for the Stage (3)
 TH241. Advanced Voice (3)

Acting Requirements (24 credits)

TH142. Acting II (3)
 TH341. Advanced Acting: Shakespeare (3)
 TH345. Acting: Advanced Scene Study I (3)
 TH346. Acting: Advanced Scene Study II (3)
 TH448. Advanced Acting: Professional Preparation (3)
 TH348. Acting for the Camera (3)
 Acting Electives (6)

Additional Requirements (28 credits)

TH101. Theatre Practicum (3 semesters, 3 credits total)
 TH336. History of Drama and Theatre II (3)
 Dramatic Literature/Theory/Criticism (6 credits)
 Theatre Electives (13 credits)

Design & Production Concentration

The BFA in Theatre: Design and Production Concentration requires 124 total credits to graduate, 81 of which must be in the major. In addition to completing the Theatre Core and University Studies requirements, students must also complete the following:

Design & Production required courses (39 credits)

TH135. Elements & Principles of Design (3)
 TH234. Design & Production Seminar (6 semesters, 6 credits)
 TH242. Theatrical Make-up (1)
 TH255. History of Style (3)
 TH336. History of Theatre and Drama II (3)
 TH491, 492. Design & Production Cornerstone Project (3)
 TH496. Design & Production Capstone Project (3)
 TH115, 215, 315, 415. Theatre Laboratory: Mainstage (8)
 Topics in Art History, 300 level (3)
 Two technical theatre courses not taken as part of the Theatre BFA Core (6)
 Choose two of the following:
 TH151. Fundamentals of Lighting (3)
 TH152. Costume Construction (3)
 TH154. Scenic Construction (3)

Design & Production Studios (choose 21 credits from the following)

TH109. Drawing for Theatre (3)
 TH220. Sound for Theatre (3)
 TH221. Rendering Techniques (3)
 TH251. Drafting for Theatre (3)
 TH252. Scenic Design for Theatre (3)
 TH351. Costume Design (3)
 TH352. Lighting Design for Theatre (3)
 TH354. Costume History (3)
 TH356. Special Topics in Costume (3)
 TH358. Special Topics in Lighting (3)
 TH451. Theatre Props (3)
 TH452. Scenic Painting (3)
 TH453. Technical Direction (3)

Additional Requirements (6 credits)

Dramatic Literature/Theory/Criticism (6 credits)

All BFA in Theatre, Design & Production Emphasis students are required to do production work every semester while at Millikin. All students shall maintain a portfolio for yearly review. Upper-class students may be asked to design one or more main stage productions.

Stage Management Concentration

The BFA in Theatre - Stage Management Concentration requires 124 credits to graduate, 79 of which must be in the major. In addition to completing the Theatre Core and University Studies requirements, students must also complete the following:

Support Courses (22 credits)

TH135. Elements and Principles of Design (3)
 TH251. Drafting for Theatre (3)
 TH324. Stage Management (3)
 Additional Design and Production courses (12 credits total)
 Dance technique/appreciation (1)
 TH336. History of Theatre and Drama II (3)

Additional Requirements (35 credits)

TH101. Theatre Practicum (1)
 MT100. Music Fundamentals (3)
 Dramatic Literature/Theory/Criticism (6 credits)
 Theatre & Dance Electives (15 credits)
 Communication Requirement (6 credits from below list):
 CO101. Introduction to Communication Theory (3)
 CO251. Introduction to Public Relations (3).
 CO330. Interpersonal Communication (3).
 CO341. Survey of Organizational Communication (3).
 CO343. Communication and Conflict (3).
 CO344. Leadership & Communication (3).
 CO432. Intercultural Communication (3).

Stage Management Projects/Internships (7 credits)

TH115. Theatre Lab Mainstage (2 semesters, 2 credits total):
 Assistant Stage Manage two productions for one credit each
 TH315. Theatre Lab Mainstage (2 semesters, 2 credits total):
 Stage Manage two productions for one credit each
 TH493. Stage Management Capstone (2 credits)

Major in Theatre & Performance Studies, B.A. Degree

The Bachelor of Arts Degree in Theatre & Performance Studies offers students a broad-based education. Students will engage in all aspects of theatre work, with special emphasis placed on theory, analysis, and the development of original work. The flexible nature of the BA in Theatre & Performance Studies permits students to tailor their education to their individual needs, and all students in this major are strongly encouraged to pursue a second major or minor.

BA in Theatre & Performance Studies Learning Goals

1. Analysis – Students can effectively communicate the results of research and analysis in writing.
2. Collaboration – Students will effectively demonstrate the ability to work in a team in an environment reflective of professional theatre practice.
3. Professionalism – Upon graduation from this program, students will demonstrate preparedness for opportunities in the discipline following graduation.
4. Technique – Upon graduation from this program, students will demonstrate mastery of story creation.

The B.A. in Theatre & Performance Studies requires 124 total credits to graduate, 51 of which are in the major. In addition to completing Theatre Core and University Studies requirements, students must also complete the following:

BA Core Curriculum (33)

TH101. Theatre Practicum (3 semesters, 3 credits total)
 TH131. Play Analysis (3)
 TH141. Acting I (3)
 TH142. Acting II (3)
 TH203. Devised Theatre (3)
 TH303. Advanced Play Analysis (3)
 TH321. Directing I (3)
 TH335. History of Theatre & Drama I (3)
 TH336. History of Theatre & Drama II (3)
 TH361. Performance Studies (3)
 TH460. BA Capstone (3)

BA Elective Requirements (18)

Technical Theatre Option (3)
 Design Studio Option (3)
 Dramatic Literature Option (3)
 Theatre/Dance Electives (3)

Theatre Minor

To receive a minor in Theatre, a student must complete 21 credits in theatre courses including the following:

- TH131. Play Analysis (3)
- TH141. Acting I (3)
- TH102. Introduction to Technical Theatre (3)
- TH321. Directing I (3)

Additional courses will be arranged and approved by the Department Chair. Minors are encouraged to contribute to the production season.

Minor In Dance

A dance minor consists of a minimum of 21 credits. Those wishing to declare a minor in dance must wait until their 4th semester to register. However, students are eligible to begin taking dance classes from their first semester on campus. All credits earned in dance prior to declaring a minor will be applied to the 21-credit requirement. Students entering Millikin with advanced dance training may fulfill the Jazz, Ballet, Tap and Modern core requirements with upper level courses at the discretion of the dance faculty.

Dance Core (11 credits)

DA100. Dance Lab (1)
 DA101. Jazz Dance I (1)
 DA102. Tap I (1)
 DA105. Modern Dance I (1)
 DA107. Ballet Technique I (1)
 DA430. Dance Minor Choreography Project (1)
 DA446. Theatre Dance I or DA447 Theatre Dance II (2)
 DA420. Musical Theatre Choreography or DA490. Workshop in Choreography (3)
 (Note: Students may be placed in a higher level course at the discretion of dance faculty.)

Elective (choose one course: 2-3 credits)

TH141. Acting I (3)
 MT111. Theory (2)
 Or approved electives

Specialization (8 credits)

In addition to the core requirements, each student will select two areas of specialization and complete a total of eight combined credits in both areas. At least five of these eight credits must be taken at the 300 level or above.

Dance Certificate (12 credit hours)

Description:

This certificate program can be earned with the completion of 12 credit hours of Millikin dance courses of the student's choice. Students must enroll in courses in at least 2 different styles of dance. At least 3 credit hours must be in technique classes at the 300 level or above.

Student Learning Outcomes:

Students will gain knowledge through physical experiences in styles of dance of their choosing at the collegiate level.

Courses:

DA 107, 108, 207, 208, 307, and/or 407. Ballet I-a, I-b, II-a, II-b, III, and/or IV
 DA 101, 201, 301 and/or 401. Jazz I, II, III and/or IV
 DA 102, 202, 302, and/or 402. Tap I, II, III, and/or IV
 DA 105, 205, 305, and/or 405. Modern I, II, III, and/or IV
 DA 110. Dance Appreciation
 DA 100. Dance Lab
 DA 490. Workshop In Choreography
 DA360. Performing Dance Ensemble

Theatre Courses (TH) (Credits)**TH101. Theatre Practicum (1)**

Students participate in productions by working behind the scenes during their first three years in the program. These collaborative experiences help develop a sense of volunteerism and often, a second marketable professional skill in various areas of theatre production.

TH102. Introduction to Technical Theatre (3)

Through class lectures and hands-on participation, this course is designed to give the student an overview of the theories, practices and techniques involved in scenery and costume construction, stage lighting, theatrical sound and stage management. Hands-on learning and work on university productions are required to reinforce skills and to promote collaborative efforts.

TH103. Acting: Non-Majors (3)

A practical acting course for non-theatre majors designed to introduce students to basic fundamentals of acting. May be taken for university studies creative arts credit but does not count towards theatre major.

TH107. Introduction to Theatre Arts (3)

A survey of drama and theatre arts to develop students' understanding and appreciation of contemporary theatre. Laboratory hours in related theatre activities may be required. May be taken for university studies creative arts credit, but does not count toward theatre major.

TH109. Drawing for Theatre (3)

This is a hands-on course that explores drawing skills needed in the area of Theatre Design. This includes: one, two and three point perspective, figure drawing, thumbnail techniques, line drawing, value drawing, and technical drawing techniques.

TH113, 213, 313, 413. Theatre Laboratory: Experimental (1)

Credit for participating in experimental productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation. Only 1 credit may be taken per semester.

TH114, 214, 314, 414. Theatre Laboratory: Musical Theatre (1)

Credit for participating in musical theatre productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation.

TH115, 215, 315, 415. Theatre Laboratory: Main stage (1)

Credit for participating in main stage productions that help foster collaborative, professional and technical skills. Repeatable for credit. No more than 10 credits of theatre laboratory course work may be applied to graduation.

TH131. Play Analysis (3)

Through the study of selected works, students learn techniques for analyzing play structure in a manner vital for performing artists, directors, and designers. Plays shall be selected from a variety of periods in theatrical history. The genres of tragedy and comedy and various stylistic approaches to interpreting theatrical works will be closely studied.

TH135. Principles and Elements of Design (3)

This course is intended to introduce the student to basic design principles and explores the elements of design through a variety of abstract and conceptual projects that incorporate 2-D, 3-D and Kinetic design. An emphasis on presentation and communication of ideas will be a focus of this class.

TH141. Acting I (3)

A study in basic concepts of acting developing the integration of the actor's mind and body through a variety of exercises with emphasis on professional preparation, the collaborative experience, and the development of the imagination.

TH142. Acting II (3)

Continuing study of the fundamental concepts of acting with an introduction to analysis and how it informs and connects with technique.

TH145. Beginning Movement for Actors I (1)

Beginning techniques for physical awareness, and development of centered movement, alignment, flexibility and breath. BFA performance majors only, or consent of instructor.

TH146. Beginning Movement for Actors II (1)

Beginning techniques for physical awareness, and development of centered movement, alignment, flexibility and breath.

TH151. Fundamentals of Lighting (3)

This course is designed to introduce the student to the basic knowledge and practice of stage lighting techniques in both technical and artistic projects, and to USITT national standards in stage lighting technology and design. The student will develop hands-on skills in the area of stage electrics with an emphasis on industry-wide safety standards for stage electricians.

TH152. Costume Construction (3)

This course introduces students to the materials, tools, machinery and techniques required to construct a costume for the theatre, and apply their knowledge to the construction of a garment from pattern to finish work. Students will also learn the roles and hierarchy of a working professional costume shop.

TH154. Scenic Construction (3)

This class serves as an introduction to theatrical scenery construction. Through class lectures and hands-on participation, it is designed to give the student a detailed overview of the theories, practices and techniques involved in safely building, rigging, installing, operating, and striking theatrical scenery.

TH203. Devised Theatre (3)

Through collaboration, experimentation, revision, and reflection students will explore a variety of ways to create original theatre rather than interpret extant theatrical texts.

TH205. Shakespeare Corrected (1-3)

Shakespeare Corrected brings undergraduate students together with incarcerated and disadvantaged populations to collaborate and create a theatrical experience intended to inspire transformation and redemption in students, participants, and their families. Background check required.

TH220. Sound for Theatre (3)

This class serves as an introduction to sound design, technical sound, and sound reinforcement for theatre. Through class lectures and hands-on participation, it is designed to give the student a detailed overview of the theories, practices and techniques involved in designing, editing, and technically implementing music, sound, and sound systems for theatrical performance.

TH221. Rendering Techniques (3)

This course introduces students to the use of artistic materials as they are typically used for the production of quality renderings for theatrical production. Students will learn to use materials such as watercolor, gouache, colored pencil and design markers. The successful student will produce materials worthy of inclusion in the design portfolio.

TH234. Design & Production Seminar (1)

This course provides an opportunity for the BFA Theatre Design & Production student to engage in Professional Preparation for success as a working artist. Sessions will focus on topics such as portfolio preparation and presentation, technological advances to present design work, certifications, interpersonal communication, and a variety of other types of performance learning.

TH240. Voice for the Stage (3)

The fundamentals of vocal technique for the actor. Special emphasis is given to the anatomy and physiology of the vocal mechanism, including breathing, phonation, resonance and articulation. Students learn portions of the International Phonetic Alphabet as a tool for phonetic analysis, the practice of Standard North American speech, and subsequent dialect analysis and practice.

TH241. Advanced Voice (3)

Further development of the fundamentals of vocal technique. Special emphasis is given to enhancement of vocal power, range, clarity, flexibility, and responsiveness to text. Technique issues are addressed through warm-up approaches and work on heightened text, including Shakespeare. Work with text also includes methods of verse scansion and rhetorical analysis.

TH242. Theatrical Make-up (1)

A practical course in makeup techniques for the stage. Areas covered include the study of facial structure, modeling 2-dimensionally with highlight and shadow, and examination of color theory. Projects emphasize corrective, old age, and specialty applications.

TH251. Drafting for Theatre (3)

This is a hands-on course that examines the graphical communication of technical theatre design through both manual and CADD (computer-aided design) methods. Students will develop drafting skills through a series of projects, and learn USITT standards for drafting.

TH252. Scenic Design for Theatre (3)

This course is designed to introduce students to the fundamental principles and techniques of scenic design for the theatre. Students will research historical periods, styles, playwrights, dramatic structures, and characterizations in selected plays in order to arrive at a clear and coherent point of view about a play and communicate it through visual and spatial design.

TH255. History of Style: Antiquity Through Contemporary (3)

An exploration of periodicity through the examination of stylistic elements from Egyptian through the present. Styles of art, architecture, dance, theatre, music, etc. will be examined in an effort to give students a strong sense of the commonalities as well as the differences in the various art of the periods. Trends in philosophy, religion, commerce, etc. will be studied for their effect upon artistic form.

TH303. Advanced Play Analysis (3)

An in-depth analysis course of dramatic texts. Students will examine a play through careful and detailed attention to the text and structural choices of the playwright.

TH317. Intro to Musical Theatre Studies (3)

Students in this class will continue to develop their understanding of the actor's craft applying analysis and technique as it relates to musical theatre.

TH321. Directing I (3)

An introduction to the theory and techniques of stage directing, this course emphasizes script analysis, collaboration, executing blocking and staging techniques, understanding aesthetics and clarity.

TH323. Arts Management (3)

Through the continued practice of collaboration, analysis, and professionalism, students will understand the basics of the wide range of types of theatre and the process of staffing, budgeting, marketing, development and season planning. As an ongoing project, students will apply what they read, learn, and practice to the entrepreneurial creation of a hypothetical non-profit theatre company.

TH324. Stage Management (3)

An introduction to the role of the stage manager in the American Theatre today. This course covers Actors' Equity Association contracts, the stage manager's role in the production process, communication techniques, leadership skills, and the creation of a prompt script.

TH325. Playwriting (3)

The writing of plays. Emphasis placed on plot, theme, dialogue, technical problems and characterization.

TH326. New Musicals Workshop (3)

Students will collaborate with faculty and third-party established/emerging professional musical theatre writers to develop, rehearse, and perform a new musical theatre script and score.

TH327. Independent Performance Lab (3)

This Lab will provide students an opportunity to explore and develop their individual process in preparing and performing scenes, monologues, and/or songs. Students will create individual contracts with the instructor to outline expectations, goals, and risks for the semester.

TH331, 332. Seminar in Dramatic Literature/Theory/Criticism (3)

An investigation into the work of major playwrights, practitioners or theorists, or into dramatic literature, theory and/or criticism of a given style or period. Repeatable for credits each time topic changes.

TH333. African American Theatre & Drama (3)

An investigation of African American/Black dramatic literature and performance, examining a wide variety of voices and styles across the last two centuries.

TH334. Concepts in Collaboration (3)

An investigation into the collaborative art of creating a cohesive concept among a design team. We will explore different collaborative techniques while experimenting with different playwrights and styles.

TH335. History of Theatre and Drama I: Pre-Modern Theatre (3)

An integrated study of theatre history, theory, and dramatic literature from the beginnings of theatre to the 19th Century. Readings will include theatre history texts, plays from important periods in theatre history, and primary documents of theatre theory such as Aristotle's Poetics. A central assignment will be a dramaturgical project on a pre-modern dramatic text.

TH336. History of Theatre and Drama II: Modern and Contemporary Theatre (3)

An integrated study of significant theatre practices focused on the emergence of modern theatre in the 19th Century, the development of modernist theatre aesthetics in the early 20th Century, and the conditions that have shaped contemporary theatre. Readings will include theatre history texts, influential plays from the modern and contemporary repertoire, and significant primary texts in theatre theory. Particular emphasis will be placed on understanding modern theatre history as it influences current theatre practice.

TH337. Musical Theatre History and Literature, I (3)

The study of the American musical from European influences until 1940 with emphasis on analysis of formative elements in preparation for work in the professional environment. Majors only. A linked course requiring concurrent enrollment in TH339.

TH338. Musical Theatre History and Literature, II (3)

A collaborative exploration of the development and trends of the American musical from 1940 to the present with emphasis on analysis of different decades and styles. Majors only. A linked course requiring concurrent enrollment in TH340.

TH339. Musical Theatre Repertoire I (1)

An advanced course which explores the songwriting tradition on Broadway and in Hollywood during the first half of the 20th century with emphasis on professional preparation, analysis and technique in a collaborative environment. Performance of material will include songs appropriate for each student's vocal range. A linked course requiring concurrent enrollment in TH337. Musical Theatre majors only.

TH340. Musical Theatre Repertoire II (1)

An advanced course designed to explore leading vocal roles written for the musical stage during the second half of the 20th century with emphasis on professional preparation, analysis and technique in a collaborative environment. Performance of material will include songs appropriate each student's physical range. A linked course requiring concurrent enrollment in TH338. Musical Theatre majors only.

TH341. Advanced Acting: Shakespeare (3)

An advanced acting course focusing on the analysis and technique required to perform the works of William Shakespeare, with a special focus on handling heightened language.

TH344. Acting: Improvisation (3)

Focuses on improvisation as a creative technique and performance style. Trains the actor to work in an extemporaneous manner. Students work in a variety of situations that apply improvisational techniques to theatre pieces.

TH345. Acting: Advanced Scene Study I (3)

Further development of the work begun in Acting I and II, this course is designed to deepen the actor's understanding of the craft and to apply analysis and technique to scene performances with emphasis on works of contemporary realism.

TH346. Acting: Advanced Scene Study II (3)

A continuation of the work of TH345, this course is designed to deepen the practice of the actor's craft through more sophisticated application of analysis and technique in the performance of scenes from a broader range of styles and genres.

TH348. Acting for the Camera (3)

This class will focus on applying your current knowledge of technique and craft, with an emphasis on the Stanislavsky system, to create a performance for the screen rather than the stage.

TH351. Costume Design for Theatre (3)

Concentration on the conceptualization and rendering of costume design for the stage. Students will execute projects based on script analysis, research, and an understanding of design theory. The course of study addresses character and figure analysis, designer/director communication, shop practices, and the effective use of standard design elements and principles.

TH352. Lighting Design for Theatre (3)

This course is designed to explore the art of stage lighting design focusing on color theory, light and shadow, emphasis through light and styles of lighting. The history of stage lighting design will also be explored. The student will gain a working knowledge of USITT graphic standards for Lighting Design and Lighting Portfolios.

TH354. Costume History (3)

This course focuses on the evolution of clothing throughout history. The exploration of costume includes not only what people wore, but why people wore what they did. War, economy, trends and other pressures greatly influence what is considered to be fashionable, as well as what is considered to be the norm of a period.

TH355. Designing Disney (3)

A travel course that engages students with the traditions and innovations of design as seen in the shows, environments, and experiences of Walt Disney World. Students will meet with designers and others critical to the production of entertainment at WDW parks.

TH356. Special Topics in Costume (3)

This special topics designation allows for courses which advance student knowledge in the area of costume. Topics could include pattern drafting and draping, dye techniques, millinery, tailoring, 3-D makeup techniques, etc.

TH358. Special Topics in Stage Lighting (3)

This course is designed to explore advanced concepts in the art of lighting design for the performing arts. Through practical experiments and lab projects this course will explore color theory in design and the psychology of color, the use of lighting design as conceptual communication and how lighting design can manipulate the audience's view of the performance.

TH361. Performance Studies (3)

A theoretical and practical exploration of the field of Performance Studies. Students will examine a wide variety of performance disciplines, conduct original Performance Studies research, and create/perform within the discipline of Performance Studies.

TH362. Stage Dialects (3)

Application of techniques developed in the Voice sequence that enable the actor to speak in various regional dialects in performance contexts. Special emphasis is given to the use of IPA as a tool in phonetic analysis.

TH364. Advanced Movement for Actors (3)

Course will explore advanced movement techniques that continue to emphasize the full integration of the body, mind, and emotions while expanding the range of movement choices, from active stillness through realistic characters to broad physical comedy. Masks (neutral, character, and red nose) are used as the means of exploration.

TH366. Stage Combat (3)

The principles of acting-connection to partner, playing a specific action, intent, character development, given circumstances, awareness of alignment, and use of breath-will be expanded upon as students develop the skills necessary to safely execute exciting, realistic fights on stage.

TH368. Belting Technique and Performance (3)

This course asks students to work on songs selected to improve their technique as singing actors, with intense focus on breath, support of the breath, and utilizing vocal technique and musical theory in making strong acting choices.

TH381, 382, 383, 384. Seminar in Theatre Arts (1-3)

Topic to be announced each year.

TH390. Pipe Dreams Studio Theatre (1-3)

Students enrolled in TH390 are the Artistic and Production Teams of Pipe Dreams Studio Theatre, Millikin's student-run theatre company. Teams meet weekly to establish goals, set timelines, and execute plans in addition to presenting a monthly report to the Pipe Dreams Advisory Board. Emphasis is placed on concept and business development, programming, and marketing/branding.

TH391, 392. Independent Study

Independent study in a topic chosen jointly by student and instructor with approval of Department Chair.

TH400. Theatre BA Capstone (3)

The culminating course of a four-year theatre education at Millikin. This course synthesizes the learning outcomes of the Theatre BA degree and combines professional development with the creation of theatrical art.

TH446. Musical Theatre Scene Study (3)

A performance practice class for education and improvement of skills for the musical theatre. Practical analysis and technique in combining the disciplines of acting, singing, and movement for the musical theatre is the central focus with in-depth exploration of how these elements define and affect character and dramatic choices. Professionalism in manner and preparation are also important foci of the class.

TH447. Musical Theatre Professional Preparation (3)

This senior capstone course works on the development of audition technique for the actor entering the professional market of musical theatre. Students learn methods for analyzing music and lyrics of audition material, staging an effective audition, and applying fundamental acting techniques that bring immediacy and power to the audition. Students also develop and practice the professional etiquette of the business and deepen their understanding of how they fit into the professional market they enter.

TH448. Advanced Acting: Professional Preparation (3)

This capstone course is required for all acting majors in their senior year. It requires intensive, in-depth work for the entire semester to integrate voice, mind, and body into an individualized acting approach. Integration of all aspects of the actor's craft and artistry are emphasized. Students will develop an audition portfolio, practice the professional etiquette of the business, and deepen their understanding of how they fit into the professional market they enter.

TH451. Theatre Props

This course will introduce the student to the basic skills and techniques needed to become a successful props master. The student will apply techniques of play analysis to the design, construction, and acquisition of properties for theatrical production.

TH452. Scenic Painting

This is a hands-on class in the art of painting scenery for the theatre. Students will work on the various techniques of texturing: spattering, sponging, dry brushing, etc. and use those techniques to create faux wood, bricks, stone, marble, etc. Other areas to be covered include History of Scenic Art, creation and interpretation of Paint Elevations.

TH453. Technical Direction

This class builds on the skills learned in Scenic Construction, advancing a student's skills in scenic construction, drafting, rigging, and problem solving. Through lectures and hands-on participation, this class also provides an introduction to structural and mechanical analysis, budgeting, and scenery automation.

TH470. Theatre Internship (1-3)

A cooperative course between the school of theatre and dance and selected theatres, organizations or individuals which will provide on-the-job training coupled with an academic analysis of the experience.

TH491, 492. Design and Production Cornerstone Project (1-3, repeatable to 6)

Designing, assistant designing, functioning as technical director or costumer for a production in either the main stage or Pipe Dreams seasons.

TH493. Advanced Directing Projects (1-3, repeatable to 6)

The direction of one-act plays for performance, or assistant direction, stage management, or dramaturgy of mainstage productions.

TH496. Design and Production Capstone Project (3)

Designing or completing an equivalent technical project for a main stage production. A culminating senior experience in which the student is responsible for all designs, renderings, technical drawings and realization of the design.

***Interdepartmental (IN) 400: BA Capstone (3)**

This course is the capstone course for all BA students in the College of Fine Arts, and explores the roles that art plays in a democratic society.

Dance

Dance classes are held in three well-equipped dance studios. A dance concert is performed yearly. Master classes are often taught by members of dance companies performing at Kirkland Fine Arts Center or by invited guest artists.

Dance Courses (DA) (Credits)**DA100. Dance Lab (1)**

A student dance ensemble working on a series of exercises, combinations and ultimately fully realized pieces choreographed by students enrolled in one of the two upper level choreography classes. Emphasis will be placed on rehearsal techniques, ensemble dancing, collaboration skills and critical analysis. Audition required for registration. Repeatable for credit.

DA101. Jazz Dance I (1)

The study of jazz dance techniques at the beginning level. This course focuses on basic jazz dance components including placement, floor exercises, isolations, walks, syncopated rhythms, etc.

DA102. Tap I (1)

The study of beginning tap technique. This course focuses on the fundamental tap vocabulary, simple combination steps and the introduction to time steps.

DA105. Modern I (1)

The study of modern dance technique at the beginning level. This course focuses on body awareness and centering, understanding changes of direction, and finding ways of moving using natural momentum.

DA106. Ballroom (1)

The study of ballroom styles and techniques. This course is an introduction to the basic techniques, patterns, and positions found in a variety of ballroom styles. Possible styles include waltz, foxtrot, various Latin styles, and swing.

DA107. Ballet I-a (1)

The study of ballet technique at the beginning level. This course focuses on learning fundamental vocabulary and technical skills of ballet.

DA108. Ballet I-b (1)

The continuing study of ballet technique at the beginning level. This course focuses on developing barre exercises and center floor work.

DA110. Dance Appreciation (3)

This course is a study of dance from primitive times to the present. It compares ancient and modern dance forms along with its functions, and it examines the contributions of individual dancers, companies, and choreographers within a framework of cultural heritage, world politics, human rights, social values, and popular culture.

DA201. Jazz II (1)

The continuing study of jazz dance technique. In addition to the continued development of the basic techniques of Jazz I, this course focuses on across the floor combinations, center combinations and the introduction of jumps and turns.

DA202. Tap II (1)

The continuing study of basic tap technique. In addition to the continued development of the basic skills of Tap I, this course focuses on broadening the tap vocabulary and introduces velocity building exercises, across the floor combinations and more in-depth center combinations.

DA205. Modern II (1)

The study of modern dance technique at the beginning/intermediate level. This course focuses on learning dance phrases that are built on the techniques learned in Modern I.

DA207. Ballet II-a (2)

The study of ballet technique at the intermediate level. In addition to barre and center floor work, this course focuses on developing consistency in pirouettes and petite allegro work.

DA208. Ballet II-b (2)

The continuing study of ballet technique at the intermediate level. In addition to barre, center floor and petite allegro work, this course focuses on developing grand allegro work.

DA301. Jazz III (1)

The continuing study of jazz dance technique at the intermediate level. This course focuses on the development of multiple turns, turning jumps and leaps. Pick-up skills will also be developed through more complex center-floor combinations. Repeatable for credit.

DA302. Tap III (1)

The continuing study of tap technique at the intermediate level. This course focuses on increasing velocity, pick-up skills, sound quality, and articulation. Combinations will include more emphasis on style and complex rhythms. Repeatable for credit.

DA305. Modern III (1)

The continuing study of modern dance technique at the intermediate level. This course focuses on developing floor work, and technical strength along with further exploration of movement through center floor combinations. Repeatable for credit.

DA307. Ballet III (2)

The continuing study of ballet technique at the intermediate/advanced level. This course focuses on building stronger technique while introducing concepts of musicality and artistry. Repeatable for credit.

DA360. Performing Dance Ensemble (1)

Student dance company. This course focuses on the development of choreographic elements and/or fully produced concert works by both faculty and student choreographers. An audition is required for registration in this course. In addition to all class meetings, attendance at all rehearsals, showings, performances, and other required meetings is mandatory. Repeatable for credit.

DA381, 382. Topics in Dance (1-3)

Topics announced per semester or term.

DA401. Jazz IV (1)

The continuing study of jazz dance technique at the advanced level. This course focuses on the development of multiple turns, turning jumps and leaps. Pick-up skills, performance skills, and styles will also be developed through more complex center-floor combinations. Repeatable for credit.

DA402. Tap IV (1)

The continuing study of tap technique at the advanced level. This course will focus on complex steps and styles including rhythm tap, improvisation and a cappella tap. Repeatable for credit.

DA405. Modern IV (1)

The continuing study of modern dance technique at the advanced level. This course focuses on the student listening to his/her body's natural rhythms while incorporating improvisation and artistic creativity in center floor combinations. Repeatable for credit.

DA407. Ballet IV (2)

The continuing study of ballet technique at the advanced level. This course focuses on building more sophisticated barre and center floor work including further developments of adagio, pirouettes, petite allegro, and grand allegro. Repeatable for credit.

DA420. Musical Theatre Choreography (3)

The exploration and development of choreography for the Broadway musical. In a workshop format, students will study the techniques used to further the plot, develop character relationships and enhance the framework of a musical through the use of choreography. The development of the director/choreographer/musical director relationships will also be examined. Assignments will be set on members of the dance lab and performed in class. Final projects will be performed in a studio recital.

DA430. Dance Minor Choreography Project (1)

Development of individual choreography resulting in the public performance of a completed work.

DA446. Theatre Dance I (2)

Senior Musical Theatre B.F.A. Capstone. An exploration of the styles of musical theatre dance. This course will focus on audition techniques, pick-up skills, professionalism as it pertains to the musical theatre industry, and the identification of the major contributors to the theatre dance repertoire.

DA447. Theatre Dance II (2)

Senior Musical Theatre B.F.A. Capstone. An exploration of the styles of musical theatre dance. This course focuses on the many styles of theatre dance incorporating combinations from the original Broadway choreography repertoire. Periodic discussions about the theatre industry including pictures and resumes, agents, casting directors, common business practices, contracts and other information pertaining to the theatre industry will also be an important part of this course.

DA490. Workshop in Choreography (3)

The study of the elements and techniques of choreography. In a workshop environment, students will focus on the basics techniques used to craft works of choreography resulting in a completed, full-length piece. Assignments will be set on members of the dance lab and performed in class. Final projects will be performed in a studio recital.

DA491, 492. Independent Study (1-3) Per Semester

Individual research and/or field study in areas of mutual interest to the student and the instructor.

College of Professional Studies (CPS)

www.millikin.edu/cps

Dr. Pamela Lindsey, Dean • (217) 420-6774

The College of Professional Studies (CPS) is committed to practiced performance in the development of professionals who engage in active learning to acquire knowledge. This performance learning advances scholarly endeavors and supports the development of partnerships within communities.

Dedicated to high personal achievement in professional fields, life-long learning, and the promotion of excellence in higher education, CPS students enjoy the combination of a dynamic liberal arts curriculum and professional academic core courses. These curricula are designed to advance the missions of the College of Professional Studies and the University.

The CPS graduates from the Department of Exercise Science & Sport, the School of Education, and the School of Nursing shape the future of the professions in which they practice. They are able to do that because, as students, they were out performing their professional skills in the community. Consequently, our graduates outperform in the marketplace. Practiced performance. It is one of Millikin's and the College of Professional Studies' hallmarks.

Mission of the College of Professional Studies

The College of Professional Studies embraces the mission of Millikin University in preparing students for professional success, democratic citizenship in a global community, and a personal life of meaning and value.

The mission of the College of Professional Studies is to develop professionals who engage in active learning while acquiring knowledge, applying theoretical concepts to practiced performance, supporting the development of partnerships within communities, and shaping the future of the professions in which they practice.

Exercise Science & Sport (ESS)

www.millikin.edu/ess

John Storsved, Director • (217) 420-6677

Exercise Science & Sport Faculty

Full-Time: Joel Blanco, Barb Broadbear, Tina Cloney, Tisha Hess, Tim Littrell, Bill Pritchard, Thad Walker

Adjunct and Rank Equivalent Faculty: Listed at <http://www.millikin.edu/academics/cps/exercise/Pages/FacultyContact.aspx>

Administrative Assistant: Andrea Ohl

Developing skills, habits, and attitudes that promote health and wellness is strongly recommended for all students. The Department of Exercise Science & Sport prepares professionals to provide care for athletes, direct physical education in a school setting, and lead fitness and sport organizations.

Accreditation and Approval

The Millikin Athletic Training Education Program (ATP), in the Exercise Science & Sport Department within the College of Professional Studies, is accredited by the [Commission on Accreditation of Athletic Training Education \(CAATE\)](#). **The program was placed on probation by the CAATE effective March 1, 2018.**

A recent mandate from the Strategic Alliance (NATA, CAATE, BOC) requires the entry-level degree into the athletic training profession to be at the master's level. As a result, Millikin University has voluntarily withdrawn CAATE accreditation and is no longer accepting new students or transfer students for the baccalaureate program in Athletic Training. The date of the voluntary withdrawal of accreditation is August 2022, which allows all students currently enrolled in the professional program to graduate and maintain eligibility for BOC certification. We anticipate the start of the new Master of Science in Athletic Training Program August 22, 2022.

Students who are interested in pursuing Athletic Training should plan to enroll in the Bachelor of Science in Exercise Science major. Please contact the Department Chair for more information.

The Millikin University Physical Education (K-12 Specialist Licensure) is an Illinois State Board of Education Approved Program for the Preparation of Educational Personnel in Illinois Institutions of Higher Education.

Degree Programs

Students may elect a program leading to either the Bachelor of Arts or Bachelor of Science Degree. The department offers four major programs:

- Exercise Science
- Health Promotion
- Physical Education (K-12 Specialist Licensure)
- Sport & Recreation Management

Department Mission

The department of Exercise Science & Sport prepares students for careers in physical education, exercise science, health promotion, wellness coaching & and sport and recreation management. The intentional combination of classroom instruction and performance opportunities encourages students to acquire the knowledge and skills to achieve professional success and engage the community in professional service.

Department Policies

Students shall refer to the program handbooks for specific guidelines related to each major.

Liability Insurance

The university provides liability insurance to cover Millikin University Athletic Training majors who are not yet certified or licensed as Athletic Trainers. This insurance only covers students in the clinical area during university-sponsored clinical experiences when students are under the direction of the program's preceptors.

Miscellaneous Expenses

Students should be aware of additional miscellaneous expenses associated with Athletic Training. The following is a list of common Athletic Training student expenses that occur after official admittance into the program. Costs vary by year. Some costs* are included in clinical lab or assessment fees each semester.

First year in the Program:

- Criminal Background Check
- Uniforms
- CPR Certification
- TB Screening
- Physical Examination

Second year in the Program:

- Drug Screening
- TB Screening
- Flu Vaccination
- Transportation to off campus sites

Third year in the Program:

- Board of Certification Practice Exam*
- Graduation Fee
- Optional Graduation Expenses (robe rental, graduation invitations, etc.)
- CPR Certification
- Drug Screening
- TB Screening
- Flu Vaccination
- Transportation to off campus sites

Physical Education Major (K-12 Specialist Licensure)

In collaboration with the School of Education, the Exercise Science & Sport Department offers courses leading to eligibility for State of Illinois teaching licensure in K-12 Physical Education and optional subsequent endorsements in Health and Driver Education.

Illinois requires that all candidates for an initial teacher's license complete a state-approved program at a recognized teacher education institution. In addition, all candidates must pass the Illinois Licensure Testing System examinations in content knowledge in the major field before student teaching and the edTPA.

Teacher Licensure

In addition to the required departmental course work, students seeking teacher licensure must hold a Bachelor's degree from a regionally accredited institution of higher education or complete the University requirements for graduation, complete the professional education core of courses required by the School of Education, and pass required Illinois State Board of Education examinations. Academic standards are required for admission into the School of Education, including a minimum GPA of 2.7. Specific requirements are outlined in the School of Education section of this Bulletin.

Students who successfully complete this program will be eligible for teacher licensure entitlement in Physical Education for grades K-12. Students are encouraged to also complete required coursework and content area examinations for any endorsements, if applicable. Students may select to add a concentration in Special Education, English as a Second Language, or Bilingual Education to their education major. Completion of a concentration and applicable content area tests will meet the requirements to add this area as a subsequent endorsement to the teaching license.

Required Courses for Teacher Licensure:

***All courses must be passed with a grade of C- or better to fulfill licensure requirements.**

- ES130. Prevention and Treatment of Athletic Injuries (3)*
- ES140. Cardiopulmonary Resuscitation and First Aid (2)*
- ES160. Personal and Community Health (3)*
- ES202. Introduction to Safety Education (3)*
- ES204. Foundations of Physical Education (*3)
- ES310. Kinesiology (3)*
- ES320. Sport Skills Instruction (3)*
- ES325. Growth and Motor Development (3)*
- ES352. Practicum in Group Fitness (3)*
- ES380. Physical Education Seminar (1)*
- ES401. Methods in Elementary Physical Education (3)
- ES305. Physiology of Exercise I (3)*
- ES306. Physiology of Exercise I Lab (1)*
- ES425. Secondary Curriculum Development of Physical Education (3)*
- ES431. Adaptive Physical Education (2)*
- BI204. Essentials of Anatomy and Physiology (4)

ED115. Strategies for Individuals with Disabilities K-12 (3)
 ED120/170. Intro to Education (3)*
 ED210. Human Development (3)
 ED310. Creating Community of Learners (3)*
 ED321. General Middle and Secondary Methods and Assessment (3)
 ED420. Instructional Analysis, Design & Assessment in Pre-Student Teaching (2)
 ED476/478. Supervised Student Teaching (6-12)
 ED488. Education Senior Seminar (3)
 EN302. Methods for Teaching Literacy in Content Area Classroom (3)
 IN150. Critical Writing, Reading, & Research I (3) **(Must be passed with a grade of C or better)**
 IN151. Critical Writing, Reading, & Research II (3) **(Must be passed with a grade of C or better)**

Health Endorsement

Any Exercise Science & Sport and School of Education students may add the Health endorsement to a K-12 specialist-teaching license. A minimum of 18 credit hours of specific course work and passing the necessary tests required to add the endorsement to an Illinois teaching license. Specific course work for the endorsement follows:

18 credit hours of coursework with a grade of C- or better in any of the following areas:

- Community Health (ES 160)
- Consumer Health
- Disease Prevention
- Drug and Chemical Use (ES 200)
- Environmental Health (ES 321)
- First Aid (ES 140)
- Mental & Emotional Health
- Nutrition (ES 328)
- Personal Health (ES 160)
- Safety (ES 202)
- Injury Prevention (ES 130)
- School Health
- Sex Education (ES 324)
- Theories and Concepts of Health (ES 206)
- Middle grade health methods course (ES 402) – Needed to instruct in middle grades

Any alternate health and environmental course must be approved by the Chair of the Exercise Science & Sport Department.

Driver Education Endorsement

To add the Driver Education endorsement to either a secondary or specialist teaching licensure, specific course work is required by the State of Illinois. Specific course work includes a minimum of 18 hours of course work as follows: -

Required Courses for Driver Education:

All courses must be passed with a grade of C- or better to fulfill licensure requirements.

3 credit hours: Injury Prevention (ES 130) **OR** General Safety (ES 202)
 9 credit hours: Driver Education that include:
 -ES 201 – Introduction to Driver Education
 -ES 301 – Driver Education Methods
 -ES 422 – Driver Education Practicum **OR** ES 423 – Advanced Driver Education

6 credit hours from **TWO** of the following areas:

- First Aid (ES 140)
- Psychology of adolescents or young adults
- Safety related issues relevant to driver education
- Advanced driver education in the use of simulation and multiple car programs
- Health and Wellness (ES 160)
- Care and prevention of injuries (ES 130)
- Issues related to alcohol or drug use (ES 200)
- Driver education for students with disabilities

Physical Education as a Second Teaching Field:

School of Education students completing a teacher education program can earn an additional endorsement to teach physical education by completing the following suggested requirements to total a minimum of 24 semester hours. In addition, the student must pass the Physical Education Content Test to be endorsed to teach physical education.

Required Courses for Physical Education as a Second Teaching Field:

All courses must be passed with a grade of C- or better to fulfill licensure requirements.

BI204. Essentials of Anatomy and Physiology (4)
 ES204. Foundations of Physical Education (3)
 ES325. Growth and Motor Development (3)
 ES425. Secondary Curriculum Development of Physical Education (3)

Select one of these courses:

All courses must be passed with a grade of C- or better to fulfill licensure requirements.

ES130. Prevention/Treatment of Athletic Injuries (3)
ES140. Cardiopulmonary Resuscitation and First Aid (2)

Select one of these courses:

All courses must be passed with a grade of C- or better to fulfill licensure requirements.

ES310. Kinesiology (3)
ES305. Physiology of Exercise I (3)
ES306 Physiology of Exercise I Lab (1)
ES418. Principles of Strength and Conditioning (3)
ES419. Principles of Strength and Conditioning Lab (1)

Select four to five credits to make a total of 24:

ES003. Sport Activities (1)
ES328. Health-Related Nutrition (3)
ES431. Adaptive Physical Education (2)

Athletic Training Major

****Millikin University is NO LONGER accepting students into the Athletic Training Program. Students entering Millikin University in the Fall 2019 semester who are interested in pursuing Athletic Training as a career should choose Exercise Science as their major to prepare for application into the Master of Science in Athletic Training program, which has an anticipated start date of August 22, 2022.**

Mission Statement

The mission of the Athletic Training Program (ATP) within the College of Professional Studies at Millikin University is to provide quality education for students wishing to become athletic trainers. Through a combination of both didactic and practical learning experience, the program guides students through acquisition of the knowledge and skills necessary for success on the Board of Certification (BOC) examination and for success at entry-level positions in the field of athletic training or other allied health professions.

Learning Outcomes for Athletic Training Major

All students in the Athletic Training Major will:

1. Acquire didactic and clinical knowledge and skills relating to the prevention, treatment, rehabilitation, and protection of injuries sustained in the active population.
2. Engage in clinical experiences that promote professional and personal citizenship.
3. Adhere to a code of conduct that ensures appropriate ethical and behavioral decorum.

Admission into the Athletic Training Program

The Department of Exercise Science & Sport has established standards for admission to and retention in the Athletic Training Program. Students are chosen based on the following:

1. Hold sophomore or equivalent standing.
2. Submit a written application to the Athletic Training office.
3. Complete ES130 (Prevention and Treatment of Athletic Injuries) and ES140 (Cardiopulmonary Resuscitation and First Aid)
4. All students in the Athletic Training Program (ATP) Major must maintain a major GPA of 3.0 and must earn a B- or higher in each of the "Required Courses for the Athletic Training Major."
5. Complete 100 hours of satisfactory clinical observation under the supervision of the university's athletic training staff.
6. Complete an admission interview with a panel made up of the athletic training staff and current athletic training students.

Transfer Students

Transfer students will be admitted to the program provided they fulfill all program admission requirements. Coursework completed at another institution will be evaluated by the Registrar and ATP Program Director to determine whether the course objectives completed coincide closely with the course objectives of any courses required for admission into the ATP.

Athletic Trainer Certification

To become an athletic trainer a student must satisfy all requirements set by the Board of Certification (BOC) and pass a national certification exam. Only students graduating from a program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) are eligible to sit for the national certification exam. The Millikin University Athletic Training Education program (ATP), in the Exercise Science & Sport Department within the College of Professional Studies, is accredited by and in good standing with the Commission on Accreditation of Athletic Training Education (CAATE).

Required Courses for Athletic Training Major:

The following courses must be passed with a B- or better.

ES130. Prevention/Treatment of Athletic Injuries (3)
ES140. Cardiopulmonary Resuscitation and First Aid (2)
ES141. Practicum in Athletic Training I (2)
ES160. Personal and Community Health (3)

ES234. Recognition and Evaluation of Athletic Injuries I (3)
 ES235. Recognition and Evaluation of Athletic Injuries II (3)
 ES241. Practicum in Athletic Training II (2)
 ES310. Kinesiology (3)
 ES311. Therapeutic Modalities (3)
 ES328. Health-Related Nutrition (3)
 ES332. Therapeutic Exercise (3)
 ES341. Practicum in Athletic Training III (2)
 ES342. Practicum in Athletic Training IV (2)
 ES365. Athletic Training Seminar I (1)
 ES410. Physiology of Exercise (3)
 ES411. Physiology of Exercise Lab (1)
 ES418. Principles of Strength and Conditioning (3)
 ES441. Practicum in Athletic Training V (2)
 ES450. Athletic Training Administration (3)
 ES472. Internship in Sport Medicine (3)

The following courses must be passed with a grade of C- or better

CH114. Fundamentals of Chemistry (4)
 CH203. Essentials of Organic and Biochemistry (3)
 CH205. Essentials of Organic and Biochemistry Lab (1)
 BI206. Anatomy and Physiology I (4)
 BI207. Anatomy and Physiology II (4)
 PS130. Introduction to Psychology (3)
 Psychology Elective (3)
 NU102. Medical Terminology (3)
 NU311. Health Assessment (3)
 CH314. Pharmacology (3)

Exercise Science Major

Mission Statement

The Bachelor of Science degree in Exercise Science allows students to examine the relationships between exercise and human performance and the role of physical activity in sport and healthy lifestyles. Through classroom instruction and practical experiences, students are prepared for careers in clinical, corporate, commercial, community, and private sector exercise and wellness settings as well as graduate study in related fields. The major is aligned with CAAHEP standards and students earn national certifications in Personal Training and Strength and Conditioning Coaching.

Learning Outcomes for Exercise Science Major

Graduates of the Exercise Science program are able:

1. Effectively communicate health, exercise, and fitness information to clients and organizations.
2. Effectively assess individual fitness levels; and evaluate health, exercise and fitness activities.
3. Effectively design health, exercise, and fitness programs by using assessment data and current research.
4. Instruct individuals and groups in a variety of health, exercise, and fitness.
5. Apply safety procedures in accordance with federal, state, and local guidelines; and manage emergency situations.

Required Courses for Exercise Science Major

ES130. Prevention and Treatment of Athletic Injuries (3)
 ES140. CPR and First Aid (2)
 ES160. Personal and Community Health (3)
 ES206. Foundations & Theory of Health Behavior & Fitness (3)
 ES305. Physiology of Exercise I (3)
 ES306. Physiology of Exercise I Lab (1)
 ES310. Kinesiology (3)
 ES320. Sport Skills (3)
 ES325. Growth and Development (3)
 ES328. Health Related Nutrition (3)
 ES335. Organization and Administration (3)
 ES352. Practicum in Group Fitness (3)
 ES409. Biomechanics (3)
 ES410. Physiology of Exercise II (3)
 ES411. Physiology of Exercise II Lab (1)
 ES418. Principles of Strength and Conditioning (3)
 ES419. Principles of Strength and Conditioning Lab (1)
 ES426. Principles of Personal Training (3)
 ES427. Principles of Personal Training Lab (1)
 ES471. Internship in Exercise Science (12-15)
 CH114. Fundamentals of Chemistry (4)
 CH203. Essentials of Organic and Biochemistry (3)
 CH205. Essentials of Organic and Biochemistry Lab (1)
 BI206. Human Anatomy & Physiology I (4)
 BI207. Human Anatomy & Physiology II (4)
 PS130. Introduction to Psychology (3)
 PS201. Statistical Methods in Behavioral Sciences (or equivalent) (3)

Total Required Credits 76-79

Health Promotion Major

Mission Statement

The Bachelor of Science degree in Health Promotion encompasses both practical experience and evidence-based research to prepare students for professional success in the health education and promotion in community, corporate, clinical, non-profit, and educational settings.

Students will effectively apply their knowledge, skills, and abilities to advance health promotion, disease prevention, sport performance and recreation activities.

Learning Goal

The Health, Fitness Promotion major will prepare students to mobilize resources and effectively plan, coordinate, deliver and evaluate education messages, activities and programs to diverse populations.

Learning Outcomes for Health Promotion Major

Upon completion of the Exercise Science & Sport Health Promotion program, the student will accomplish the following learning goals:

1. Effectively demonstrate skills necessary to assess individual and community health needs and strengths.
2. Effectively design theory based health promotion and health promotion programs and services.
3. Implement valuable presentations and educational programs on a variety of health issues.
4. Evaluate health promotion programs.
5. Demonstrate skills needed to write successful grants.
6. Apply theoretical constructs to build community partnerships in order to create healthy environments that promote the well-being of people and communities.
7. Advocate for health-enhancing policies.
8. Demonstrate an understanding of sociological, cultural, and psychological factors of health as they relate to prevention, intervention, and treatment in order to effectively provide health promotion efforts to members of the community.

Required Courses for Health Promotion Major:

ES130. Prevention and Treatment of Athletic Injuries (3)
 ES140. Cardiopulmonary Resuscitation and First Aid (2)
 ES160. Personal and Community Health (3)
 ES202. Introduction to Safety Education (3)
 ES206. Foundations & Theory of Health Behavior & Fitness (3)
 ES305. Physiology of Exercise I (3)
 ES306. Physiology of Exercise I Lab (1)
 ES310. Kinesiology (3)
 ES324. Human Sexuality and Family (3)
 ES325. Growth and Motor Development (3)
 ES328. Health-Related Nutrition (3)
 ES330. Practicum in Health Promotions (3)
 ES335. Organization and Administration (3)
 ES336. Epidemiology (3)
 ES402. Curriculum Development & Evaluation of Health Education (3)
 ES412. Health Needs Assessment (3)
 ES414. Strategies and Implementation (3)
 ES428. Community Health Problems and Practices (3)
 ES470. Internship in Health Promotion (12-15)
 BI204. Essentials of Anatomy and Physiology (4)
 PS130. Introduction to Psychology (3)
 PS201. Statistical Methods in Behavioral Sciences (or equivalent) (3)

Total Required Credits (75-78)

Sport & Recreation Management Major

Mission Statement

The Bachelor of Science and Bachelor of Arts degrees in Sport Management delivers a foundation of study in the sport industry, its products and services preparing students through active learning to effectively lead sport organizations.

Learning Goals for Sport & Recreation Management

The Sport Management major goals are to:

1. Prepare students to mobilize resources and effectively plan, organize, lead and evaluate sport organization activities and programs delivered to diverse populations.
2. Develop competent leaders for careers in the various segments of the sport industry.

Learning Outcomes for Sport & Recreation Management

Upon completion of the Exercise Science & Sport department program in Sport Management the student will:

1. Demonstrate knowledge of foundational principles of sport and recreation management.
2. Analyze and apply financial principles, human resource management, facility management, communications and sales, marketing, and ethical and legal concepts to the sport and recreation industries.
3. Explore various segments and career paths in the sport and recreation industries to identify where their strengths and interests lie.

4. Utilize and demonstrate skills such as effective research methods, critical thinking, oral presentation, written communication, project management, and teamwork to sport and recreation organization business challenges.

Required Courses for Sport & Recreation Management:

ES160. Personal and Community Health (3)
 ES202. Introduction to Safety Education (3)
 ES210. Foundations of Sport Management (3)
 ES244. Sport & Recreation Facility Management (2)
 ES281. Intercollegiate Athletics (3)
 ES339. Risk Management in Sport & Recreation (3)
 ES344. Sport & Recreation Event Planning & Marketing (3)
 ES345. Practicum in Sport & Recreation Management (2 – repeated)
 ES346. Professional Development in Sport & Recreation (3)
 ES348. Principles of Recreation and Leisure Behavior (3)
 ES444. Ethical/Legal Issue in Sport and Recreation (3) OR
 ES445. Sport & Social Change (3)
 ES475 or 476. Sport Management Internship (6-12)
 ES482. Global Sport Issues (3)
 BI204. Essentials of Anatomy and Physiology (4)
 BU100. Business Creation (3)
 BU 111. Team Dynamics (1)

EC100. Principles of Macroeconomics (3) OR
 EC110. Principles of Microeconomics (3) OR
 EC120. Principles of Economics (3)

ET230. Financial Decision Making (3)
 IS120. Introduction to Business Analytics (3)
 MG300. People and Performance (3)
 MK200. Principles of Marketing (3)
 Business or Communications elective (3)

BU250. Written Business Communications (3)
 Total Required Credit Hours (56)

Sport and Recreation Management Minor

The minor in Sport and Recreation Management is designed to provide an opportunity for students to examine and explore aspects of the sport and recreation industry. Students who complete this minor will augment their major degrees with exposure to coursework in the field of sport, recreation, and leisure management.

Learning Outcomes for the Sport and Recreation Management Minor

Students with a minor in Sport and Recreation Management will:

1. Demonstrate knowledge of foundational principles of sport and recreation management.
2. Analyze and apply, human resource management, facility management, communications and sales, marketing, and ethical and legal concepts to the sport and recreation industries.
3. Explore various segments and career paths in the sport and recreation industries to identify where their strengths and interests lie.
4. Utilize and demonstrate skills such as critical thinking, oral presentation, written communication, project management, and teamwork to propose, develop, and facilitate sport and recreation programming.

Required Courses for Sport and Recreation Management Minor:

ES210. Foundations of Sport and Recreation Management (3)
 ES281. Intercollegiate Athletic Administration (3)
 ES339. Risk Management in Sport & Recreation (3)
 ES344. Sport & Recreation Event Planning & Marketing (3)
 ES348. Principles of Recreation and Leisure behavior (3)
 Total Required Credit Hours (15)

Students must complete an additional 6 credits from the following courses:

ES244. Sport and Recreation Facility Management (2)
 ES345. Practicum in Sport and Recreation Management (2)
 ES360. Topics in Sport Management (2-3)
 ES445. Sport and Social Change (3)
 ES482. Global Sport and Recreation Issues (3)

Nutrition Minor

The Nutrition Minor is designed to accompany majors at Millikin University that prepare students for careers in health and human services or health education and health promotion.

The nutrition minor provides students with sound knowledge and practical experience in

- (a) identifying nutrition needs across the lifespan
- (b) identifying nutrition concerns and challenges in diverse populations
- (c) recognizing financial, sociological, and political factors related to nutrition and nutrition programming.

The Nutrition Minor will prepare the student to be more proactive, efficient and effective in promoting individual health, community health, academic performance, and sport performance through education and mobilization of nutrition-related community resources. Food or animal research, laboratory research, and dietetic program preparation are beyond the scope of this minor.

Learning Outcomes for the Nutrition Minor

Experiences in the minor provide a supportive arena for students to learn and subsequently apply health-related, sport-related, individual and community nutrition concepts into practice to build on the student experience, to promote future professional success, and to promote a personal life of meaning and value through the intrinsic rewards of improving the overall health of the campus and Decatur community.

The Nutrition Minor will broaden the students' education in nutrition and the students' practical experience in applying nutrition concepts. Nutrition is a vital component in health, productivity, and performance and reaches across many professional fields relating to overall health, performance, and education. The Nutrition Minor will help students obtain a more extensive knowledge base and practical skill set.

Required Courses for Nutrition Minor:

BI204. Essentials of Anatomy and Physiology (4) or BI206 Anatomy & Physiology (4)
 ES328. Health Related Nutrition (3)
 ES329. Community Nutrition (3)
 ES330. Practicum in Health Promotions (3)
 ES440. Sport Nutrition (3)
 ES443. Community Nutrition and Fitness Practicum (3)
 Total Required Credit Hours (23)

Health and Wellness Coaching Minor

The Minor in Health and Wellness Coaching is a 21 credit hour, 7-course program that provides students in many disciplines with a foundation in coaching knowledge and skills. Students who aspire to work with people one-on-one and to help them reach their health and wellness goals may be particularly interested in this minor. Completion of the minor will prepare students for health and wellness coaching certifications and advanced study.

Learning Outcomes for the Health and Wellness Coaching Minor

Students who earn the Health and Wellness Coaching Minor are able to:

1. Coach individuals for recovery from the effects of unhealthy behaviors; prevention and management of chronic health conditions, and maximization of health and wellbeing.
2. Create partnerships with clients that promote identification and pursuit of self-determined goals
3. Provide structure and accountability for successful behavior change.
4. Utilize theories of behavior change and motivation.
5. Demonstrate collaborative communication skills inherent to health and wellness coaching.

Required Courses for Health and Wellness Coaching Minor:

ES206. Foundations & Theory of Health Behaviors & Fitness (3)
 HM215. Human Behavior & the Social Environment (3)
 ES218. Your Health, Your Style: Strategies for Wellness (3)
 ES328. Health Related Nutrition (3)
 ES330. Practicum in Health Promotions (3)
 ES415. Mind Body Health (3)
 ES416. Health & Wellness Coaching (3)

Exercise Science & Sport Courses (ES) (Credits)

Students participating in intercollegiate athletics are eligible to receive general activity credit for their participation. This credit is optional. See the online course schedule for specific course credit options.

ES003. Sports Activities (1)

The major focus of this course is to learn the skills, strategies and skill progressions of different sport activities. This will be accomplished by participating in each session. Offered fall and spring semesters.

ES016. Fitness and Strength Training (1)

In this course, students participate in a progressive fitness and strength program. Emphasis is placed on lifelong physical activity through the use of resistance training. Offered fall semester.

ES017. Fitness Development (1)

Students learn the foundations of health-related fitness and conditioning. Emphasis is placed on aerobic conditioning. Students participate in a progressive fitness program and learn activities that will furnish them with knowledge, skills, and attitudes for a lifetime of physical activity and disease prevention.

ES120. Sport Technology (3)

Sport organizations and sport media increasingly use technology to communicate, market products and services; assists sport instruction and administer sport and recreation activities. The course is a survey and introduction of software used by sport organizations. Offered fall semester.

ES130. Prevention and Treatment of Athletic Injuries (3)

This is an introductory course emphasizing prevention and treatment of injuries particular to athletics and recreational activities. Rehabilitation procedures are included. Offered fall and spring semester.

ES131. Sport Management Practicum I (2)

The first practicum in a series of integrative experiences for Sport Management majors is an introductory experiential learning opportunity. The practicum integrates coursework with planned and supervised professional experiences in campus sport and fitness organizations. Attribute: Sport Management majors. Offered fall semester.

ES140. Cardiopulmonary Resuscitation and First Aid (2)

Response, care, and treatment in emergency situations are the primary focuses of this course. Personal and community safety and disaster response will be addressed. CPR certification for workplace and home is included. Offered fall and spring semester. Required for Physical Education, Health, Fitness & Recreation, and Athletic Training majors.

ES141. Practicum in Athletic Training I (2)

The first of five laboratory courses required of Athletic Training majors. Under the direct supervision of a board certified athletic trainer/clinical instructor; students will observe and participate in the organization and administration of the athletic training environment and the care given to athletes. Students will gain an understanding of the daily operations of the athletic training room and learn entry level skills in athletic training focusing on: risk management and injury prevention, acute care of injury and illness, and basic assessment and evaluation skills. Required for Athletic Training majors. Prerequisite: Admittance to the Athletic Training program. Offered fall semester.

ES160. Personal and Community Health (3)

This is an introductory course surveying topics and issues pertaining to the health/wellness classroom. Developing the wellness concept; physical, mental, social, emotional, environmental, and spiritual well-being are discussed. Offered fall and spring semesters. Attribute: Exercise Science & Sport majors only.

ES200. Drugs in Our Society (1)

This one credit course is an intensive look at drug use, misuse and abuse in our society. Cultural circumstances, motivation, treatment and strategies for control will be explored. Offered fall semester. Exercise Science & Sport elective. Prerequisite: ES160 or consent of instructor.

ES201. Introduction to Driver Education (3)

The course is the first required course for the Driver Education endorsement and is an introduction to driver education including driving task analysis. Offered spring semester.

ES202. Introduction to Safety Education (3)

This is a foundation course designed to provide standard information on safety and accident prevention in the school environment, as well as in the workplace and home. Identifying safety hazards and education for proactive rather than reactive responses is a major emphasis. Offered fall and spring semesters. Required for Health and Driver Education endorsements. Attribute: Exercise Science & Sport majors or consent of instructor.

ES204. Foundations of Physical Education (3)

This course is an introduction to the discipline of exercise science. Study of the history and evolution of Physical Education, current practices in the school environment, and expanded career options in the discipline of exercise science will be discussed. Assessing current practices and fundamental characteristics and expectations of physical education programs will be explored. Offered fall semester. Attribute: Physical Education major.

ES206. Foundations and Theory of Health Behavior and Fitness (3)

Exercise science encompasses a growing number of subdisciplines, each aimed at integrating the unique demands of movement and the basic science associated with the subdisciplines. The aim of this course is for students to learn the introductory science and basic concepts of exercise, movement and healthy behaviors. Students will demonstrate knowledge of the requirements for career preparation in the major subdisciplines of health, fitness, athletic performance and recreation. Attribute: Health Fitness & Recreation major. Offered spring semester.

ES210. Foundations of Sport Management (3)

The course surveys the functional areas of contemporary sport management and recreation management the career preparation of professionals in the field. Students will be introduced to the historical background, unique nature and current issues in sport management. Attribute: Sport & Recreation Management major. Offered fall semester.

ES218. Your Health, Your Style: Strategies for Wellness (3)

This is an introductory course focusing on the components of wellness and their practical application for making healthy lifestyle choices. Exploring health and wellness ideas, issues and strategies combined with personal assessment and laboratory activities will be included. Primary topics will include fitness, stress management, and nutrition. Additional topics may include healthy relationships, substance abuse, environmental impacts on health, and consumer health. The course format will include physical activity and local experts in the wellness field.

ES231. Sport Management Practicum II (2)

The second practicum in a series of integrative experiences for Sport Management majors is an introductory experiential learning opportunity. The practicum integrates coursework with planned and supervised professional experiences in intercollegiate athletics. Attribute: Sport Management major. Corequisite: ES 281. Offered spring semester.

ES234. Recognition and Evaluation of Athletic Injuries I (3)

This course is designed to provide students with an intensive, thorough study of orthopedic and neurovascular evaluation techniques used by sports medicine professionals to assess orthopedic and athletic related injuries to the spine and upper extremities sustained by physically active individuals. Lecture, demonstration, and practical experience will be the instructional methods used to help students gain knowledge and confidence in their orthopedic and athletic injury assessment techniques. Offered fall semester. Required for Athletic Training majors.

ES235. Recognition and Evaluation of Athletic Injuries II (3)

This course is designed to provide students with an intensive, thorough study of orthopedic and neurovascular evaluation techniques used by sports medicine professionals to assess general medical conditions, illnesses, and orthopedic and athletic related injuries to the spine and upper extremities sustained by physically active individuals. Lecture, demonstration, and practical experience will be the instructional methods used to help students gain knowledge and confidence in their orthopedic and athletic injury assessment techniques. Offered spring semester. Required for Athletic Training majors.

ES241. Practicum in Athletic Training II (2)

The second of five laboratory courses required of Athletic Training Majors. This purpose of this course is to measure the skill level of each student. This class will focus on injury evaluations of the lower extremities including posture, anatomical and special testing for various musculoskeletal and neurological conditions. Offered spring semester. Required for Athletic Training majors. Prerequisite: ES141.

ES 244. Sport and Recreation Facility Management (2)

This course is designed to provide students with an orientation into various theories, structural makeup, design, operations and functions related to managing sport and recreational facilities. The course will address facility development, use considerations and auxiliary functions that impact the manager's role. In addition, an overview of the foundations of facility management will be presented.

ES281. Intercollegiate Athletics (3)

This course is designed with the intent of enhancing the understanding of intercollegiate athletics in higher education. Through an in depth examination of the history, present and future of sport within the context of colleges and universities, students will be prepared to work effectively with athletics administrators, coaches and student-athletes in the campus environment. Students will examine the role intercollegiate athletics plays within the university community and the reasons for the often perceived divide between the academic and athletic aspects of campus. By developing an understanding of the emergence and subsequent development of athletics within American colleges and universities, students will be able to identify specific issues regarding contemporary college sports. Required for Sport Management and Sport & Recreation management majors.

ES300. Event and Venue Management (3)

This course integrates the various management functions of public assembly facilities and planning sport events. Students focus on advanced management principles, practices and methods. Attribute: Junior or senior major in Sport Management or Health, Fitness & Recreation. Prerequisite: ES 206 or ES 210. Corequisite: ES 331. Offered fall semester.

ES301. Driver Education Methods (3)

Preparing educators for the classroom portion of driver education in secondary schools is the focus of this course. State mandates, traffic safety requirements, "Rules of the Road" information, and planning for the in-the-car phase of the training will be incorporated. A survey of materials and methods proven to be effective will be included. Required for driver education endorsement. Education, and Health, Fitness & Recreation majors only. Prerequisite: ES 201, ES 202. Offered fall semester.

ES 305. Physiology of Exercise I (3) – cross listed as a natural science

This course provides a foundation of the cardiovascular, nervous, endocrine, and respiratory systems and health issues related to these systems. Emphasis is placed on the relationships between physical activity, exercise behavior, and the physiological adaptations to exercise as they relate to health and fitness. Also addressed are the rationale of exercise training programs for various sectors of the population and exercise prescriptions for healthy individuals and those with health risks. Course and lab cannot be taken independent of one another.

ES 306. Physiology of Exercise I Lab (1) cross listed as a natural science

Taken in conjunction with ES 305. Through demonstration and laboratory experiences, students will gain skills needed to assess acute and chronic physiologically changes that occur in the body in response to exercise. Course and lab cannot be taken independent of one another.

ES310. Kinesiology (3)

This course focuses upon the anatomical understanding of the human body, with emphasis on biomechanics, origin, insertion, action, and innervation of the primary muscles used in human movement. Prerequisite: BI204 or BI206. Offered fall and spring semesters.

ES311. Therapeutic Modalities (3)

This course introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of therapeutic modalities in the treatment of injuries and illnesses of athletes and physically active individuals. Therapeutic modalities covered in this course include but are not limited to: cryotherapy, thermotherapy, electrical stimulation, ultrasound, massage, and traction. Offered spring semester. Required for Athletic Training majors.

ES320. Sport Skills Instruction (3)

Preparing future teachers and fitness and sport majors by providing an opportunity to learn and develop specific sport skills. The class focuses on the development of fundamental skills and their integration into team play through individual, small group, and team drills. Attribute: Sophomore rank or higher and a major in Physical Education or Health, Fitness & Recreation, or consent of instructor. Prerequisite: ES204 or ES206. Offered fall and spring semesters.

ES321. Health and Pollution (3)

Material covered in this course will include pollution and its effects on the air and surface ground water sources. Waste disposal, energy dependence, pesticides, and global warming will be addressed. The relationship of pollution on the long and short-term health of the individual, ecosystems and the planet is the primary focus of the course. Elective for majors of the department. Cross-listed as IN 251. Open to all students. Offered fall semester.

ES324. Human Sexuality and Family Life (2)

Material covered in this course will include social and biological foundations of human sexuality, the developmental and social perspectives of gender roles, relationships and communication, sexual values, family lifestyles and parenthood, reproduction, sexual behavior in modern society, sexual coercion, rape and abuse, sexually transmitted diseases, HIV/AIDS, and sex, art, the media and the law. Offered spring semester. Elective for majors in the department and open to all students.

ES325. Growth and Motor Development (3)

Study of child, adolescent, and adult motor development will be the primary focus. Reference to similarities and differences in motor development throughout the development of the individual will be emphasized. Required for Exercise Science, Health Promotion, & Physical Education majors and is open to all students.

ES328. Health-Related Nutrition (3)

This course will explore the role of nutrition in physical fitness and health as professionals strive to promote optimal wellness. Fitness components, testing, and program design will be discussed. Nutritional concepts, nutrient function, and dietary considerations will be explored. Offered fall semester. Required for Athletic Training and Health Fitness & Recreation majors. Prerequisite: BI204 or BI206. Attribute: Sophomore or higher standing.

ES329. Community Nutrition (3)

This course will examine the role of nutrition in promoting overall health in diverse populations in the community. Nutrition needs across the lifespan will be explored. Population-specific community resources and educational tools will be reviewed. Students will study the financial, sociological, and political aspects of nutrition and community health. Service learning projects and opportunities are integrated into the course. Prerequisite: ES 328. Attribute: Nutrition minors only. Offered fall semester.

ES330. Practicum in Health Promotions (3)

This practicum offers experiential learning in the application of fitness and nutrition knowledge and concepts in the campus community setting. Nutrition and fitness components, program design, implementation, evaluation, and revision will be utilized. Attribute: Health, Fitness & Recreation major or Nutrition Minor only; junior or higher standing. Prerequisite: ES206 or ES210; ES328.

ES331. Sport Management Practicum III (2)

The third practicum in a series of four integrative experiences for Sport Management majors is an introductory experiential learning opportunity. The practicum integrates coursework with planned and supervised professional experiences in event planning and sport venues. Attribute: Sport Management major, junior or senior standing. Corequisite: ES300. Offered fall semester.

ES332. Therapeutic Exercise (3)

This course introduces the knowledge and skills necessary to plan, implement, and evaluate the efficacy of therapeutic exercise in the treatment of injuries and illnesses of athletes and physically active individuals. Offered spring semester. Required for Athletic Training majors.

ES 335. Organization and Administration (3)

This course focuses on the critical decisions and action steps that students must make in the planning, initiating, and sustaining new health and fitness ventures. The course uses experiential learning as the paradigm for engaging students in discovery and hypotheses testing of their personal business model.

ES 336. Epidemiology (3)

This course introduces students to the scientific discipline that studies the etiology of diseases, disorders, and injuries occurring in humans. This course focuses on the nature and scope of health problems, the distribution of determinants of health and disease, and overall health morbidity and mortality. The course will cover evaluation of association, causality, subsequent clinical and public health interventions designed to reduce or resolve the incidence of these health problems. Quantitative aspects of epidemiology will also be covered.

ES 339. Risk Management in Sport and Recreation (3)

This course will provide an in depth study of factors essential for the safe delivery of programs within the areas of sport activities, exercise and physical education, outdoor recreation, and event planning and facilitation as a foundation of quality program planning.

ES341. Practicum in Athletic Training III (2)

The third of five laboratory courses required of Athletic Training majors. The course is designed to include specific experiences in the field of athletic training and educational modules for formal evaluation of athletic training clinical proficiencies. Required for Athletic Training major. Prerequisite: ES241. Offered fall semester.

ES342. Practicum in Athletic Training IV (2)

The fourth of five laboratory courses required of Athletic Training majors. The course is designed to include specific clinical experiences in the field of Athletic Training. The didactic education focuses on fitness testing protocols and assessments, fitness techniques, and biomechanical principles and concepts, including functional classification of joints, arthrokinematics, normal ranges of joint motion, joint action terminology, skeletal muscle contraction, kinesthesia/proprioception, and muscle action. Required for Athletic Training majors. Prerequisite: ES341. Offered spring semester.

ES 344. Sport & Recreation Event Planning & Marketing (3)

This course offers experience in the researching, planning, coordinating, marketing, management, and evaluation of events within the fields of sport and recreation management.

ES 345. Practicum in Sport and Recreation Management (2)

This practicum course is designed to allow students to demonstrate and synthesize the knowledge base they have acquired through the planning and facilitation of sport and recreation programming under the guidance of experienced professionals and supervisors.

ES 346. Professional Development in Sport and Recreation (2)

The Professional Development course is designed to improve the ability of students to describe their accomplishments and sell their ideas in situations like professional networking, company meetings, response to proposals for services, and interviews in preparation for a career in sport and recreation management. It teaches writing skills and workplace integration for new jobs. Particular emphasis is put on verbal communication and preparation for verbal communication. Students will learn to create career plans that require them to research internships, career options, and potential employers, and prepare a developmental roadmap that will lead them success within the field of sport and recreation management.

ES 348. Principles of Recreation and Leisure Behavior (3)

This course addresses the historical, philosophical, sociological, psychological, and economic development of leisure and recreation. In addition, the course explores fundamental concepts, values, and functions of leisure and recreation as an individual emotional experience as well as a necessary part of community life.

ES350. Practicum in Sport Performance (3)

The practicum engages Health, Fitness and Recreation students in integrative experiences under the direction of faculty. The practicum integrates coursework and performance standards of professional organizations with planned and supervised professional experiences in planning and implementing sport performance training programs. Attribute: Junior or senior standing Exercise Science & Sport major. Prerequisite: ES310, ES418.

ES351. Practicum in Recreation (3)

The practicum engages Health, Fitness and Recreation students in integrative experiences under the direction of faculty. The practicum integrates coursework and performance standards of professional organizations with planned and supervised professional experiences in campus recreation and local community recreation. Attribute: Health, Fitness & Recreation or Sport Management sophomore or above standing. Prerequisite: ES206 or ES210. Offered fall semester.

ES352. Practicum in Group Fitness (3)

The practicum engages Health, Fitness and Recreation students in integrative experiences under the direction of faculty. The practicum integrates coursework and performance standards of professional organizations with planned and supervised professional experiences in planning and implementing group fitness activities. Attribute: Health, Fitness & Recreation or Physical Education sophomore or above standing. Prerequisite: ES204 or ES206. Offered fall and spring semesters.

ES360. Topics in Sport Management (2-3)

Studies in the functional areas of sport management. Offerings vary semester to semester and include such topics as fitness club management, personal trainer certification, sport public relations, intercollegiate sport administration, event planning, and professional sports.

ES365. Athletic Training Seminar (1)

Success on the Board of Certification (BOC) examination is required in order to practice in the field of Athletic Training in the State of Illinois. This course is not intended to be a comprehensive review for the BOC. It is designed to focus on the individual preparation for the BOC by developing strategies that address the critical thinking and test taking skills needed to successfully pass the examination. Attribute: Senior Status in the Athletic Training Program (ATP). Offered spring semester.

ES366. Coaching Practicum (2)

This course is designed to provide students in a major field in the Exercise Science & Sport Department with quality training in coaching. The course experience will enable the students to gain skills and knowledge that is deemed important for the positive impact on coaching performance.

ES380. Physical Education Seminar (1)

The seminar reviews instructional units of the Physical Education major and prepares students for the physical education state content test. Attribute: Physical Education major. Offered spring semester.

ES390. Independent Study (1-3)

This course selection gives students opportunity for advanced study in a topic chosen jointly by the student and instructor. Offered fall and spring semesters. Elective for all majors in the department. Prerequisite: Consent of Department Chair.

ES400. Sport Marketing (3)

Sport Marketing applies marketing principles and techniques to sport including sport events, sport products, ticket sales and sport sponsorship. Marketing strategies including sales, promotions, public relations and advertising of sport will be emphasized. Prerequisites: MK200. Attribute: Sport Management major and Junior or Senior standing. Corequisite: ES420. Offered spring semester.

ES401. Methods in Elementary Physical Education (3)

This course is designed to provide current teaching styles and practices for the elementary student. Special emphasis on scope and sequence for learning sport skills, efficient body mechanics, creative movement, and locomotion skills will be included. Development of an ongoing, balanced curriculum for the growing child will be included. Teaching strategies and adaptations for special needs students will be explored. Offered fall semester. Required for Physical Education majors. Attribute: Physical Education major.

ES402. Curriculum Development Methods and Assessment in Health Education (3)

This course addresses curriculum theory, teaching methods, and course content for health education. Sources and resources available to the health educator will be included. Specific ideas for cross-curricular integration of health topics will be explored. Current health topics will also be incorporated. Required for health endorsement. Attribute: Junior standing required. Offered spring semester.

ES409. Biomechanics

The study the physical principles and physics of the human body as it moves during activity, how the neuromuscular system controls human movement, and the mechanical principles that underlie musculoskeletal injury. Prerequisite: BI206, ES310. Offered spring semester. Required for Exercise Science majors.

ES410. Physiology of Exercise II (3)

This course will focus on the study of functional anatomy, muscle function, cellular, tissue, organ and system responses to acute exercise stress and chronic physical activity. The course will include an in-depth examination of the neuromuscular, metabolic, cardiorespiratory and hormonal responses to acute exercise, physiological adaptations to chronic exercise, and the relationships between energy intake, energy production during exercise, and physiologic systems that support physical activity and training responses. Prerequisite: ES305/ES306. Course and lab cannot be taken independent of one another. Attribute: Exercise Science major

ES411. Physiology of Exercise Lab II (1)

Taken in conjunction with ES410. In the lab portion of this course, through demonstration and performance learning experiences, students will gain knowledge of the acute and chronic changes that physiologically occur in the body in response to exercise. Course and lab cannot be taken independent of one another. Prerequisite: ES305/ES306. Corequisite: ES410. Offered fall semester.

ES 412. Health Needs Assessment (3)

The purpose of this course is to engage students in the process of systematically assessing the health needs and strengths of a target population. Students will apply needs assessment concepts and professional skills to a practical experience throughout the semester. Course experiences include defining and assessing a specific community health issue, synthesizing relevant literature, and collecting data from key stakeholders. Students will receive practical experience working with community stakeholders to interpret, prioritize, and determine best practices for utilizing assessment findings. Prerequisites: Health Promotion majors only, ES 206 Foundations and theory of health behavior and fitness, junior or senior standing

ES 414. Strategies in Health Promotion (3)

The purpose of this course is to improve Health Promotion majors' abilities to design, implement, and evaluate evidence-based health education. Emphasis is placed on the identification, analysis, and application of various health education methods and strategies. Educational presentations, material development, advocacy, community organizing, and working with groups are included. Prerequisites: Health Promotion majors only, junior or senior standing, ES 206 Foundations and theory of health behavior and fitness, ES 335 Organization and Administration

ES 415. Mind Body Health (3)

This course offers an exploration of the effects of intellectual, social, emotional, and spiritual health on subjective well-being and the relationship to physical health. An understanding of mind body health relative to quality of life is emphasized. Active participation in various mind/body practices are included. Offered spring semester. Open to all students. Required for the Health and Wellness minor.

ES 416. Health and Wellness Coaching (3)

This course provides health and wellness coaching skills with emphasis on the practical application of theory, models, approaches, and evidence-based skills to promote health-enhancing changes. Prerequisites: ES 206 Foundations and theory of health behavior and fitness and ES 414 Mind Body Health. Offered fall semester. Required for the Health and Wellness Coaching minor.

ES418. Principles of Strength and Conditioning (3)

This course will focus on the application of scientific principles towards developing safe and effective strength training programs designed to improve general health and physical performance in a variety of populations. Completion of this course will prepare students to take a national strength and conditioning certification exam. Course and lab cannot be taken independent of one another. Prerequisites: ES410/ES411. Attribute: Exercise Science major.

ES 419 Principles of Strength and Conditioning Lab (1)

Taken in conjunction with ES 418. For the lab part of this course, students will gain knowledge and practical experience in designing and implementing strength training programming through demonstration and laboratory experiences. Course and lab cannot be taken independent of one another. Prerequisites: ES410/ES411..

ES420. Sport Management Practicum IV (2)

The fourth practicum in a series of four integrative experiences for Sport Management majors is an introductory experiential learning opportunity. The practicum integrates coursework with planned and supervised professional experiences in sport marketing, ticket sales and promotion. Attribute: Sport Management major, junior or senior standing. Corequisite: ES400. Offered spring semester.

ES422. Driver Education Practicum (3)

The major focus of this course is to observe and teach behind-the-wheel driver education. Strategies and techniques necessary to assess driving skills and communicate reinforcement of safety and lawful application of driving will be included. Required for Driver Education endorsement, Education majors only. Offered spring semester. Prerequisites: ES201, ES 202 and ES301 or consent of instructor.

ES423. Advanced Methods in Driver Education (3)

The advanced driver education course presents laboratory work to prepare for instruction of multiple-car programs, driving simulation and emergency evasive driving. Offered fall semester. Prerequisites: ES201, ES 202, ES301 and ES 422.

ES425. Secondary Curriculum Development of Physical Education (3)

Curriculum theory and design applicable to the physical education classroom are the major focus areas of this course. Scope and sequence within the curricular format of fitness development, individual, dual and team sports and recreational activities will be highlighted. Integrating physical education goals and philosophy will be emphasized. Attribute: Physical Education major. Offered fall semester.

ES 426. Principles of Personal Training (3)

This course will examine training strategies for personal fitness and athletic enhancement. Main topics will include applied anatomy and physiology, testing and evaluation, exercise techniques, and program design. Students who complete this course will have sufficient knowledge to pursue a certification as a personal trainer from accredited fitness organizations. Course and lab cannot be taken independent of one another. Prerequisite: ES410/ES411.

ES 427 Principles of Personal Training Lab (1)

Taken in conjunction with ES 426. For the lab portion of this course, students will gain knowledge and skill in developing personal training programs that encompass all essential systems. Course and lab cannot be taken independent of one another. Prerequisites: ES410/ES411

ES428. Community Health Problems and Practices (3)

Exploring the community resources and public health policies designed to meet the health needs of individuals and families in their normal environment such as the home, school, and place of work. Understanding health-related data about social and cultural environments will be included. Offered spring semester. Prerequisite: ES204 or ES206. Attribute: Junior or Senior status.

ES431. Adaptive Physical Education (2)

Studying the diverse and complex nature of the atypical student in the educational environment is the focus of this course. Creating an atmosphere in the gymnasium that leads to success for all students will be explored. Adapting activities, testing, and skill development for the physically challenged will be included. Offered fall semester. Required for Physical Education majors.

ES433. Programs in School Health (2)

Exploring the interrelationships of health instruction, services, and facilities in the school environment is the major focus of this course. Study of the principles, philosophy, and history of school health programs is included. Assessing current status and future needs of a school's total health needs will be examined. Required for health endorsement and open to all students.

ES436. Evaluation and Measurement in Physical Education (2)

A general overview of testing and measurement tools available for exercise science assessment will be introduced. General statistical concepts will be taught. Testing, both standardized and instructor designed, in the areas of fitness, agility, balance, psychomotor skills, specific sport skills, and posture assessments will be conducted. Special population needs and assessments will be explored. Use of computerized means in measurement, evaluation, and assessment will be included. Attribute: Physical Education or Health Fitness & Recreation major. Offered spring semester.

ES440. Sport Nutrition (3)

This course will look at the interactive nature between nutrition, sport, and sport performance in all athletes and proficiency levels. Sports nutrition basics, screening and assessment, sports nutrition across the lifespan, and sport-specific nutrition guidelines are reviewed and discussed. Prerequisite: ES328, Health-Related Nutrition. Offered spring semester.

ES441. Practicum in Athletic Training V (2)

The final laboratory course required of Athletic Training majors. This purpose of this course is to expose athletic training students to experiences common to the practice of athletic training in collegiate and general medical settings and to re-introduce and evaluate practical skills important in the practice of athletic training. This course will also certify the students in epi-pen injections and inhaler use through the America Red Cross. Required for Athletic Training majors. Prerequisite: ES342. Offered fall and spring semesters.

ES443. Community Nutrition and Fitness Practicum (3)

This course will apply population-specific nutrition and fitness concepts from health-related nutrition, community nutrition, and sports nutrition to create and deliver population-specific health messages to the Decatur Community. Gaps in knowledge and challenges unique to each of the cohorts will be explored and subsequently integrated into programming for each of the cohorts including children, adolescents, adult, athletes and coaching staff, and the aging population. Prerequisites: ES328, ES330, and ES329. Offered spring semester.

ES 444. Ethical and Legal Issues in Sport and Recreation (3)

This course provides an extensive overview of legal principles and ethical issues in sport. This course introduces the different fields of law and issues (Federal Amendment, contracts, labor relations, etc.) as they relate to sport. In addition, this course examines the basic philosophical issues concerning ethics and moral reasoning and how these issues relate to sport. Furthermore, this course is designed to help future sport administrators develop an ethical decision-making process. Topics discussed include the concepts of morality, personal philosophy regarding social responsibility, theories of ethics, professional code of ethics, etc.

ES 445. Sport and Social Change (3)

Sports and athletes have often been agents of social change, many times challenging norms and assumptions concerning gender, race, sexuality, and fairness. Drawing on theories from sociology, rhetoric and critical approaches to discourse, this class critically assesses the use of sports and sporting events as a public stage to perform dramas of social change that have led to larger movement activities that impacted politics and culture. The class will focus on international sports such as the Olympics movement and the World Cup as well as events unique to American culture. Students will apply critical and rhetorical theories to mediated sports events to understand their impact and gain perspectives on how sports may be exploited to enact social change. Prerequisites: ES210.

ES 446. Nutrition in the Lifecycle (3)

Nutrition and the Lifecycle centers around the study of nutrition and the needs of special populations including pregnant women, lactating women, infants, children, adolescents, adults, and aging adults. Humans need the same nutrients however the amount of some nutrients vary with age, activity level, gender, growth, etc. Health status can also impact nutrition requirements. This course will cover the varying nutrient needs across the lifecycle as well as the relationship between physical, physiological and psychological growth. Prerequisites: ES328.

ES447. Food Science w/Lab (4)

This course will explore the principles of food chemistry and food preparation. The course covers a variety of food of topics including 1) food selection, 2) food evaluation, 3) food safety, 4) food chemistry, 5) food preparation basics, 6) meal management, 7) types, composition, storage and preparation of meat, dairy, grains/flour-base products, fruit and vegetables, 8) fats and oils, replaces, 9) preservation, and 10) Government food regulation. Prerequisites: ES328, CH121/CH151 (or equivalent).

ES450. Athletic Training Administration (3)

This course will expose students to materials and techniques designed for the acquisition of higher level athletic training skills. Knowledge within the entire Sport Medicine field will be a focus area. This course introduces the knowledge, skills, and values necessary to manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity. Information regarding professional responsibilities, avenues of professional development, and national and state regulatory agencies and standards will also be introduced. This class serves as the Departmental Capstone for Athletic Training majors only. Required for Athletic Training majors. Attribute: Admittance to the Athletic Training program. Offered fall semester.

ES460. Personal Fitness Practicum (3)

The practicum engages Health, Fitness and Recreation students in integrative experiences under the direction of faculty. The practicum integrates coursework and performance standards of professional organizations with planned and supervised professional experiences in planning and implementing personal training activities. Attribute: Health, Fitness & Recreation senior. Prerequisites: ES206; ES310, ES410, and ES418 or consent of instructor. Offered fall and spring semesters.

ES 470. Internship in Health Promotion (12-15)

This course is designed to provide students with opportunities outside the classroom for professional training and experience specifically in the health promotion discipline. Internships are established in cooperation with agencies, businesses and institutions. Prerequisites: Senior standing and consent of Department Chair, ES 412 Health Needs Assessment, ES 414 Strategies in Health Promotion, ES 428 Community Health Problems and Practices.

ES 471 Internship in Exercise Science (12-15)

This course is designed to provide opportunity outside the classroom to develop professional training and experience for students specifically in the exercise science discipline. Internships are established in cooperation with agencies, businesses and institutions. Prerequisites: Junior or senior standing and consent of Department Chair.

ES472. Internship in Sport Medicine (3)

The purpose of this course is to expose athletic training students to experiences common to the practice of athletic training in a rehabilitation clinic/high school setting and for practical instruction and evaluation of the athletic training clinical proficiencies that cannot be evaluated at Millikin University. Attribute: Senior standing and approval of Athletic Training program director. Offered spring semester.

ES475, 476. Internship in Sport and Recreation Management (1-6)

These courses are designed to provide opportunity outside the classroom to develop professional training and experience for students specifically in the sport management discipline. Internships are established in cooperation with agencies, businesses, and institutions. Required for the Sport Management major. Prerequisite: junior or senior standing and consent of Department Chair. Offered fall and spring semesters.

ES481. Seminar in Sport Management (2)

Each seminar will bring unique features to the classroom in the field of sport management. Topics featured include, but are not limited to: event management, behavioral dimensions in the sport culture, ethics in sport management, interpersonal and mass communication, fund raising, sport finance, legal aspects of sport management, leadership, sport law, officiating, special population needs, facility management, and strategic planning and forecasting. Open to all students. Attribute: Junior standing.

ES482. Global Sport Issues (3)

This seminar will address the intertwined relationship between globalization, mega-sport events and development. The focus will be on global sport and local economy, sport and global capital, sport and identity, sport and inter-racial relations, youth and sport and sport and social agency in the context of ethical decision making. Attribute: Sport Management major, junior and senior. Offered spring semester.

ES485, 486. Seminar in Coaching (2)

Each seminar will bring unique features to the classroom in the coaching profession. Seminars will be configured to include information constant in all coaching environments as well as sport specific coaching techniques. Sport groupings will be determined by student interest, season of participation, and general similarities in the sport. Guest speakers will be included. A syllabus will be available each semester detailing topics and sports to be covered. Open to all students. Attribute: Junior or senior standing. Offered spring semester.

Dr. Pamela Barnes, Director • (217) 424-6244

School of Education Faculty and Staff

Full-Time: Joyce Bezdicek, Hee Young Choi, Chris Cunnings, Denice Love, Ngozi Onuora, Georgette Page

Adjunct Faculty: Listed at www.millikin.edu/academics/cps/education/faculty-staff

Licensure and Student Teaching Placement Coordinator: Kristie Montgomery

Administrative Assistant: Emily Fitzgerald

Accreditation and Approval

Millikin University is recognized as a teacher education institution by the Illinois State Board of Education and the State Teacher Licensure Board. The School of Education, in the College of Professional Studies, is an Illinois State Board of Education Approved Program for the Preparation of Educational Personnel in Illinois Institutions of Higher Education. Millikin University is a member of the American Association of Colleges for Teacher Education (AACTE) and the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), and holds charter memberships in the Illinois Association of Colleges for Teacher Education (IACTE) and the Illinois Association for Teacher Education in Private colleges (IATEPC)

Illinois requires that all candidates for an initial teacher's license complete a state-approved program at a recognized teacher education institution. In addition, all candidates must pass the Illinois Licensure Testing System exams in content knowledge in the major field before student teaching and the edTPA.

- Art Education (kindergarten through grade twelve)
- Early Childhood Education (birth through grade two)
- Elementary Education (one through grade six)
- English Language Arts Education (grades nine through twelve)
- Mathematics Education (grades nine through twelve)
- Music Education (kindergarten through grade twelve)
- Physical Education, Specialist (kindergarten through grade twelve)
- Science Education: Biology (grades nine through twelve)
- Science Education: Chemistry (grades nine through twelve)
- Spanish Education (Kindergarten through grade twelve)
- Social Science Education: History (grades nine through twelve)

Millikin University School of Education also has the following non-licensure majors:

- Developmental Therapy
- Instructional Development

Mission of the School of Education (Conceptual Framework)

Our conceptual framework, in keeping with James Millikin's founding vision, seeks to create communities of learners and learning environments that value diversity and that are fair to and equitable for all students. It seeks to prepare educators who live, learn and teach respect for themselves and others and establish caring, empathetic interactions that promote students' intellectual, social and personal development.

The focus of Education at Millikin is like the MPSL in that both call for continuous reflection based on core questions and values. MPSL invites all Millikin students to continually address these questions: Who am I? How can I know? What should I do? In addition, Education candidates ask themselves: How have I become an active learner? How can I create communities of learners? How can I facilitate learning for others? How can I collaborate with other professionals?

Program Goals and Student Learning Outcomes

The School of Education's student learning outcomes are aligned to the Illinois State Board of Education's professional teaching standards and grouped into the following four organizing themes:

The professional educator engages in active learning.

- The learner constructs knowledge of the central concepts, methods of inquiry, and structures of the discipline(s) by connecting professional, liberal education and life experiences and by connecting theory and practice. From a passion for the knowledge gained, s/he creates learning experiences that engage all students and make the content meaningful to them. [Millikin Teaching Standard 2]
- The learner values reflection, continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [MTS 9]

The professional educator creates communities of learning.

- The learner understands how individuals grow, develop and learn and provides learning opportunities that support – with care and empathy – the intellectual, social, emotional, and physical development of all students. [MTS 1]
- The learner understands how individuals differ in their approaches to learning and creates learning environments that value and appreciate human diversity, show respect for students' varied talents and perspectives and that are fair and equitable to all students. [MTS 1]
- The learner draws on an understanding of individual and group motivation to create effective learning environments that encourage self-discipline, respect for self and others, and responsible problem solving. [MTS 4]
- The learner fosters critical thinking, active inquiry, collaboration and supportive interaction in the classroom through effective written, verbal, nonverbal and visual communication techniques. [MTS 6]

The professional educator facilitates learning for others.

- The learner understands instructional planning and designs instruction, based on research that integrates content, pedagogy, and the needs of students. [MTS 3]
- The learner understands and uses a variety of instructional strategies that result in active, relevant learning and encourage students' development as creative, effective lifelong learners. [MTS 5]
- The learner understands various formal and informal assessment strategies and uses them to encourage authentic learning and continuous development for all students. [MTS 7]

The professional educator collaborates with others.

- The learner understands the role of the community in education; develops and maintains collaborative relationships with colleagues, parents/guardians, and the community; and advocates for student learning and well-being. [MTS 8]
- The learner understands education as a profession, maintains standards of professional conduct, provides leadership to improve student learning and well-being and shape social change, and demonstrates a willingness to give and receive help. [MTS 8]

Advisors for School of Education Candidates

A student interested in one of Millikin's educator preparation programs should discuss his or her choice with the academic advisor and review the requirements for the selected program of study in the appropriate sections of this Bulletin. After discussion, the advisor may recommend a meeting with the Director of the School of Education, or the education representative for the respective program. Members of the Early Childhood, Elementary, and Professional Education Department act as advisors for Early Childhood Education, Developmental Therapy, Elementary Education, Instructional Development, and Middle Grades. Students in the secondary and specialist education programs are officially advised by faculty in their major, with the assistance of Education faculty. When adding a major track or an endorsement area leading to teacher licensure, students must inform the SOE licensure officer of the change and officially add the track or endorsement leading to education licensure.

School of Education Policies

Education programs at Millikin draw heavily on offerings of the colleges and schools that comprise the University. These programs are overseen by the Committee on Teacher Education Programs (CTEP) under the leadership of the Director of the School of Education, who has the responsibility and authority for their overall administration and operation. In addition, CTEP sets policy for all eleven Illinois-approved and nationally recognized certification programs. The committee has the responsibility to plan, approve, and monitor the educator preparation curricula in accordance with University policies and requirements governing general education, majors, degrees, and graduation. It shall develop policies which govern the admission and retention of candidates in the teacher programs. An advisory committee of area P-12 teachers and administrators assists CTEP in relating programs to the needs of the schools. CTEP works closely with faculty across the university who design, offer, and evaluate the courses and field internships that comprise its programs. CTEP supports each prospective teacher's journey toward excellence in teaching and learning and assisting teacher candidates to develop the knowledge, skills, and dispositions needed so that he or she, in turn, may launch others on similar journeys - toward lives of contribution and service. The Director of the School of Education, who also assists Millikin's licensure officer, coordinates the programs among the various colleges, departments, committees, and students, with national and state organizations, and with the Illinois State Board of Education. The Director serves as Unit Head and is responsible to the Committee on Teacher Education Programs and has the final authority for recommending policy, evaluating programs, carrying out CTEP decisions, and reviewing candidate eligibility for (1) admission to teacher education programs, (2) admission to student teaching, and (3) entitlement for licensure. ***Students, please refer to the School of Education handbook for specific policy guidelines.***

School of Education Checkpoints

Candidates wishing to complete a licensure program must apply for admission to a School of Education program and, later, for admission to student teaching. Both application processes are checkpoints designed to ensure that teacher candidates are meeting teacher education standards that assure the strongest preparation to teach. Candidates are officially admitted to a School of Education licensure programs at Millikin when they have met the following entrance requirements:

1. A grade of C- or above for Critical Reading, Writing, and Research I (IN150) and a grade of C- or above for CRWR II (IN151)
2. All students are required to pass ED 170, Education Internship with a grade of C- or better
3. Completion of 24 credit hours at Millikin (or 12 for transfer students)
4. A cumulative grade point average of 2.7 or higher
5. Successful completion of ESA Context for Learning
6. Successful engagement with students and professionals in a learning environment (Education Internship)
7. Demonstrated acceptable professional, legal, and ethical conduct, as well as a certified criminal background check during the first ED class.
8. Positive recommendation of the Director of the School of Education, the Student Life and Academic Development Office, and appropriate departmental selection committee, including the academic advisor and CTEP. (Recommendations are based on the above criteria, information in the candidate application, transcripts, advising folder, and state test results. Candidate interviews may be held).

Note: Requirements are subject to change in any education program at any time by Illinois State Board of Education (ISBE) rule or legislation.

CTEP may choose to interview selected candidates or to inform selected candidates of improvements needed for a positive recommendation by CTEP (raise grade point average, repeat courses, improve specific course grades, improve dispositions, complete courses, seek Writing Center assistance, complete a successful internship, etc.). CTEP may recommend that the candidate be admitted, be given provisional admission, or be denied. Or, the application may be held for consideration at a later semester to give candidates an opportunity to meet criteria necessary for admission. The official School of Education admission decision is made by CTEP. Applicants are notified individually as to approval or denial for teacher education programs. Names of admitted candidates are published in minutes of the Committee on Teacher Education Programs. Any candidate denied admission to the School of Education may file an appeal with the Director of the School of Education within 10 days of notice of denial. Candidates may reapply if criteria are later met.

A candidate in a professional licensure program who has not been admitted to the School of Education cannot enroll in upper division education courses. This includes the following junior and senior-level courses: ED301, ED304, ED305, ED306, ED310, ED312, ED314, ED321, ED325, ED332, ED335, ED336, ED337, ED339, ED370, ED401, ED408, ED420, ED435, ED439, ED440, ED450, ED470, ED471, ED472, ED474, ED476, ED477, ED478, ED479, ED488; EN302; ME450, ME451, ME453, ME460, ME461.

Student Teaching Experience

As the culminating requirement for all educator licensure programs, the candidate will be required to successfully complete a fourteen-week student teaching experience. Students must apply for admission to the student teaching semester and pay a student teaching fee of \$400, which is billed with tuition, that is directly provided to their cooperating teachers and supervisor.

Current placement locations for student teaching include

1. Local placements made within a 30-mile radius of Decatur (both public and accredited parochial/private), Parkland College in Champaign or Lincoln Land Community College in Springfield
2. Chicago (through the Chicago Center for Urban Life & Culture or through Millikin's SOM)
3. Santiago, Dominican Republic (through the St. David's School, Santiago)
4. ChangChun City, China (through Northeast Normal University)
5. University de Lleida, Spain
6. University of Murcia, Murcia Spain
7. Finis Terrae Univer., Santiago, Chile
8. All other placements are considered special requests and would require the approval of the Committee on Teacher Education Programs (CTEP).

Admission to Student Teaching

One year prior to the expected student teaching semester, the candidate completes an application for student teaching. This application must be signed by the academic advisor in the education licensure program, indicating likelihood of successful completion of the program and continuing recommendation. Upon application to student teaching, the Coordinator of Educational Partnerships and Projects of the School of Education reviews the application form and candidate transcripts for minimum state qualifications of teachers, including absence of felony, drug, sex or other criminal convictions and signs the application. Candidates must also meet these requirements:

1. Admission/retention in the School of Education
2. A cumulative grade point average of 2.7 or higher
3. A professional education core grade point average of 2.7 or better
4. A major grade point average as set by department (see below)
5. A passing score on the Illinois Content Area Test for the related program
6. Successful completion of Embedded Signature Assessments
7. Successful completion of pre-student teaching clinical experiences
8. Written approval of the Department or Director of the School of Education
9. All courses in the major on file with Illinois State Board of Education requiring a C- or higher

Major Grade Point Averages for Admission to Student Teaching

Art Education	2.7
Early Childhood Education	2.7
Elementary Education	2.7
English Language Arts Education	2.7
Foreign Language-Spanish Education	2.7
Mathematics Education	2.5
Music Education	2.7 (no grade less than C- in ME251, ME341, ME450/451, ME460/461)
Physical Education	2.7
Science Education: Biology	2.7
Science Education: Chemistry	2.0 (no grade less than C- in all courses in the major)
Social Science Education: History	2.7

Application Process

Application for student teaching will occur twice each academic year – once in April and once in October. Candidates will apply for student teaching during the semester that is one year prior to their expected student teaching semester (i.e. student teaching spring of senior year, apply spring of junior year). Candidates will complete ED420, thereby completing their clinical internship directly before their student teaching semester.

A passing score on the Content Test is required before the semester of student teaching to ensure that the candidate can successfully move forward in the program. It is strongly encouraged that candidates not wait until the last test date possible. Failure to pass the test on the first attempt would leave no opportunity for another chance if one waits until the last test date possible.

Timeline for completing the Illinois Content Area Test

Prior to the first day of student teaching, all educator licensure candidates MUST pass the required Illinois State Content Area Test for their respective program. A passing score must be received by the Director of the School of Education at Millikin before a candidate can begin his/her student teaching experience. In order to ensure that all candidates successfully meet this requirement, the following timeline for completion of this test will be established:

Fall Student Teachers

A passing content area test score must be received by Millikin no later than August 1 of the fall semester of student teaching. Should a candidate not have a passing score by this time, the candidate will be dis-enrolled from the student teaching placement and the placement will be deferred or cancelled, depending upon the request of the candidate.

Spring Student Teachers

A passing content area test score must be received by Millikin no later than December 1 prior to the spring semester of student teaching. Should a candidate not have a passing score by this time, the candidate will be dis-enrolled from the student teaching placement and the placement will be deferred or cancelled, depending upon the request of the candidate.

Retention in the School of Education

Candidates admitted to the School of Education must continue to meet the above criteria for retention in their chosen education programs. Checks of continuing eligibility are made for enrollment in certain junior and senior education courses, including student teaching. Evaluations of additional clinical experiences are also examined.

Program Completion/Entitlement for Licensure

Candidates are approved for licensure when they have met the following requirements:

1. Successful completion of student teaching experience (grade no lower than a B-)
2. Successful completion of all coursework for degree program (cumulative GPA 2.7)
3. Successful completion of all Embedded Signature Assessments
4. Satisfactory dispositions
5. Passing score on file with ISBE of all applicable content area tests
6. Passing edTPA on file with ISBE

Clinical Experiences Requirement

All Millikin School of Education licensure programs require the successful completion of a minimum of 100 clock hours of pre-student teaching experiences in school classrooms for admission to student teaching. In addition, they must complete an internship in a diverse setting, as evidenced by the internship evaluation. If a candidate is seeking Early Childhood licensure, one internship must be in a special education classroom. If a candidate is seeking ESL endorsement, 100 clock hours of internship in an ESL setting must be documented. Requirements for student teaching are specifically described in the Student Teaching Experience section.

School of Education non-licensure programs, Developmental Therapy and Instructional Development, require the successful completion of a senior capstone internship. The Instructional Development capstone is collaboratively established with the academic advisor and involves a full-semester internship with children, families, young adults, and/or community engagement. The Developmental Therapy major requires a 240 hour internship with a certified Developmental Therapist.

Accounting procedures, policies, and clinical experience records are maintained in the School of Education office.

JMS Students in the School of Education

James Millikin Scholars who are preparing to be teachers must meet School of Education requirements for certain general education courses, as well as courses in the major and professional education. Honors courses may substitute one-for-one for general education courses, but general education courses set by CTEP may not be waived in any educator licensure program. See the Director of the School of Education for specific substitutions of honors courses.

General Education for the School of Education

Candidates earning degrees while completing School of Education programs at Millikin must meet the Millikin Program of Student Learning (MPSL) requirements as well as the School of Education's general education requirements. In addition, they must meet the College and Division requirements specified for the majors they select. Since some of these requirements overlap, we recommend regular consultation with advisors for advice on which general education courses will help meet candidates' individual learning goals as well as the requirements described below. The Illinois State Board of Education requires that all candidates earn a grade of C- or higher in all courses in their content major as well as education courses.

Early Childhood Education Program (B.S. or B.A.)

Candidates wishing educator licensure in Early Childhood Education (0 - grade 2) should have (1) a broad background in early childhood education, (2) methods classes offering instruction and assessment strategies for teaching young children, (3) other professional education classes providing theory and experiences concerning school, teachers, and learning, and (4) an understanding of the needs of young children with special needs. The courses needed to gain this preparation are listed below for both the degrees available to early childhood education candidates - Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Degrees. The list includes courses required by University Studies and by the School of Education. Candidates completing this program will receive licensure in Early Childhood Education with a Special Education Letter of Approval, as well as a developmental therapist credential from the Department of Social Services. Candidates may also elect to add an English as a Second Language Endorsement.

As part of the Early Childhood Education Program, candidates will participate in two separate block sequences. Each block is a semester long and combines several Education courses with an integrated internship at a local school or agency. The internship allows for lessons, activities, and other experiences to be completed as a part of the block courses, thereby increasing the experiential learning aspect of each course and the engagement of the candidate in the internship. The Sophomore Block will be completed during fall semester of the candidate's sophomore year, and the Junior Block will be completed during spring semester of the candidate's junior year. The specific courses that are included in each block are listed below, along with the additional non-block Education course requirements.

Bachelor of Arts (B.A.) - Early Childhood Education**Sequential (Credits)**

- IN140. University Seminar (3)
- IN150. CWRR I (3)
- IN151. CWRR II (3)
- IN250. U.S. Studies (HI203 or HI204) (3) (must pass with a C- or better)
- IN251. U.S. Studies (3) (ED209. Foundations of Bilingual Education)
- IN350. Global Issues (3)

Non-Sequential (Credits)

- Quantitative Reasoning (3)
- Creative Arts (3)
- Oral Communication (3)
- Language (0-12) depending on placement
- Natural Science with lab (4)

University Studies and Electives (37-50)**Bachelors of Science (B.S.) - Early Childhood Education****Sequential (Credits)**

IN140. University Seminar (3)
 IN150. CWRR1 (3)
 IN151. CWRR1 (3)
 IN250. U.S. Studies (HI203 or HI204) (must pass with a C- or better) (3)
 IN251. U.S. Studies (ED209. Foundations of Bilingual Education) (3)
 IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)
 Creative Arts (3)
 Oral Communication (3)
 International Cultures & Structures (ECE and EL majors may take ED401. Integrating Culture in the Classroom as one ICS) (8)
 Natural Science with lab (4)

B.S. Degree Distribution

Additional Lab Science (4)
 Additional Math/Science (6)

Candidates for the B.S. degree are required to complete a minimum of 10 additional credits, including at least one laboratory science course, from no more than two departments (outside of the major department) in biology, chemistry, mathematics, or physics, in addition to the University Studies requirements.

University Studies and Electives (43-54)**Early Childhood and Professional Education Courses**

Course descriptions for the early childhood education major courses and professional education courses may be found below in the section entitled Early Childhood, Elementary, and Professional Education courses. All courses must be a grade of C- or higher.

Early Childhood Education Major Courses

ED115. Instructional Strategies for Individuals with Learning Disabilities in K-12 Classrooms (3)
 ED120. Introduction to American Education (3)
 ED170. Education Internship (1)
 ED310. Communities of Learners (3)
 ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)
 ED474. Supervised Teaching in Early Childhood Education (6-12)
 ED488. Education Senior Seminar (3)

Sophomore Block - Semester 3 - Fall Only

*All courses must be passed with a grade of C- or better to fulfill licensure requirements.

ED202. Early Childhood Methods (3)
 ED209. Foundations of Bilingual Education (IN251) (3)
 ED232. Early Childhood Development (3)
 ED240. Infant and Child Assessment w/ Families (3)
 ED239. Char. Of Young Children w/ Special Needs (3)

Sophomore - Semester 4 - Spring Only

*All courses must be passed with a grade of C- or better to fulfill licensure requirements.

*ED237. Health, Nutrition, and Welfare (3)
 *ED204. Literacy I: Children's Literature (3)
 ED238. Language Development and Linguistics (3)

Junior - Semester 5 - Fall Only

*All courses must be passed with a grade of C- or better to fulfill licensure requirements.

*ED337. Arts Integration in Early Childhood and Elementary Education (3)
 ED 401. Integrating Culture in the Classroom (ICS) (3)

Junior Block - Semester 6 - Spring Only**(Admission to the School of Education required)**

*All courses must be passed with a grade of C- or better to fulfill licensure requirements.

ED332. Teaching Language Arts and Social Studies (3)
 ED335. Children, Families, and Community Engagement (3)
 ED336. Math and Science Methods
 ED339. Methods in Early Childhood Special Education (3)

Senior Year - Semester 7 - Fall Only

*All courses must be passed with a grade of C- or better to fulfill licensure requirements.

*ED435. Reading Methods in ECE (3)

*ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)

*ED439. Assessment and Diagnosis of Children with Special Needs (3)

Developmental Therapy Program

Candidates in this major complete the requirements leading to certification as a Developmental Therapist. Candidates for this major should have (1) a broad background in early childhood education, (2) methods classes offering instruction and assessment strategies for instruction with young children, (3) professional education classes providing theory and experiences concerning learning environments, and (4) an understanding of the needs of young children with special needs. The courses needed to gain this preparation are listed below for both the degrees available to Developmental Therapy candidates – Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Degrees. The list includes courses required by University Studies and by the School of Education. Candidates completing this program will receive the developmental therapist credential and the leading internship to final certification as a Developmental Therapist.

Bachelor of Arts (B.A.) – Early Childhood Developmental Therapy**Sequential (Credits)**

IN140. University Seminar (3)

IN150. CWRR I (3)

IN151. CWRR II (3)

IN250. U.S. Studies (3)

IN251. U.S. Studies (3) (ED209. Foundations of Bilingual Education)

IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)

Creative Arts (3)

Oral Communication (3)

Language (0-12) depending on placement

Natural Science (with lab) (4)

Bachelor of Science (B.S.) – Early Childhood Developmental Therapy**Sequential (Credits)**

IN140. University Seminar (3)

IN150. CWRR I (3)

IN151. CWRR II (3)

IN250. U.S. Studies (3)

IN251. U.S. Studies (ED209. Foundations of Bilingual Education) (3)

IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)

Creative Arts (3)

Oral Communication (3)

International Cultures & Structures (6)

B.S. Degree Distribution

Additional Lab Science (4)

Additional Math/Science (6)

Candidates for the B.S. degree are required to complete a minimum of 10 additional credits, including at least one laboratory science course, from no more than two departments (outside of the major department) in biology, chemistry, mathematics, or physics, in addition to the University Studies requirements.

University Studies and Electives (43-54)**Developmental Therapy and Professional Education Courses**

Course descriptions for the Developmental Therapy major courses and professional education courses may be found below.

Developmental Therapy Major Courses

ED115. Instructional Strategies for Individuals with Learning Disabilities in K-12 Classrooms (3)

ED120. Introduction to American Education (3)

ED170. Education Internship (1)

ED473. Developmental Therapy Internship (1-9) (Must pass with a C- or higher)

ED487. Developmental Therapy Seminar (3) (Must pass with a C- or higher)

Sophomore Block - Semester 3 - Fall Only

ED202. Early Childhood Methods (3)

ED209. Foundations of Bilingual Education (IN251) (3)

ED232. Early Childhood Development (3)

ED240. Infant and Child Assessment w/ Families (3)

ED239. Char. Of Young Children w/ Special Needs (3)

Sophomore - Semester 4 - Spring Only

ED237. Health, Nutrition, and Welfare (3)
 ED204. Literacy I: Children's Literature (3)
 ED238. Language Development and Linguistics (3)

Junior - Semester 5 - Fall Only

ED337. Art Integration in Early Childhood and Elementary Education (3)

Junior Block - Semester 6 - Spring Only

ED310. Communities of Learners (3) OR ED336 Math and Science Methods (3)
 ED332. Teaching Language Arts and Social Studies (3)
 ED335. Children, Families, and Community Engagement (3)
 ED339. Methods in Early Childhood Special Education (3)

Senior Year - Semester 7 - Fall Only

ED439. Assessment and Diagnosis of Children with Special Needs (3)
 ED401. Integrating Culture in the Classroom (ICS) (3)

Elementary Education Program (B.S. or B.A.)

Candidates for educator licensure in Elementary Education (grades 1 - 6) should have (1) a broad background in the subjects commonly taught in elementary schools; (2) methods classes offering instruction in teaching those subjects; (3) other professional education classes providing theory and experiences concerning schools, teachers, and learning. The courses needed to gain this preparation are listed below for both the degrees available to elementary education candidates - Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Degrees. The list includes courses required by MPPL University Studies and the School of Education.

To ensure that Elementary Education candidates have the necessary math skills needed for teaching math 1 - 6, Elementary Education candidates must complete one math course above MA098 before they can enroll in ED312. Mathematics Methods.

As part of the Elementary Education program, candidates will participate in two separate block sequences. Each block is a semester long and combines several Education courses with an integrated internship at a local school. The internship allows for lessons, activities, and other experiences to be completed as a part of the block courses, thereby increasing the experiential learning aspect of each course and the engagement of the candidate in the internship. The Sophomore Block will be completed during fall semester of the candidate's sophomore year, and the Junior Block will be completed during spring semester of the candidate's junior year. The specific courses that are included in each block are listed below, along with the additional non-block Education course requirements.

Bachelor of Arts (B.A.) - Elementary Education**Sequential (Credits)**

IN140. University Seminar (3)
 IN150. CWRR1 (3)
 IN151. CWRR2 (3)
 IN250. U.S. Studies (HI203 or HI204) (must pass with a C- or better) (3)
 IN251. U.S. Studies (ED209. Foundations of Bilingual Education) (3)
 IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)
 Creative Arts (3)
 Oral Communication (3)
 Language (depending on placement) (0-12)
 Natural Science with lab (4)

University Studies and Elective Courses (52-65)**Bachelors of Science (B.S.) - Elementary Education****Sequential (Credits)**

IN140. University Seminar (3)
 IN150. CWRR1 (3)
 IN151. CWRR2 (3)
 IN250. U.S. Studies (HI203 or HI204) (must pass with a C- or better) (3)
 IN251. U.S. Studies (ED209. Foundations of Bilingual Education) (3)
 IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)
 Creative Arts (3)
 Oral Communication (3)
 International Cultures & Structures (EL ED majors may take ED401. Integrating Culture in the Classroom as one ICS) (8)
 Natural Science with lab (7-8) (4)

B.S. Degree Distribution

Additional Lab Science (4)
 Additional Math/Science (6)

Candidates for the B.S. degree are required to complete a minimum of 10 additional credits, including at least one laboratory science course, from no more than two departments (outside of the major department) in biology, chemistry, mathematics, or physics, in addition to the University Studies requirements.

University Studies and Elective Courses (55-65)

Elementary and Professional Education Courses

Course descriptions for the Elementary Education majors and Professional Education courses may be found below in the section entitled Elementary and Professional Education courses. All courses must receive a grade of C- or higher.

Elementary and Professional Education Major Courses

ED115. Instructional Strategies for Individuals with Learning Disabilities K - 12 Classrooms (3)
 ED120. Introduction to American Education (3)
 ED170. Education Internship (1)
 ED310. Creating Communities of Learners (3)
 ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)
 ED476. Supervised Teaching in Elementary Education (6-12)
 ED488. Education Senior Seminar (3)

Sophomore Block - Semester 3 - Fall Only

*All courses must be passed with a grade of C- or better to fulfill certification requirements.

ED210. Human Development (3)
 ED203. General Elementary Methods and Assessment (3)
 ED206. Literacy II: Language Arts Methods (3)
 ED207. Teaching Methods in Social Studies (3)
 ED270. Sophomore Block Clinical Internship (3)

Sophomore - Semester 4 - Spring Only

*All courses must be passed with a grade of C- or better to fulfill certification requirements.

ED204. Literacy I: Children's Literature (3)

Junior - Semester 5 - Fall Only

*All courses must be passed with a grade of C- or better to fulfill certification requirements.

ED337. Arts Integration in Early Childhood and Elementary Education (3)
 ED314. Physical Development and Health (3)

Junior Block - Semester 6 - Spring Only

(Admission to the School of Education required)

*All courses must be passed with a grade of C- or better to fulfill certification requirements.

ED305. Literacy III: Teaching Methods in Reading (3)
 ED306. Methods of Teaching and Assessing Science in Elementary (3)
 ED310. Creating Communities of Learners (3)
 ED312. Math Methods (3)
 ED370. Junior Block Clinical Internship (3)

******Elementary Education Candidates MUST select an endorsement area: English as Second Language, Bilingual, or Special Education**

Candidate Requirements for Special Education Endorsement

ED115. Instructional Strategies for Individuals with Learning Disabilities K - 12 Classrooms (3)
 ED215. Learning Differences of Individuals with Mild to Moderate Educational Learning (3)
 ED220. An Introduction to Educating Individuals with Diverse Abilities in K-12 Classrooms (3)
 ED301. Access to General Curriculum and IEPs (3)
 ED408. Diagnosis and Assessment of Learners with Exceptional Learning Needs (3)
 ED479. Supervised Clinical Experience (3)
 100 clock hours required
 Candidate must also pass the Learning Behavior Specialist 1 Content test

English as a Second Language (ESL) Endorsement Requirements (18 credits)

ED209 Foundations of Bilingual Education (IN251) (3)
 ED238 Language Development and Linguistics (3)
 ED304 Methods and Materials in the Education of English Language Learners (3)
 ED325 Assessment of English Language Learners (3)
 ED401 Integrating Culture in the Classroom (ICS) (3)
 Elective with focus on culture (can be met with ICS or IN350 course) (3)
 100 clock hours required

Bilingual Endorsement Requirements (18 credits)

ED209 Foundations of Bilingual Education (IN251) (3)
 ED238 Language Development and Linguistics (3)

ED304 Methods and Materials in the Education of English Language Learners (3)

ED325 Assessment of English Language Learners (3)

ED401 Integrating Culture in the Classroom (ICS) (3)

ED409 Bilingual Methods and Materials (3)

100 clock hours required

Candidate must also pass the appropriate Illinois Language Proficiency Test in the non-English language to be taught

Early Childhood and Elementary Education Programs, B.S.

In order to provide quality education that meets the needs of adult learners, Millikin offers accelerated programs leading to teacher licensure in either, Early Childhood and Elementary Education. See listing under Flexible Learning, (formerly Pace) Program.

Secondary Education & K12 Licensure Programs

As part of the Secondary or K-12 licensure programs, candidates will have (1) an in-depth knowledge of their content area that will be taught in the high schools or across grade levels for K-12 subject areas (2) specific methods in teaching and assessing the content area (3) other professional education classes providing theory and experiences related to current best practice in schools and with teaching and learning. Candidates will participate in a variety of field experiences starting in the freshmen year, with each subsequent internship building in intensity, rigor and teaching expectations. A particular internship called Secondary Junior Block, in the spring of the junior year, integrates two professional education courses together with internship hours in local middle and high schools. The internship allows for lessons, activities and other experiences to be completed as part of the blocked courses and professors of the courses observe candidates in schools.

Candidates majoring in one of the secondary education and Specialist Licensure fields must complete the Millikin University Studies requirements, fulfill the Professional Education sequence, complete the degree requirements, and meet the School of Education general education requirements. Advising materials for each program are available from advisors or from the School of Education. Information about endorsements to teach in more than one area may be obtained from advisors or from the Director of the School of Education. The Illinois State Board of Education now requires that all candidates earn a grade of C- or higher in all courses in their content major as well as education courses.

**** Secondary Education Candidates & K-12 may choose to add Special Education, ESL or bilingual endorsements. See Endorsement requirements**

Secondary Education Programs

Candidates wishing teacher licensure in Secondary Education (grades 9 - 12) may elect from the following Illinois approved programs:

Science Education, Biology (B.S. or B.A.)

Science Education, Chemistry (B.S. or B.A.)

English Language Arts (B.A.)

Mathematics (B.S. or B.A.)

Social Science Education, History (B.A.)

K12 Licensure Programs

Candidates seeking teacher licensure in one subject for all grades, kindergarten through grade 12, may qualify for the following State-of-Illinois approved and nationally recognized specialist programs:

- Art (B.F.A. or B.A.)
- Music (B.M.)
- Physical Education (B.A., B.S.) (See ESS)
- Foreign Language-Spanish Education (B.A.)

Secondary Education & K12 General Education Requirements

Bachelor of Arts (B.A.) - Secondary Programs & K12 Sequential (Credits)

IN140. University Seminar (3)

IN150. CWRR1 (3)

IN151. CWRR2 (3)

IN250. U.S. Studies (may require HI203 or HI204) (3)

IN251. U.S. Studies (ED209. Foundations of Bilingual Ed.) (If ESL Endorsement is chosen) (3)

IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)

Creative Arts (3)

Natural Science (with lab) (4)

CO200. Public Speaking (3)

Language (depending on placement) (0-8)

Distribution Requirements

For students completing majors in the College of Arts and Sciences, completion of a Historical Studies course (3) and a Literature course (3) are required.

Bachelor of Science (B.S.) - Secondary Programs & K12

Sequential (Credits)

IN140. University Seminar (3)

IN150. CWRR1 (3)

IN151. CWRR2 (3)

IN250. U.S. Studies (may require HI203 or HI204) (3)

IN251. U.S. Studies (ED209. Foundations of Bilingual Ed.) (If ESL Endorsement is chosen) (3)
 IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)
 Creative Arts (3)
 International Cultures & Structures (8)
 Natural Science (with lab) (4)
 Math/Science (10)
 CO200. Public Speaking (3)

Distribution Requirements

For students completing majors in the College of Arts & Sciences completion of a Historical Studies course (3) and a Literature course (3) are required.

Specialists Programs for B.M.

Sequential (Credits)

IN140. University Seminar (3)
 IN150. CWRR I (3)
 IN151. CWRR II (3)
 IN250. U.S. Studies (HI203 or HI204) (3)
 IN251. U.S. Studies (ED209. Foundations of Bilingual Education) (If ESL Endorsement is chosen) (3)
 IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)
 International Cultures & Structures (ED 401. Integrating Culture in the Classroom) (If ESL Endorsement is chosen) (6)
 Natural Science (with lab) (4)
 CO200. Public Speaking (3)

Professional Education Courses for Secondary Education & K12 Art, and Physical Education (Credits)

ED115. Instructional Strategies for Individuals with Learning Disabilities (3)
 ED120. Introduction to American Education (3)
 ED170. Education Internship (1)
 ED210. Human Development K-12 (3)
 ED310. Creating Communities of Learners (3)
 ED321. General Middle and Secondary Methods and Assessment (3)
 EN302. Methods for Teaching Literacy in the Content Area Classroom (3)
 ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)
 ED477 and/or 478. Supervised Teaching (12)
 ED488. Education Senior Seminar (3)

Professional Education Courses for K12 Music: Vocal (Credits)

ED115. Instructional Strategies for Individuals with Learning Disabilities (3)
 ED210. Human Development for K-12 (3)
 ED310. Creating Communities of Learners (3)
 ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)
 EN302. Methods for Teaching Literacy in the Content Area Classroom (3)

Professional Education Courses for K12, Music: Instrumental (Credits)

ED115. Instructional Strategies for Individuals with Learning Disabilities (3)
 ED210. Human Development for K-12 (3)
 ED310. Creating Communities of Learners (3)
 ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)
 EN302. Method for Teaching Literacy in the Content Area Classroom (3)

Secondary Education Major Courses

The Illinois State Board of Education requires that all candidates earn a grade of C- or higher in all courses in their content major.

Science Education, Biology (B.S. or B.A.)

BI105/155. Ecology and Evolution and Lab (4)
 BI108/158. Diversity of Life and Lab (4)
 BI125. Local Flora (4) or BI320 Field Ecology for Teachers (4)
 BI 206 or BI 207. Human Anatomy and Physiology (4) or BI 301. Comparative Anatomy (4)
 BI 300. Genetics (4)
 BI 305/355. Molecular and Cell Biology and Lab (4)
 BI 310. Secondary Science, Content and Lab Development (3)
 BI 326. Plant Biology (4) or BI 308 Plant Physiology (4)
 BI 481. Biology Senior Seminar (1)
 CH121/CH151. General Chemistry and Lab (4)
 CH224/152. General Inorganic Chemistry (3) and Intro Chem Lab II (1)
 CH301/251. Organic Chemistry I (3) and Intern. Chem Lab (1)
 Or CH203/205. Ess Organic (3) and Biochem Lab (1)

PY104 Planets Lab (1) or PY105 Stars & Galaxies Lab (1)
 PY111/171. College Physics I and Physics Lab I (4)
 Or PY151/171 University Physics I and Physics Lab I (4)
 PY112/172. College Physics II and Physics Lab II (4)
 Or PY152/172 University Physics II and Physics Lab II (4)

Science Education, Chemistry (B.S. or B.A.)

BI105/155. Ecology & Evolution (4)
 BI108/158. Diversity of Life (4)
 CH106. Elemental Geosystems (3)
 CH121/CH151. General Chemistry and Lab (4)
 CH152. Intro to Chemistry Laboratory II (1)
 CH224. General Inorganic Chemistry (3)
 CH232. Analytical Chemistry (3)
 CH251. Intermediate Chemistry Lab I (1)
 CH253. Intermediate Chemistry Lab III (1)
 CH254. Introduction to Research (1)
 CH301. Organic Chemistry I (3)
 CH302. Organic Chemistry II (3)
 CH303. Physical Chemistry I (3)
 CH310. Secondary Science, Content and Lab Development (3)
 CH391, 392, 491 and/or 492. Undergraduate Research (1-3)
 CH481 or 482. Chemistry Seminar (1)
 PY151 or 111 with PY171. College Physics I or University Physics I with Lab (4)
 PY152 or 112 with PY172. College Physics II or University Physics II with Lab (4)

English Language Arts (B.A.)

EN202. Writing about Literature (3)
 EN222. Contemporary Adolescent Literature (3)
 EN231. American Literature through Twain (3)
 EN232. American Literature from 1900 to the Present (3)
 EN302. Methods for Teaching Literacy in the Content Area Classroom (3)
 EN305. Web Publishing (3)
 EN310. Applying Writing Theory (3)
 EN321. Major English Authors I (3) or EN 322. Major English Authors II (3)
 EN325. Studies in Shakespeare (3)
 EN335. International Literature (3)
 EN375. The English Language (3)
 EN425. Methods of Teaching and Assessment in Literacy and Language Arts for grades 5th-12th (3)
 EN470. Internship in the Teaching of Writing (3)

Mathematics (B.S. or B.A.)

MA140. Calculus I (4)
 MA240. Calculus II (4)
 MA208. Discrete Mathematics (3)
 MA301. College Geometry (3)
 MA303. Linear Algebra (3)
 MA304. Probability and Mathematical Statistics (3)
 MA320. History of Mathematics (3)
 MA403. Abstract Algebra (3)
 MA425. Methods of Teaching Secondary and Middle School Mathematics, Grades 5 through 12 (3)
 MA471. Internship in Methods of Teaching Mathematics (3)

Two courses selected from:

MA305. Differential Equations (3)
 MA313. Numerical Analysis (3)
 MA314. Advanced Mathematical Statistics (3)
 MA340. Calculus III (4)
 MA420. Mathematical Logic (3)
 MA440. Advanced Calculus (3)
 MA491, 492, 493, and/or 494. Independent Study (2 or 3)

Social Science Education, History (B.A.)

HI202. Rise of Modern Europe since 1715 (3)
 HI203. U.S. History to 1865 (3)
 HI204. U.S. History since 1865 (3)
 HI206. Cultural Geography (3)
 HI310. Topics in U.S. History (3)
 HI400. Seminar in History (3)
 HI425. Methods of Teaching and Assessment in the Social Studies grades 5th-12th (3)
 HI480. Historiography (3)

The remaining nine credits are electives:

Three 300 level courses (one of which must be European, global or non-western, HI320, 340 or 360)

In addition to these history courses, the Social Science Education major also requires the following courses (24 credits):

SO100. Introduction to Sociology (3)
 PO105. American Political System (3)
 EC100. Principles of Macroeconomics OR EC110. Principles of Microeconomics (3)
 SO120. Introduction to Anthropology (3)
 PS130. Introduction to Psychology (3)
 PO240. Local and State Politics OR HI207. State and Local History (3)

K12 Major Courses

The Illinois State Board of Education now requires that all candidates earn a grade of C- or higher in all courses in their content major.

Art B.A.

Required Courses in Art (32 credits)

AR103. Drawing I (3)
 AR104. Drawing II (3)
 AR105. 2D Design (3)
 AR106. 3D Design (3)
 AR411. Secondary Art for Teachers (2)
 AR304. Contemporary Art History (3)

Select three from the remaining five courses:

AR301. Ancient & Medieval Art History (3)
 AR302. European Art: 14th through 18th Century (3)
 AR303. Modern Art: 19th & 20th Century (3)
 AR305. Non-Western Art History (3)
 AR360. Topics in Art History (3)

Required Courses in Entrepreneurship (6 credits)

ET380. The Art of Entrepreneurship (3)
 AR390. Blue Connection (BA capstone) (3)

Art Electives (24-27 credits)

Art B.F.A. (Art Therapy, Graphic Design, Studio Art*)

Required Courses in Art (48 credits)

AR103. Drawing I (3)
 AR104. Drawing II (3)
 AR105. 2D Design (3)
 AR106. 3D Design (3)
 AR381. Advanced Studio Practicum Capstone (3)
 AR304. Contemporary Art History (3)

Select three from the remaining five courses:

AR301. Ancient & Medieval Art History (3)
 AR302. European Art: 14th through 18th Century (3)
 AR303. Modern Art: 19th & 20th Century (3)
 AR305. Non-Western Art History (3)
 AR360. Topics in Art History (3)

1st Area of Concentration: (12 credits minimum) sequence of four studio courses in one subject

2nd Area of Concentration: (9 credits minimum) sequence of three studio courses in one subject

Art Electives (6-30 credits**)

*see individual major specific requirements.

**number of electives needed depends on major specific requirements

Foreign Language – Spanish Education (B.A.)

Spanish Upper Division Electives (15)
 SP401. Spanish Education Teaching Methods and Instruction (3)
 SP480. Advanced Spanish Conversation and Composition (3)
 Language (12)

Music Vocal (B.M.)

ME150. Lab Band (0)
 ME151. Vocal Music Education Lab (2)
 ME251. Introduction to Music Education (4)
 ME341. Prin./Meth. Ele. Music Education (4)
 ME351. Prin./Meth. Middle Level Music Education (2)
 ME400. Instrumental Methods Survey (3)
 ME411. Piano Skills for Vocal/General Music Education (1)
 ME451. Prin./Meth. Vocal Music Education (Sec.) (3)
 ME453. Choral Techniques and Materials (2)

ME461. Vocal Music Education Seminar and Practicum (2)
 ME470/471. Supervised Teaching (12)
 ME488. Student Teaching Senior Seminar (2)

Music Instrumental (B.M.)

ME150. Lab Band (0)
 ME101. ME102. ME201. ME202. ME301.
 ME302. Instrumental Methods (9)
 ME408. Vocal Methods (1)
 ME251. Introduction to Music Education (3)
 ME341. Prin./Meth. Ele. Music Education (4)
 ME450. Prin./Meth. Instrumental Music Education (Sec.) (3)
 ME460. Instrumental Music Education Seminar and Practicum (3)
 ME470/471. Supervised Teaching (12)
 ME488. Student Teaching Senior Seminar (2)

Physical Education (B.A., B.S.)

ES130. Prevention and Treatment of Athletic Injuries (3)*
 ES140. Cardiopulmonary Resuscitation and First Aid (2)*
 ES160. Personal and Community Health (3)*
 ES202. Introduction to Safety Education (3)*
 ES204. Foundations of Physical Education (*3)
 ES310. Kinesiology (3)*
 ES320. Sport Skills Instruction (3)*
 ES325. Growth and Motor Development (2)*
 ES352. Practicum in Group Fitness (3)*
 ES380. Physical Education Seminar (1)*
 ES401. Methods in Elementary Physical Education (3)
 ES305. Physiology of Exercise I (3)*
 ES306. Physiology of Exercise I Lab (1)*
 ES425. Secondary Curriculum Development of Physical Education (3)*
 ES431. Adaptive Physical Education (2)*
 BI204. Essentials of Anatomy and Physiology (4)

Post Baccalaureate Licensure

Millikin offers licensure-only programs for students who already hold a Bachelor's degree, which provide the coursework and field experiences required for educator licensure in the State of Illinois.

Required professional education coursework for early childhood education and elementary education licensure-only programs is offered through evening courses in the Flexible Learning, (formerly PACE) format. The courses required to complete Secondary Education and K-12 Specialist licensure-only programs are offered through a combination of traditional daytime courses and Flexible Learning, (formerly PACE) evening courses.

All teacher candidates must have earned a minimum grade of C- in English Composition I and English Composition II. Candidates must have a C- or higher in all content major course work as well as all Education course work. Some specific education-related courses may not transfer if they are ten or more years old.

Instructional Development Program (B.S. or B.A.)

Candidates for the major of Instructional Development should have (1) a strong background in educational theory and curriculum, (2) opportunity for practice in the field of instruction, and (3) engagement with community partners through a senior level performance learning experience. The courses needed to gain this preparation are listed below for both the degrees available to Instructional Development candidates – Bachelor of Arts (B.A.) and Bachelor of Science (B.S) degrees. The list includes courses required by MPSTL University Studies and the School of Education.

The curriculum for Instructional Development is designed for students interested in a career in education but not necessarily classroom teaching. This major includes 36 credits in Education before a community-based practicum to apply learned knowledge of human development, learning theories, and discipline-specific content to develop instruction for children and/or families in a community engaged internship. Candidates with this major will be asked to consider adding one or more certificates, a minor, or second major to couple with their education content.

Bachelor of Arts (B.A.) – Instructional Development Sequential (Credits)

IN140. University Seminar (3)
 IN150. CWRR I (3)
 IN151. CWRR II (3)
 IN250. U.S. Studies (3)
 IN251. U.S. Studies (3) (ED209. Foundations of Bilingual Education)
 IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)
 Creative Arts (3)
 Oral Communication (3)
 Language (0-12) depending on placement
 Natural Science (4)
 University Studies and Electives (37-50)

Bachelor of Science (B.S.) – Instructional Development**Sequential (Credits)**

IN140. University Seminar (3)
 IN150. CWRR I (3)
 IN151. CWRR II (3)
 IN250. U.S. Studies (3)
 IN251. U.S. Studies (ED209. Foundations of Bilingual Education) (3)
 IN350. Global Issues (3)

Non-Sequential (Credits)

Quantitative Reasoning (3)
 Creative Arts (3)
 Natural Science (with lab) (4)
 Oral Communication (3)
 International Cultures & Structures (8)

B.S. Degree Distribution

Additional Lab Science (4)

Additional Math/Science (6)

Candidates for the B.S. degree are required to complete a minimum of 10 additional credits, including at least one laboratory science course, from no more than two departments (outside of the major department) in biology, chemistry, mathematics, or physics, in addition to the University Studies requirements.

University Studies

In addition to a combination of 36 credits from Education courses, and the MPSTL, students are encouraged to consider courses in departments with a focus on community relations, social justice, and US cultures and structures to meet the minimum requirements of the Bachelor of Science or Bachelor of Arts. Additionally, candidates for the Instructional Development major should seek minors, endorsements, or certificates from other departments and colleges to pair with the knowledge and experience of this program.

Instructional Development Major Courses

Students must complete a minimum of 36 credit hours in a combination of education (ED) courses. Of the earned credit hours courses, the following courses are required:

Must be passed with a C- or higher:

ED120. (3) Introduction to Education
 ED170. (1) Education Internship
 ED210 or ED232 (3) Human Development
 ED237. (3) Health, Nutrition, and Welfare of Young Children
 ED335. (3) Children, Family, and Community Engagement
 ED490. Instructional Development Capstone (3-12)

Literacy Certificate (12 Credits):

Description:

The purpose of the Literacy Certificate is to highlight coursework that includes a common thread of literacy for children. Literacy courses focus on children's ability to read and write but also relate to other forms of literacy such as visual literacy, digital literacy, media literacy, and cultural literacy. Students may choose one of two tracks for this certificate according to the course selection: Emergent Literacy or Intermediate/Adolescent Literacy.

Student Learning Outcomes:

Students will:

1. Review the broad body of children's literature available for children ages 5-14, with emphasis on exploring literature that provides a diverse worldview &/or addresses a variety of contemporary and historical social issues. Methods of integrating children's literature into other content areas are investigated.
2. Apply state and national standards to methods used in teaching and assessing language arts with a focus on phonological awareness, phonics, fluency, vocabulary, comprehension, genres of writing, speaking, listening, viewing, and visually representing as well as handwriting, spelling, and grammar for school-aged children.
3. Expand on methods and materials used in teaching school children to read (see learning outcome #2) by including diagnostic and remedial techniques, action research, and discussion of becoming a literacy advocate.

Required Courses:

Emergent Literacy Track:

ED204. Children's Literature
 ED238. Child Language Development and Linguistics
 ED332. Teaching Language Arts and Social Studies in Early Childhood
 ED435. Reading Methods in Early Childhood

Intermediate/Adolescent Literacy Track:

ED204. Children's Literature
 EN222. Adolescent Literature
 ED206. Teaching Language Arts
 ED305. Literacy III: Teaching Reading Methods

Special Education Undergraduate Academic Certificate (12 credits):**Description:**

In the Special Education Certificate program, students learn about the characteristics common to thirteen different types of disabilities, the psychological and practical impact that having a disability has on an individual and their family, and the most effective strategies for working with individuals with disabilities. Coursework in this certificate is designed to provide students with a depth of knowledge and understanding of disabilities that is complemented by fieldwork that provides students with the opportunity for first-hand experience to apply that newfound knowledge.

Expected Student Learning Outcomes:

Students will develop an ability to work effectively with individuals with disabilities by:

1. Understanding the various types of disabilities and their defining characteristics.
2. Understanding the psychological, physical, emotional, and academic needs individuals with disabilities have and how to help meet those needs most effectively.
3. Developing an appreciation for what it is like to live in this world with a disability.

Required courses:

ED115. Instructional Strategies for Individuals with Learning Disabilities in K-12 Classrooms
 ED215. Learning Differences of Individuals with Mild to Moderate Educational Learning Needs
 ED220. An Introduction to Educating Individuals with Diverse Abilities

And one of the following two:

ED301. Access to General Curriculum and Individual Education Programs (IEPs)
 ED408. Diagnosis and Assessment of Learners with Exceptional Learning Needs

English as a Second Language/Bilingual Undergraduate Academic Certificate (9 credits):**Description:**

Students who complete this certificate are interested in addressing the linguistic and cultural needs of English language learners (ELLs). These courses prepare students to develop culturally responsive interactions in diverse settings.

Expected Student Learning Outcomes:

Students will study the acquirement of English as a second language by:

1. Learning the framework and theories of language development.
2. Learning about bilingual education within political, social, cultural and historical contexts.
3. Studying the definitions of culture and approaches to multicultural education including issues of racism and social justice.

Required Courses:

ED209. Foundations of Bilingual Education
 ED238. Language Development and Linguistics
 ED401. Integrating Cultures in the Classroom

Multicultural Leadership Undergraduate Academic Certificate (12 credits)**Description:**

Explore definitions of culture and diversity and examine approaches to multiculturalism in today's global society. This certificate program prepares students to be leaders in fostering public good in multicultural environments. Participate in a service learning project to address multicultural issues in the local community.

Student Learning Outcomes:

Student outcomes for this certificate provide the foundation for a successful career by developing and inspiring:

- Essential employable traits deemed by the industry.
- Opportunities for practical leadership and service-learning experiences.
- Cross-cultural understanding that appropriately prepares participants for effective interaction with diverse cultures in a global workplace.

Required Courses:

ED209. Foundations of Bilingual Education
 ED401. Integrating Cultures in the Classroom
 CO 432. Intercultural Communication
 OL 385. Leadership, Diversity, and Multiculturalism

School of Education Courses (ED) (Credits)

ED115. Instructional Strategies for Individuals with Learning Disabilities in K - 12 Classrooms (3)

This course addresses the psychology of, the identification of, and the methods of instruction for the exceptional child in K - 12 classrooms. Students will discuss theory and skills to create and teach lessons that are varied to meet the individual learning needs of all students with learning disabilities in K - 12 classrooms. Students will engage in various learning activities through which they will learn and implement teaching strategies designed to create multiple paths so that students of different learning needs experience equally appropriate ways to sustain learning. Students will also show evidence of differentiating instruction by varying content, process, and product in their units and lessons. This course is required for all teacher candidates seeking state licensure.

ED120. Introduction to American Education (3)

Problems concerning the nature and aims of American education, the curriculum, the organization and administration of a school system are studied with respect to their historical development and the philosophical issues to which they are related. Special emphasis is placed on the present strengths and weaknesses of American schools and upon the potential value of educational innovations. The professional role of the teacher will be examined with special attention given to the professional standards that prospective teachers must meet. This course includes the ED170 field experience in a classroom with a certified teacher for 40 or more hours during the semester. Reflection journals are required. The purpose of the field experience is for students to become aware of the role of a teacher in specific grade levels/content areas and to gain experience with children at this level. Concurrent enrollment in ED170.

ED160, ED260, ED360, ED460. (Experimental Courses in Education) (1 - 3)

Various topics in education may be addressed through the offering of courses under these numbers.

ED170. Education Internship (1)

This course assists transfer students and students in the Flexible Learning (formerly PACE) programs to complete a concentrated internship in a classroom with a certified teacher, develop the first Embedded Signature Assessment, and prepare their School of Education application materials so that they may be admitted. The internship comprises 40 or more hours in a PreK, elementary, or secondary classroom. Students must complete a reflective journal about their classroom experience and complete the ESA. The internship provides opportunities for students to learn about the role of teachers in their field, specific grade levels, and content areas and to gain experience with students. This course must be taken at Millikin by all Education majors, even if ED 120 is transferred from another institution. This course can be repeated.

ED180. Gifted Student Mentor (1)

Assists one or two area fifth through eighth grade gifted students to carry out an enrichment project proposed by the mentor. Includes helping students plan, organize, carry out, and present the project to a school group. Pre-requisite: Consent of instructor.

ED202. Early Childhood Methods (3)

The purpose of this course is to lay the foundation for understanding the elements of early childhood education (ECE). During this course, students will study five key elements of the care of young children: the history and current issues of early childhood education, types of programs within ECE, knowledge of the young child, the roles and responsibilities of the teacher, and the dynamics of environment and curriculum. Students will be introduced to anti-bias curriculum, the Project Approach, and basic elements for working with English language learners (ELLs). Students will be active learners through assigned coursework and reflective practitioners through observation and activity with young children in the accompanying field experience.

ED203. General Elementary Methods and Assessment (3)

Theories and techniques of teaching in elementary schools. Planning, organizing, and presenting learning experiences; assessing student progress toward learning outcomes.

ED204. Literacy I: Children's Literature (3)

This is a content and methods course that reviews the broad body of literature available for teachers to use in PreK-8 classrooms. Emphasis is placed on exploring literature that teaches a diverse worldview and addresses a variety of contemporary and historical social issues. Methods of integrating children's literature into the curriculum are investigated. Pre-requisite: Successful completion of ED120, ED170 and Sophomore Block, or consent of the department chair. *Heavy reading warning.*

ED206. Literacy II: Teaching Language Arts (3)

Current methods of teaching and assessing language arts for elementary children. The course addresses national and state standards for teaching language arts with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension in addition to literature, genres of writing, speaking, listening, viewing, and visually representing and the incorporation of handwriting, spelling, and grammar for children K-6.

ED207. Teaching Methods in Social Studies (3)

Current methods and materials used in teaching social studies in elementary and middle schools. Includes content in geography, history, civics and government, and economics of Illinois. Addresses state and national standards of social studies education.

ED209. Foundations of Bilingual Education (3)

This course introduces students to a growing population of linguistically and culturally diverse students in U.S. schools and considerations in meeting their educational needs. As the fields of English as a Second Language (ESL) and Bilingual Education are introduced we examine ESL and Bilingual Education within political, social, cultural, and historical contexts. Cross listed as IN251.

ED210. Human Development K-12 (3)

Study of child and adolescent development. Major theories of intellectual, social, and emotional development will be surveyed, as well as stages of physical development. Addresses problems unique to adolescents, such as adolescent egocentrism, body image issues, and substance abuse. Students will examine instructional implications for teachers of developing adolescents. In-school case study and individual tutoring are required. Pre-requisite: ED120/ED170.

ED215. Learning Differences of K - 12 Individuals with Mild to Moderate Educational Learning Needs (3)

This course provides students with more in-depth information on the characteristics and learning differences of K - 12 individuals with special needs. Background will be provided regarding how special education law defines mild to moderate learning needs. The educational setting for the majority of students with learning disabilities and mild disabilities is the general education classroom, and teaching these students becomes the responsibility of the general education teacher. This course will address strategies for the general education teacher to instruct students with learning disabilities and related mild disabilities. The designation of Mild Disabilities is cross-categorical and includes students from several categories of disabilities, including but not limited to learning disabilities, mental retardation, and social/emotional disturbances. This course will assist students in understanding the learning needs of this particular group of students, and provide them with an opportunity to teach a lesson to a student with special needs.

ED220. An Introduction to Educating Individuals with Diverse Abilities in K - 12 Classrooms (3)

This course provides a foundational introduction to the lives of individuals with special needs. Special attention is paid to educating individuals with diverse abilities in K - 12 classrooms and how their needs impact the individual and family. The course also provides the student with a knowledge base of designing instruction that supports and maximizes individual abilities and learning in relation to an Individualized Education Program.

ED232. Early Childhood Development (3)

Study of human development during the early years of life (prenatal to age 8). The class includes physical-motor, social-emotional, cognitive, language, and literacy development. Emphasis is on early interaction with parents, other adults, siblings, peers and applications to infant & toddler, childcare, and preschool settings. The class emphasizes learning to collect data in a research project and develop a case study on one child. Supervised participation in an early childhood setting is required.

ED237. Health, Nutrition, and Welfare of Young Children (3)

This course addresses the early childhood educator's role in assuring children's health and welfare. Emphasis is placed on best health practices including nutrition, hygiene, and well child care. In addition, environmental risks to children and their caregivers will be illuminated. Early identification and support for families of children with special needs will be addressed. Community resources will be identified and the appropriate application of such resources discussed. Current issues regarding the health and safety of children will be topics that drive classroom discussion. Pre-requisite: ED120/ED170.

ED238. Language Development and Linguistics (3)

This course introduces students to language development. Both monolingual and bilingual language development will be explored. Students will be introduced to theories of language development. As classroom considerations for language learning are explored students will learn elements of linguistics as well as special considerations for English language learners (ELLs). Issues of assessment will be introduced as well as special considerations of language development for internationally adopted children. Pre-requisite ED209.

ED239. Characteristics of Young Children with Special Needs (3)

Studies the variety of challenges faced by children with special needs, which may include impairments from genetic abnormalities, pregnancy or birth complications, or environmental causes. Examines the impact on a child's family, social and learning environment, as well as the potential for development.

ED240. Infant-Toddler Assessments and Working with Families (3)

The twin focus of this course will be assessment of very young children and methods of support for family relationships with parents, infants, and toddlers. Students will gain experience with the Touchpoints model of working with infants, toddlers, and their parents, originally developed by Dr. T. Berry Brazelton of Harvard's Children's Hospital. Students will learn to administer the Hawaii Early Learning Profile 0-3 (HELP), and observe neonatal assessments using the Newborn Behavioral Observation System. Evaluated work will include a reflective journal and a supervised HELP assessment. This class may be an interesting elective for students in education, nursing, or psychology, and will be especially helpful for Early Childhood Education majors who wish to earn a Developmental Therapy Credential. Pre-requisite: IN151 or equivalent with a grade of C- or above.

ED270. Sophomore Block Clinical Internship (3)

A focused semester-long internship in an elementary classroom as part of a field-based learning experience with co-requisite Elementary Sophomore Block courses. During this internship, students will connect theory to practice with instruction-based assignments to complete within the internship.

ED301. Access to General Curriculum and IEPs in the K - 12 Classroom (3)

This course prepares students to understand the development and implementation of IEPs and how IEP goals and objectives and service plans can be written to enable access to the general curriculum in K - 12 classrooms. Students will understand that individualization of instruction is an important part of special education. Instruction and schoolwork are tailored to the needs of each child. This course will assist students in their understanding of how changes made, in class work or routines because of a child's disability, can assist in access and achievement.

ED304. Methods and Materials in the Education of English Language Learners (3)

This course prepares students for differentiated instruction for English language learners (ELLs) in U.S. schools. Students will be introduced to the Sheltered Instruction Observation Protocol (SIOP) Model for designing lessons. Students will also be introduced to elements of reading instruction for ELLs as well as standards and assessment. Considerations for ELLs will be discussed in regard to Response to Intervention (RtI) and qualifying for special education services. Pre-requisite ED209.

ED305. Literacy III: Teaching Methods in Elementary Reading (3)

Current methods and materials used in teaching school children to read. Incorporates state and national standards for teaching reading. Includes diagnostic and remedial techniques. Pre-requisite: Successful completion of Sophomore Block courses and internship and admission to the School of Education (or consent of Director of the School of Education).

ED306. Methods of Teaching and Assessing Science in Elementary (3)

This is a course in the methods of teaching and assessing physical science, life science, and Earth and space science in 1-6 classrooms. Students plan and teach an inquiry lesson that is aligned with state and national standards and benchmarks. Emphasis is placed on developing a working knowledge of the nature and progress of science. Pre-requisite: Sophomore Block courses and admission to the School of Education (or consent of Director of the School of Education).

ED310. Creating Communities of Learners (3)

Addresses principles of individual and group motivation and communication, as well as strategies of management and discipline, that will assist students to create positive learning communities that foster positive social interaction, active engagement in learning, and self-motivation. Case descriptions and microteaching will assist candidates to solve classroom behavioral and motivation problems. Applications of discipline and learning theories will be examined to enable the development of proactive and preventive classroom management strategies. Students will prepare and present a discipline and management plan. ED310 required for Music Education. ED310 and ED321 required for Junior Block for Middle, Secondary and K - 12 programs. Pre-requisite: Sophomore Block courses (Early Childhood and Elementary Education only) and admission to the School of Education (or consent of Director of the School of Education).

ED312. Mathematics Methods for Elementary Teachers (3)

Overview of current national and state mathematics standards. Theoretical and practical strategies for teaching mathematics in elementary schools. Includes peer-teaching experiences. Pre-requisite: Successful completion of one math course above MA098.

ED314. Physical Development and Health (3)

This course fulfills a major requirement for Elementary Education majors. Major goals of this course include instructing future teachers to integrate specific state standards of physical development and health in their curricular instruction within a classroom setting.

ED321. General Middle and Secondary Methods and Assessment (3)

Theories and techniques of teaching in secondary schools with specific emphasis on the planning, organizing and presenting of learning experiences and assessment of student achievement. As part of the Junior Block, students are assigned to a local middle or high school classroom to complete a 30 hour internship for two full mornings a week for four weeks.

ED325. Assessment of English Language Learners (3)

This course introduces students to the role of assessment in early childhood and elementary education. Types of formal and informal assessment for classroom purposes will be discussed as well as standardized assessments at the school, district and state level. Assessment for English Language Learners (ELLs) will be a focus of the course. Assessments for determining English language proficiency in the identification of ELLs will be an element of the course. Standard and non-standard types of assessment will be explored for the purpose of informing planning and instruction for ELLs as well as program development. Discussion will focus on reducing bias and the need for linguistic and culturally relevant assessment for ELLs. Linguistic and cultural considerations will also be discussed in the identification of ELLs for special education. Pre-requisite ED209

ED332. Teaching Language Arts and Social Studies in Early Childhood (3)

This course includes the study of social studies and language arts in an early childhood education program (PreK - 3rd grade). Building a solid foundation in social studies will promote the development of citizenship and cultural understanding in a democratic society. The development of a child's environment, community, and world will be emphasized in social studies curriculum development. Basic principles, techniques, and materials are emphasized for the emergent literacy classroom. The techniques and principles of the project approach will be used to illustrate multidisciplinary and interdisciplinary teaching of social studies and language arts.

ED335. Children, Families, and Community Engagement (3)

Study of the relationships among home, community, and early care, education, and intervention settings (birth - age 8). Effective communication between settings is emphasized. The class explores how a child's family background influences his/her education and care experiences, and how best to work with diverse families, including families of infants and toddlers with special needs. Applications to early intervention, child care, PreK, and K - 3rd grade settings are studied. Students will have direct interactions with parents and other family members.

ED336. Teaching Math and Science in Early Childhood (3)

Introduces the principles, place and practice of the sciences and mathematics education in early childhood education and in the lives of young children. Stresses the functional nature and inter-relatedness of mathematics and physical science, life science, and Earth and space science.

ED337. Arts Integration in Early Childhood and Elementary Education (3)

This course develops the role of creative arts including movement, drama, music, and the visual arts in PreK - 5 classrooms. This course emphasizes the importance of utilizing authentic arts for children to support their learning of the core curriculum, particularly common to literacy and numeracy. Special focus will be on the interrelationships among the arts with the core curriculum as it pertains to meeting children's individual, developmental, aesthetic, and cultural needs. This course is for early childhood, elementary teacher candidates, and K - 12 Art Education.

ED339. Methods in Early Childhood Special Education (3)

Examines the process of adapting learning goals to a child's individual special needs. Includes a discussion of therapeutic measures to address a child's development in language, social-emotional, motor, and cognitive domains.

ED370. Junior Block Clinical Internship (3)

A focused semester-long internship in an elementary classroom; part of a field-based learning experience with co-requisite Elementary Junior Block courses. During this internship, students will connect theory to practice with weekly instructional assignments to complete within the internship.

ED401. Integrating Culture in the Classroom (3)

In this course students explore definitions of culture and are introduced to approaches to multicultural education. Issues of racism and social justice will be explored as students learn to critique classroom materials and develop multicultural curriculum. Students will be introduced to ethnography as they learn about integrating culture in the curriculum for culturally diverse populations. As students learn about ethnography and "funds of knowledge" they will learn to develop curriculum that builds on the resources of children, families and communities. Pre-requisite: ED209.

ED408. Diagnosis and Assessment of Learners with Exceptional Learning needs in K - 12 Classrooms (3)

The assessment of student performance is one of the most difficult and most important of all tasks performed by teachers and must be ongoing as well as proactive in nature. This course addresses the identification of learning goals and subsequently involves diagnosis of student needs, provision for effective instruction with feedback, and use of assessment results to improve teaching as well as learning. This course will provide candidates with the assessment tools necessary to enhance learning for diverse student populations. Documenting student performance and

progress both for instructional and accountability purposes will be emphasized. Students will develop and use new assessment paradigms to enhance students' learning, communicate with parents and students, and create change regarding views toward assessment. They will learn how to communicate assessment results to their learners. Students will also explore established and developing technologies as well as computer software programs that are used to enhance the assessment process and record keeping, such as Aims-Web and Dibels. This course will also address the area of Response to Intervention and how RtI is being used to diagnose learners with exceptionalities.

ED409 Bilingual Methods and Materials (3)

This course is specifically designed for bilingual students who are pursuing the bilingual endorsement. Students will learn to critique bilingual materials and determine culturally relevant materials for dual language learners (DLLs). Course readings and assignments will engage students in understanding and developing skills for bilingual language and literacy, and bilingual content instruction. A focus of the course will be on bridging content from one language to another and ongoing bilingual assessment. The course specifically addresses the preparation of teachers for teaching in bilingual programs where program goals address the development of bilingualism and biliteracy for dual language learners. Prerequisites: ED 209, ED 304.

ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)

Students will apply, implement and reflect on principles of instructional design and assessment in classrooms. Students will plan, instruct and assess a unit of instruction at the student teaching site. Instructional approaches and assessment techniques for teaching in the classroom setting will be learned during a co-requisite 40 hour internship.

ED435. Reading Methods in Early Childhood (3)

Introduces basic principles, techniques, and materials for emergent and beginning literacy classrooms. Emphasizes developmentally appropriate practices for teaching reading and writing in grades K - 2, and addresses state and national standards for children's language and literacy learning. May require 20 or more internship hours in a classroom, including implementation of major assignments. Pre-requisites: Successful completion of Sophomore Block classes and internship, senior standing; admission to/retention in the School of Education; admission to student teaching; or consent of Director of the School of Education.

ED439. Assessment and Diagnosis of Children with Special Needs (3)

Introduces goals, processes and types of assessments used to make educational decisions for young children with special needs. Pre-requisite: Admission to the School of Education.

ED440. Middle Grades: Early Adolescents and Schools (Grades 5 – 8) (3)

Study of the development of early adolescents (ages 10-14). Builds on knowledge from ED 200 or 201, Human Development, and other psychological foundation courses. Focuses on the developmental characteristics and the needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing guidance as well as in assessing, coordinating and referring students to health and social services. Corequisite: ED441

ED441. Middle Grades Internship: Early Adolescents and the Schools (1)

This internship will consist of 40 hours in a middle school setting (5th -8th grades). Students will assist and positively interact with a middle level teacher and students in a classroom setting. They will reflect on adolescent developmental issues they observe, including physical, cognitive, social-emotional, language, and moral domains and diversity. Students will experience the influence of teaching and learning within the context of the learning environment. Corequisite: ED440

ED450. Middle Grades: Philosophy and Practices (3)

This course is required for Illinois middle grades licensure and encompasses ideas and practices for prospective middle grades teachers. This course focuses on middle school philosophy, curriculum, instruction, and assessment. It includes instructional methods for designing and teaching developmentally appropriate programs in middle schools. The course also builds on knowledge from educational foundations and methods courses. Corequisite: ED451

ED451. Middle Grades Internship: Middle Level Philosophy and Practice (1)

This internship will consist of 40 hours in a middle school setting (5th-8th grades). Students will assist and positively interact with a middle level teacher and students in a classroom setting. Students will develop an understanding of issues that influence teaching at the middle level, including philosophy, curriculum, instruction and assessment. The focus of this internship will be on experiencing the design and teaching of appropriate programs for middle school students. Corequisite: ED450

ED470. Special Topics in Education (1 – 3)

This optional educational experience offers an opportunity to deeply explore a specific phenomenon, theory, or practice of education or field experience. This course may be an independent study, direct study, or immersion (domestic or international). This course is offered to teacher candidates across all education disciplines and programs.

ED473 Developmental Therapy Internship (1-9)

In this capstone experience of the Developmental Therapy major, students will spend significant time in a field immersion with a certified Developmental Therapist. Students are expected to provide service in the field of developmental therapy in the areas of typical/atypical development, work with families, assessments, and intervention strategies. Intervention visits include a combination of sharing information, identifying possible resources and strategies, modeling and practicing activities, reflection and sharing feedback. This course is completed with the co-requisite course ED473 Developmental Therapy Seminar.

ED474. Supervised Teaching in Early Childhood Education (12)

This final field experience is required of all teacher candidates for certification. It is the capstone course for the education major. This course is taken in its entirety off campus at the school where student teaching has been assigned. The teacher candidate is immersed in the life of a mentor teacher for 14 weeks. The course requires that the teacher candidate will co-teach with a classroom teacher for the time they are student teaching. The cooperating teacher will lead the planning for both participants in the beginning and then, that role will gradually be assumed by the teacher candidate. Teacher candidates will utilize the seven strategies of co-teaching. This is done in conjunction with ED488. Education Senior Seminar taken in tandem with student teaching.

ED476. Supervised Teaching in Elementary Education (12)

This final field experience is required of all teacher candidates for certification. It is the capstone course for the education major. This course is taken in its entirety off campus at the school where student teaching has been assigned. The teacher candidate is immersed in the life of a mentor teacher for 14 weeks. The course requires that the teacher candidate will co-teach with a classroom teacher for the time they are student teaching. The cooperating teacher will lead the planning for both participants in the beginning and then, that role will gradually be assumed by the teacher candidate. Teacher candidates will utilize the seven strategies of co-teaching and will complete a teacher work sample demonstrating how they will affect student learning. This is done in conjunction with ED488. Education Senior Seminar taken in tandem with student teaching.

ED477. Supervised Teaching in Middle Grades Education (12)

This final field experience is required of all teacher candidates for certification. It is the capstone course for the education major. This course is taken in its entirety off campus at the school where student teaching has been assigned. The teacher candidate is immersed in the life of a mentor teacher for 14 weeks. The course requires that the teacher candidate will co-teach with a classroom teacher for the time they are student teaching. The cooperating teacher will lead the planning for both participants in the beginning and then, that role will gradually be assumed by the teacher candidate. Teacher candidates will utilize the seven strategies of co-teaching. This is done in conjunction with ED488. Education Senior Seminar taken in tandem with student teaching.

ED478. Supervised Teaching in Secondary Education (12)

This final field experience is required of all teacher candidates for certification. It is the capstone course for the education major. This course is taken in its entirety off campus at the school where student teaching has been assigned. The teacher candidate is immersed in the life of a mentor teacher for 14 weeks. The course requires that the teacher candidate will co-teach with a classroom teacher for the time they are student teaching. The cooperating teacher will lead the planning for both participants in the beginning and then, that role will gradually be assumed by the teacher candidate. Teacher candidates will utilize the seven strategies of co-teaching. This is done in conjunction with ED488, the Senior Seminar taken in tandem with student teaching.

ED479. Supervised Clinical Experience in K - 12 Classrooms (3)

This field experience is required of all teacher candidates for the Special Education Endorsement in K - 12 classrooms. This course is taken in its entirety off campus at the same school where student teaching is assigned, during the semester prior to student teaching. The course requires that the teacher candidate will co-teach with a special education resource teacher who works with a variety of general education classroom teachers, most likely of whom one will be the candidates cooperating teacher the following semester. Attendance at on-campus seminars will also be expected.

ED481, 482, 483, 484. Topics in Education (1 - 3) Per Semester

Readings and discussion centered on a specific issue of current educational interest, as scheduled by a faculty member. Pre-requisite: Admission to the School of Education.

ED487 Developmental Therapy Seminar (3)

The Developmental Therapy Seminar is taught concurrently with the Developmental Therapy Internship. This course supports the work that students are performing in the field as Developmental Therapists. Issues that are covered include: job seeking process, obtaining post-graduation certification, legal aspects of developmental therapy, building trusting and respectful partnerships with families, and management of schedule, materials, assessments, communications. This course is completed with the co-requisite course ED473 Developmental Therapy Internship.

ED488. Education Senior Seminar (3)

Problems of beginning teachers, including the job seeking process, certification, legal aspects of teaching, and graduate school opportunities. Specific problems analysis by teaching major and for each teacher candidate. Taken concurrently with ED474, ED476, ED477, ED478 (student teaching). Prerequisite: Admission to and retention in the School of Education and Admission to Student Teaching.

ED490 Instructional Development Capstone (3-12)

This course provides for a practical internship for students majoring in Instructional Development. In this course, students will apply learned knowledge of human development, learning theories, and discipline-specific content to develop instruction for children, families, and adults in a community engaged internship. This professional experience will include an opportunity for reflection on the student's internship, coursework, learning experiences, entry into work, and opportunities beyond undergraduate education. Internships are established in cooperation with agencies, businesses, non-profits, and institutions in the area.

ED491, 492, 493, 494. Independent Study (1 - 3) Per Semester

Reading and research for juniors and seniors in the School of Education.

Dr. Elizabeth Gephart, Interim Director • (217) 424-6348

School of Nursing Faculty and Staff:

Full-Time: Angela Bentley, Vicki Caldwell, Gina Canny, Jo Carter, Brenna Elston, Gail Fyke, Elizabeth Gephart, Teresa Gulley, Sheila Jesek-Hale, Julie Kennedy, Pam Laskowski, Mary Jane Linton, Jamie Nickell, , Julie Standerfer, Travis Whisman, and Amy Yeates.

Administrative Assistants: Bonnie Niemeyer, Valerie Smith (217) 424-6348

Accreditation and Approval:

The Millikin University School of Nursing was founded in 1978. The nursing program has the approval of the Illinois Department of Financial and Professional Regulation. The School of Nursing is a member of the Illinois Association of Colleges of Nursing, the National League for Nursing, and the American Association of Colleges of Nursing.

The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice program at Millikin University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The Millikin University and Decatur Memorial Hospital Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 S. Prospect Ave., Park Ridge, IL 60068, 847.655.1160.

The Millikin University School of Nursing offers:

The Bachelor of Science Degree in Nursing (BSN) in two options:

1. **The Traditional option** is for students who wish to complete a baccalaureate nursing degree in order to be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in any state in the U.S. to become a registered nurse (R.N.).
2. **The RN-BSN option** is for Registered Nurses who have graduated from a state-or nationally-approved associate degree or diploma school of nursing, who hold unencumbered/unrestricted registered professional nurse's license in the State of Illinois and who wish to earn their baccalaureate nursing degree in order to advance their career opportunities. RN-BSN students are eligible for early admission to the Master of Science in Nursing program (Nurse Educator track).

The Master of Science Degree in Nursing (MSN) in two options:

1. The Nurse Educator (NE) option for Registered Nurses with their BSN.
2. The Master's Entry into Nursing Practice (MENP) option for individuals who have earned a baccalaureate degree in a field other than nursing and desire a degree in nursing. Graduates will hold an advanced degree in nursing (MSN) and be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in any state in the U.S. to become a registered nurse (R.N.).

The Doctor of Nursing Practice Degree in Nursing (DNP) in four options:

1. The Millikin University and Decatur Memorial Hospital Nurse Anesthesia Program.
2. DNP Completion Program: For MSN Prepared Advanced Practice Nurses.
3. B.S.N. to D.N.P. Family Nurse Practitioner
4. M.S.N. to D.N.P. Family Nurse Practitioner

Graduate Nurse Educator Certificate

Professional Nursing Education:

Professional nursing education at Millikin accurately reflects James Millikin's vision of the university as an institution where the scientific, the practical, and the industrial shall have a place of equal importance, side by side, with the literary and the classical. Nursing is a profession recognized for its intentional blend of the rigorous application of scientific knowledge with the art of caring. The framework for the nursing curricula at Millikin incorporates the School of Nursing mission, goals, and outcomes under the core concepts of person, nursing, environment, and health.

Mission of the School of Nursing:

The nursing programs at Millikin University foster the development of men and women in a community of life-long learners who are able to envision and shape the future of health care and compose a personal life of meaning and value.

General Information for all Nursing Programs

Program Costs and Payment Schedule:

- Refer to the Expenses section in this Bulletin for tuition and program costs. Books, supplies and miscellaneous resource material costs are not included in this figure.
- Payments plans are available through the Student Financial Center located in Shilling Hall.
- Holds are placed on accounts with an outstanding balance. This will prevent enrollment in subsequent semesters. If financial difficulties arise, students are encouraged to contact the Student Financial Center to make payment arrangements.

Financial Aid:

Please contact Student Financial Center office at (217) 424-6317 for all current information regarding financial assistance.

Academic Advising and Other Program Requirements:

Each nursing major is assigned an advisor from the School of Nursing faculty. Advisors assist with academic and career planning as well as other aspects of the educational program and community connections.

All nursing majors are required to read, be familiar with, and comply with the policies in the School of Nursing Student Handbook for their respective program and admission year. Students will be required to sign documentation of receipt and intent to comply with the School of Nursing policies as outlined in the handbook. Applicants who are admitted to the nursing major will be required to read the "Minimum Performance Standards for

Admission and Guidelines for Accommodating Students with Disabilities” document which is included in the School of Nursing Student Handbook and then sign the “Student Identification of Accommodation Needs” disclosure form. Additional policies and requirements specific to health and safety standards and professional behavior are published in the School of Nursing Student Handbooks available in the School of Nursing office. All students must also comply with the policies in the Millikin University Student Handbook (available through the Millikin web site).

International Students:

International students applying to any of the nursing programs must submit official transcripts (in English) with an official evaluation of those transcripts by a foreign credentials evaluation agency and proof of English proficiency. International students should refer to the university admission requirements for proof of English proficiency as well as other university requirements.

Incomplete Grades:

See the University policy on incomplete grades. An incomplete grade may impede progression in the subsequent semester and consequently the sequential courses.

Bachelor of Science Degree in Nursing (BSN)

BSN Program Goals:

The goals of the Millikin School of Nursing BSN program are to:

1. Develop within students a commitment to professional nursing excellence;
2. Prepare nurses who synthesize knowledge, skills, and values for professional practice in a global community; and
3. Foster a community of life-long learners who are able to envision and shape the future of nursing and health care.

BSN Expected Student Outcomes:

Graduates of the Baccalaureate of Science in Nursing program at Millikin University are able to:

1. Demonstrate the core knowledge, competencies, and values of professional nursing;
2. Integrate theoretical knowledge and investigation as the basis for critical thinking and decision-making in the planning and provision of evidence-based nursing practice for diverse populations; and
3. Demonstrate a commitment to ongoing personal and professional development through formal and informal experiences.

BSN Admission:

Students are admitted to the BSN program at Millikin University either as students who wish to complete a baccalaureate nursing degree in order to be eligible to take the NCLEX-RN (Traditional option) or as students who have graduated from a state or nationally approved associate degree or diploma school of nursing programs, who hold an unencumbered/unrestricted registered professional nurse license in the State of Illinois, and who wish to earn their BSN (RN to BSN option).

Traditional BSN Admission Requirements:

Students are admitted directly to the School of Nursing as freshmen or as transfer students. Direct admission to the School of Nursing as a freshman requires a composite ACT of 20 or equivalent SAT performance, strong performance on high school science and math coursework. Successful progression of all coursework in the first freshman year of study at Millikin determines progression to the Nursing major in the sophomore year.

All courses required in the nursing major must be completed with a C- or better to progress in the curriculum and to earn a BSN degree. Students may repeat only one pre-requisite course and may repeat it only one time. If grade point average falls below a 2.5 or the student receives less than a C- in more than one pre-requisite course, the student is no longer eligible to remain in the nursing major.

Transfer Admission Criteria Traditional BSN:

Admission to the School of Nursing as a transfer student requires a 3.0 GPA and a C- or better in prerequisite courses. All pre-requisite courses and prior nursing courses must be completed with a grade of C- or better. Students may have only repeated one pre-requisite course and repeat it only once. Acceptance of internal and external transfer students into the nursing major will be based on academic progress and space availability.

Traditional BSN Progression:

Each student admitted to the nursing major as a freshman is guaranteed a space in the major as long as the student makes scheduled academic progress as defined below.

To enroll in the first nursing course, NU 200, the student must:

1. Earn a Cumulative Grade Point Average (CGPA) of at least 2.50;
2. Successfully complete coursework on the recommended schedule outlined in the eight semester School of Nursing Program Requirements;
3. Have earned a grade of C- or better in at least 1 out of 4 of the following science prerequisites (CH 203/205, BI 206, BI 207, BI 230);
4. Be co-enrolled in 2 of the 4 science pre-requisite courses (CH 203/205, BI 206, BI 207, BI 230) or previously completed 3 of the 4 science pre-requisites courses with a C- or better;
5. Have met the math competency;
6. Meet health standards required by the School of Nursing and affiliating agencies; and
7. Display appropriate professional behavior.

To enroll in NU 202, the student must:

1. Maintain a Cumulative Grade Point Average (CGPA) of at least 2.5 OR maintain Nursing GPA of at least 2.0;
2. Earn a grade of C- or better in all courses required for the major;
3. Have earned a grade of C- or better in at least 3 out of 4 of the following science prerequisites (CH 203/205, BI 206, BI 207, BI 230);
4. Be co-enrolled or previously earned a C- or better in the 4th science pre-requisite course;
5. Meet health standards required by the School of Nursing and affiliating agencies;
6. Display appropriate professional behavior; and
7. Progress in a timely manner.

To continue to the junior and senior year in nursing, the student must:

1. Maintain a Cumulative Grade Point Average (CGPA) of at least 2.5;

2. Maintain a Nursing GPA of at least 2.0
3. Earn a grade of C- or better in all courses required for the major;
4. Have earned a grade of C- or better in all courses required for the major CH 203/205, BI 206, BI 207, BI 230, PS130, PS 340 (or NU 250), and PS201 or (MA 120)
5. Meet health standards required by the School of Nursing and affiliating agencies;
6. Display appropriate professional behavior; and
7. Progress in a timely manner.

Unsatisfactory GPA or Course Grades, Withdrawal from Nursing course; SAPR Petitions:

Students must submit a petition in writing to SAPR (Student Admissions Progressions and Records) Nursing Committee to be considered for continuation in the School of Nursing if the student meets one of the following criteria anytime following NU 200:

1. CGPA falls below 2.50
2. Nursing GPA falls below 2.0
3. Earn below C- in a nursing course or in a course required by the major

Students may repeat only one required nursing course and may repeat it only one time, including withdrawal from a required nursing course. The student will be withdrawn from the School of Nursing if the student earns below a C-grade in any nursing course that is being repeated.

Application for continuation/readmission will be considered based upon individual circumstances and contingent upon space-availability in the course.

Students accepted into the School of Nursing are students of the university and must meet all university requirements for graduation. A minimum of 124 credits is required for the Bachelor of Science in Nursing (B.S.N) degree. The men and women in nursing enjoy the same opportunities for academic, athletic, and social participation as all other students in the university.

Traditional BSN students with grade point averages of 3.0 or better may be eligible for early admission to the Master of Science in Nursing program (Nurse Educator track) and, if so, may earn up to 9 hours of MSN credit while enrolled as an undergraduate student.

The Traditional (Pre-Licensure) BSN Curriculum:

The following curriculum guide outlines the typical basic curriculum progression for four-year (8 semester) students and serves as a general guideline only. For students entering as freshman, the program length is eight semesters based on successful progression. For transfer students, the program is a 6 semester sequence of nursing courses. The maximum time to completion is 6 consecutive semesters beginning with upper division coursework (NU 410 and NU 315). See course descriptions for pre-requisite requirements.

First year Curriculum

Freshman first semester:

CH114. Fundamentals of Chemistry (4) NOTE: This is a pre-requisite for CH203, 205, not for the Nursing program.
 IN140. University Seminar (3)
 IN150. Critical Writing, Reading, and Research I (3)
 *PS130. Introductory Psychology or Language Option (3 - 4)
 Elective

Freshman second semester:

*,**CH203/205. Essentials of Organic and Biochemistry (4)
 Communication Studies (3)
 IN151. Critical Writing, Reading and Research II (3)
 Language/ICS (3 - 4)
 PS340. Lifespan Development () (3) or *NU250 Human Growth & Development & US Lifespan Cultural Diversity (*) (3)

Second Year Curriculum

Sophomore first semester:

*,**BI206. Anatomy and Physiology I (5)
 *,**BI230. Microbiology (4)
 IN 250. U.S. Cultural Studies or NU 250 Human Growth & Development and US Lifespan Cultural Diversity (3)
 †NU200. Foundations of Professional Nursing (3)

NOTE: Any one of the four science pre-requisite courses noted by a double asterisk (**) must be satisfactorily completed with a C- or better prior to entering NU200.

Sophomore second semester

*,**BI207. Anatomy and Physiology II (4)
 IN 251. U.S. Structural Studies (3)
 †NU202. Adult Health Nursing I (6)
 †NU311. Health Assessment (3)

NOTE:

- Pre-requisite courses in the nursing major which must be completed with a grade of C- or better to progress in the curriculum and to earn a BSN degree are asterisked (*). Students may repeat only one pre-requisite course and may repeat it only one time. If grade point average falls below a 2.5 or the student receives less than a C- in more than one pre-requisite course, the student is no longer eligible to remain in the nursing major.

- Three of the four science pre-requisite courses noted by a double asterisk (**) must be satisfactorily completed with a C- or better prior to entering NU202. Must be co-enrolled or previously earned a C- or better in the 4th science pre-requisite courses.
- All four science pre-requisite courses must be satisfactorily completed prior to enrolling in junior level nursing courses.

Third Year Curriculum

Junior first semester

IN350. Global Issues (3)
 †NU316 Pathophysiology and Pharmacology I (3)
 †NU410. Mental Health-Mental Illness Nursing (9)
 ICS

Junior second semester

†NU317 Pathophysiology and Pharmacology II (3)
 †NU400. Parent-Child Nursing (9)
 *PS201. Statistical Methods (3) or MA130. Elementary Probability & Statistics (3) or NU201 Statistical Concepts for Healthcare (3)

Fourth Year Curriculum

Senior first semester

†NU420. Adult Health Nursing II (9)
 †NU481. Issues in Nursing Research and Management (4)
 Creative Arts (3)

Senior second semester

†NU430. Community Health Nursing (9)
 †NU440. Transition to Professional Nursing (1)
 †NU475. Professional Nursing Intern Capstone (3)

NOTE:

- Nursing courses in the major must be completed with a grade of C- or better to progress in the curriculum and to earn a BSN degree are noted with a cross (†). Students may repeat, due to failure or withdrawal, only one required nursing course and may repeat only one time. A student who earns below a C- or withdraws from a nursing course for any reason must petition to the School of Nursing SAPR Committee for permission to be readmitted to the nursing course. In the event the student earns below a C- in any nursing course which is being repeated, the student is no longer eligible to remain in the nursing major.

Traditional BSN Graduation Requirement: minimum 124 Credits

RN-BSN Admission:

The RN-BSN is delivered online. (Enrollment is contingent on cohorts of 8-10 students)

Students are admitted to the RN to BSN program if they meet the following requirements:

1. Registered nurse who has graduated from state-or nationally-approved associate degree or diploma schools of nursing
2. Hold unencumbered/unrestricted registered professional nurse license in the State of Illinois

To enroll in the first nursing courses in the RN to BSN track, students must have completed all pre-major coursework. Students may enroll in nursing courses while they are still completing university requirements for the BSN degree if pre-requisite courses have been completed.

It is important to note that when courses contain clinical or practicum components (NU311 Health Assessment, NU431 Public Health Nursing, and NU490 Nursing Management through Organizational Leadership), the clinical or practicum hours required are in addition to the theory class meetings and may require day hours. Normally, the student is able to arrange the hours around their personal work schedule.

A process of transcript evaluation, credit for clinical and theory nursing courses work done in the associate or diploma program will be completed prior to the start of the program. RN-BSN students enter the nursing courses in August and progress to graduation as a cohort. Students must maintain licensure as a Registered Nurse in Illinois and keep a copy of their licenses on file in the School of Nursing office. Students are required to obtain and maintain professional liability insurance beginning with NU425 throughout the end of the program.

Registered Nurse students earn transfer course credit for upper division courses, NU400. Parent Child Nursing, NU410. Mental Health Nursing, and NU420. Adult Health Nursing II. These hours are banked until all other requirements toward graduation are fulfilled and then the 27 hours are applied to the transcript.

RN-BSN Progression:

Unsatisfactory GPA or Course Grades, Withdrawal from Nursing course; SAPR Petitions:

All courses required in the nursing major must be completed with a grade of C- or better to progress in the curriculum. If the grade point average drops below a 2.5, the student must petition in writing to the SAPR (Student Admissions Progressions and Records) Nursing Committee to be considered for continuation in the School of Nursing. Students may repeat only one clinical nursing and one theory nursing course with SAPR approval. The student will be withdrawn from the School of Nursing if the student earns below a C- grade in any nursing course that is being repeated.

Students may withdraw from only one clinical nursing course and one theory nursing course during the nursing curriculum. A student who withdraws from a nursing course for any reason must petition to the School of Nursing Student Admissions, Progression, and Records Committee for permission to be readmitted to the nursing course. Application for continuation/readmission will be considered based upon individual circumstances and contingent upon space-availability in the course.

Students accepted into the School of Nursing are students of the university and must meet all university requirements for graduation. A minimum of 124 credits is required for the Bachelor of Science in Nursing (B.S.N.) degree. The men and women in nursing enjoy the same opportunities for academic, athletic, and social participation as all other students in the university.

Students enrolled in the RN-BSN program with GPA of 3.0 or above may have the opportunity to take 3 specific courses in the MSN curriculum. RN-BSN students are eligible for early admission to the Master of Science in Nursing program (Nurse Educator).

The 124 semester credit hours required for the Bachelor of Science degree in Nursing includes pre-major requirements (see listing below), major course requirements (see listing below), university studies requirements (see appropriate sections of the bulletin), and elective requirements. See course descriptions for pre-requisite requirements. The following curriculum guide outlines the required courses for the RN-BSN student. Full time students can complete the nursing sequence in three semesters. The maximum time to completion for full time students is 6 semesters from time of admission. Part-time students can complete the nursing sequence in 6 semesters with a maximum of 9 semesters from admission to complete.

Pre-Major Requirements (25 credits)

BI206. Anatomy and Physiology I (4)
 BI207. Anatomy and Physiology II (4)
 BI230. Principles of Microbiology (4)
 Undergraduate Chemistry (4)
 Undergraduate Psychology (3)
 PS201. or undergraduate Statistics (3)
 NU314. Pharmacology (3) or may take proficiency exam

Major course requirements (27 credits)

NU311. Health Assessment (3)
 NU315. Pathophysiologic Concepts in Nursing (3)
 NU425. Professionalism in Nursing (3)
 NU429. Community Assessment and Leadership (1)
 NU431. Public Health Nursing (7)
 NU482. Research for Professional Practice (3)
 NU490. Nursing Management through Organizational Leadership (7)

Major courses that may be met through transfer hours from associate degree or diploma nursing programs (27 credits are banked until all other requirements for graduation are fulfilled)

NU400. Parent Child Nursing (9)
 NU410. Mental Health/Mental Illness Nursing (9)
 NU420. Adult Health Nursing II (9)

RN-BSN Graduation Requirement: minimum 124 Credits

Master of Science Degree in Nursing (MSN)

MSN Program Goals:

1. Foster development of leaders committed to advancing professional nursing excellence.
2. Prepare nursing leaders who integrate knowledge, skills, and values in their professional practice within a global community; and
3. Achieve a community of life-long learners who are able to actively shape the future of nursing and health care.

MSN Expected Student Outcomes:

Graduates of the Master of Science in Nursing program at Millikin University are able to:

1. Demonstrate leadership that enhances patient centered outcomes through management of the care environment and reliance upon evidence-based nursing practice;
2. Develop advanced nursing knowledge for quality improvement of patient outcomes in diverse populations and health care delivery effectiveness through interdisciplinary collaboration; and
3. Provide nursing leadership through the health care delivery system including expanding the independent role of the nurse, ensuring evidence-based educational outcomes, engaging in political processes, and improving access to health care.

The School of Nursing offers graduate courses leading to the Master of Science in Nursing (MSN) degree for individuals (nurses and non-nurses) who want to advance their careers beyond the baccalaureate level. Graduates of this program are well-positioned to be successful in doctoral study. Two options in the MSN are offered:

The Nurse Educator (NE) option is for Registered Nurses with their BSN (part-time & full-time options):

The Nurse Educator option is designed for nurses who seek opportunities teaching in a school of nursing, a continuing education program, or staff development role. A strong emphasis is placed on experiential learning opportunities focusing on teaching pedagogy and assessment of learning. Students will gain a strong foundation in curriculum development, methods of inquiry, nursing theory, the role of education in health care, research, and evidence-based practice to enhance outcomes. A requisite residency consisting of a minimum of **200 hours** will be arranged collaboratively with the student, faculty, and a skilled educator mentor.

The Master's Entry into Nursing Practice (MENP) option is for individuals who have earned a baccalaureate degree in a field other than nursing and desire a degree in nursing. Graduates will hold an advanced degree in nursing (MSN) and be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become a registered nurse (R.N.) (full-time option only).

- Coursework in the MENP track prepares a beginning level nursing generalist with specialized skill in integration of care and interdisciplinary collaboration.
- Qualified candidates for MENP track leading to the MSN degree are highly motivated individuals who hold a baccalaureate degree in another field and have completed the pre-requisite courses.
- Students in the MENP track are enrolled with a cohort group. Progression must be continuous and full-time within the curriculum.

- The MENP Track consists of 81 credit hours and includes **800** hours of clinical practice and residency.
- MENP-specific clinical classes are scheduled Monday through Thursdays. MENP students are enrolled in MSN core courses on Fridays. Theory and practice schedules are set by each faculty member.

MSN Admission:

- Application forms are available on line at <https://millikin.edu/apply> or through <https://www.nursingcas.org>
- A maximum of 9 graduate credit hours may be transferred into the program from another university; and
- A student may take up to 9 credits as non-degree seeking before matriculation in the program with approval of the program director.

Graduate applicants must:

- Complete the MSN application (NE or MENP)
- Send official transcripts from all graduate and undergraduate institutions attended and demonstrate a minimum undergraduate grade point average of: 3.0 on a 4.0 scale
- Provide evidence of successful completion (grade of C or better) of courses in undergraduate nursing research & health assessment (NE)
- Provide evidence of successful completion (grade of C or better) of a course in undergraduate introductory statistics (NE & MENP)
- Provide evidence of successful completion (grade of C or better) of courses in the following undergraduate pre-requisite courses (MENP)
 - Anatomy & Physiology I and II
 - Microbiology with a lab
 - Organic Chemistry with a lab
 - Lifespan Development
- Possess an unencumbered/unrestricted license as an RN in Illinois or be eligible and obtain one upon admission (NE)
- Provide scores on the Graduate Record Exam (GRE), if undergraduate cumulative GPA is
 - below 3.0 (NE)
 - below 3.0 (MENP)
- Provide three (3) written recommendations as described on the web site from: individuals who can speak to
 - the applicant's integrity, potential for success in a graduate program, leadership, and clinical nursing performance (NE). At least one recommendation must be from a direct supervisor and/or a former nursing instructor.
 - the applicant's integrity, potential for success in a graduate program and leadership skills (Track: MENP). At least one recommendation must be from a direct supervisor or faculty member.
- Submit a written statement (see MSN application web site for details) (NE & MENP)
- Submit a current resume or curriculum vitae (NE & MENP)

Important Dates - Admission Timeline:

Nurse Educator Track:

- See the School of Nursing website for deadlines.
- The Graduate Studies Committee forwards all names of recommended admissions to the SON Director.
- Letters of acceptance subsequently will be mailed to each admitted applicant.
- Normally, a fulltime student will begin graduate coursework in August.
- Part-time students may begin either spring or fall semesters, but the courses available to them are dictated by the pre-requisites of the courses.

Master's Entry into Nursing Practice Track:

- See the School of Nursing website for deadlines.
- The Graduate Studies Committee forwards all names of recommended admissions to the SON Director.
- Letters of acceptance subsequently will be mailed to each admitted applicant. The MENP fulltime graduate coursework begins in July.

MSN Progression:

- Students must maintain both a GPA of 3.0 for progression and successfully complete coursework, the residency/practice requirement, and the advanced nursing project to be eligible for graduation.
- Continuous enrollment must be maintained until all graduation requirements are met. Students who fail to do so must apply for readmission.
- To remain in good academic standing, MSN nursing students must earn a minimum of a B in each course.
 1. If a student earns less than a B in any graduate course, the student must initiate a discussion with his/her academic advisor or department chair.
 2. A student may receive one course grade of C in a course and progress in the program contingent upon a student-initiated meeting with their advisor.
 3. A second course grade of a C results in dismissal from the graduate program regardless of GPA.
 4. Graduate students may petition the SAPR Committee to have extenuating circumstances considered on a case-by-case basis. The committee may require additional conditions for continuance or readmission to the program.
 5. If a student receives a course grade below B in the MENP track of the MSN, the student will be placed on probation until the end of the semester (NU 501 will be considered with NU 514).

Incomplete Grades:

See the University policy on incomplete grades. An incomplete grade may impede progression in the subsequent semester and consequently the sequential courses.

Drop, Withdrawal, and Grade Policy:

Each student is enrolled for courses on a semester basis. The student is financially responsible for all enrolled courses. Students may access their accounts and schedule through MU Online. Students who wish to drop or add a course after the registration process is complete must notify their advisor and the SON Director in writing via e-mail or hard copy.

- If a student withdraws from a class in the term, they must notify the Registrar's Office in writing. A student may reapply to the program according to the standard application process. The SON Graduate Program will determine the student's ability to rejoin the program at a later date, while assessing the applicability of any previous work completed.
- Students should be aware that withdrawal from a course will affect the student's credit hours for the semester, and will likely affect financial aid eligibility and/or financial aid awards.
- It is strongly recommended that students consult with the Student Financial Center (217) 424-6317 prior to dropping a course or withdrawing from a program. Financial aid eligibility and/or financial aid awards may be affected.
- No refunds will be processed without written notification to the SON Director within the guidelines communicated earlier in this Bulletin.
- Leaving the program requires an OFFICIAL withdrawal process.
- Contact the Office of the Dean of Students so proper paperwork can be completed.
- Tuition costs apply according to the refund policy.
- Fees are not refunded.
- Transcripts will NOT be released if a balance is due.
- Students who wish to reenter the graduate program at a later date must reapply for admission. Contact the School of Nursing office for instructions regarding the readmission process.

Readmission:

Students who, for a valid and unanticipated reason, are forced to interrupt their coursework have two years to reapply for readmission to the program. Depending on their circumstances, readmitted students may be required to retake the entry tests and/or repeat some coursework. All readmission requests will be reviewed by the Graduate Studies Committee

MSN Curricula:

The MSN curricula are delivered all twelve months of the year.

The following outlines the curriculum for the Nurse Educator option. Students enrolled full-time can complete the NE sequence in 3 semesters and have a maximum of 6 semesters to complete the program. Part-time students can complete the NE sequence in 6 semesters and have a maximum of 9 semesters to complete the program.

Nurse Educator Curriculum (34 hours):

NU510. Diverse Populations
 NU513 Research and Evidence Based Practice
 NU515. Application of Theory to Practice
 NU525. Project Seminar
 NU530. Healthcare Policy and Economics
 NU535. Theories/Principles of Teaching and Learning in Nursing
 NU542. Advanced Pathophysiology
 NU544. Advanced Health Assessment Across the Lifespan (34 practice hours)
 NU553. Measurement and Evaluation of Learning Outcomes
 NU555. Educator Responsibilities and Roles
 NU545. Advanced Pharmacology- Across the Lifespan
 NU578. Professional Nurse Residency (200 practice hours)
 NU590. Advanced Nursing Project

The following outlines the curriculum for the MENP option. Full-time enrollment is required. Students enrolled can complete the MENP sequence in 26 months and have a maximum of an additional one year to complete the program.

Master's Entry into Nursing Practice Curriculum (81 hours):

NU501. Nursing Foundations
 NU 513 Research and Evidence Based Practice
 NU514. Care of Adults
 NU515. Application of Theory to Practice
 NU525. Project Seminar
 NU530. Healthcare Policy and Economics
 NU531. Care of Women & Newborns
 NU534. Mental Health Nursing
 NU542. Advanced Pathophysiology
 NU544. Advanced Health Assessment Across the Lifespan (34 practice hours)
 NU510. Diverse Populations
 NU541. Care of Infants, Children, & Adolescents
 INU545. Advanced Pharmacology Across the Lifespan
 NU546. Advanced Care of Adults
 NU569. Nursing Leadership
 NU535. Theories/Principles of Teaching and Learning in Nursing
 NU551. Public Health Nursing
 NU553. Measurement and Evaluation of Learning Outcomes
 NU555. Educator Responsibilities and Roles
 NU599. Advanced Transitions to Professional Practice
 NU578. Professional Nurse Residency (200 practice hours)
 NU590. Advanced Nursing Project

Graduate Nurse Educator Certificate (9 hours)

The Nurse Educator Certificate is designed for registered nurses who seek opportunities in a staff development role in the clinical arena or in an faculty role in academic setting. A strong emphasis is placed on experiential learning opportunities focusing on teaching pedagogy and assessment of learning. Students will gain a strong foundation in curriculum development, methods of inquiry, teaching-learning theory, and the role of education in health care. A requisite residency consisting of a minimum of 200 hours will be arranged collaboratively with the student, faculty, and a skilled educator mentor. This curriculum is offered in an all online format with the exception of the nurse educator residency; which consists of practice hours in addition to the online component. The nurse educator residency will consist of supervised experience hours.

Graduate Nurse Educator Certificate Expected Student Learning Outcomes:

Graduates of the Nurse Educator Certificate are able to:

1. Integrate evidence-based principles of teaching and learning into the design, delivery, and evaluation of nursing education within the clinical or academic arena.
2. Utilize appropriate principles, models and processes of instructional design to create educational experiences for nurses in either the clinical or academic arena.

Graduate Nurse Educator Certificate Requirements for Admission:

The Certified Nurse Educator Certificate applicants must:

- Complete the University application for the non-degree seeking student
- Send official transcripts from all undergraduate (and graduate, if applicable) institutions attended and demonstrate a minimum undergraduate grade point average of: 3.0 on a 4.0 scale
- Possess an unencumbered/unrestricted license as an RN in Illinois or be eligible and obtain one upon admission
- Possess a bachelor's degree in nursing (or higher) from an accredited nursing school
- Submit proof of flu vaccine, current CPR certification, immunity from communicable diseases, including tuberculosis screening

* Enrollment in this certificate is not available to students currently enrolled in the master's nurse educator (NE) or masters entry into nursing practice (MENP) majors.*

Up to 3 transfer credit hours will be accepted toward the certificate

Graduate Nurse Educator Certificate Curricula:

NU535 Theories/Principles of Teaching and Learning in Nursing

NU555 Educator Responsibilities and Roles

NU578 Professional Nurse Residency (200 practice hours)

Doctor of Nursing Practice (DNP):

The School of Nursing offers the opportunity for the Professional Registered Nurse who holds a Bachelor of Science in Nursing degree or is prepared at Master of Science in Nursing level to complete the Doctor of Nursing Practice. The Doctor of Nursing Practice (DNP) is a practice-focused doctorate designed to prepare advanced practice nurses to lead practice changes based on evidence to improve patient outcomes in complex healthcare systems.

As the environment of health care in our nation has become increasingly complex, the nursing profession has responded by advancing a practice doctorate which ensures that professional nurses have both the practice expertise and the evidence-based scientific knowledge necessary to impact positively the quality and safety outcomes for patients. In addition, the growing national shortage of nursing faculty who are prepared at the doctoral level can be ameliorated sooner with the increase of DNP-prepared advanced practice nurses.

DNP Program Goals:

The Millikin University School of Nursing DNP program prepares leaders who are:

1. Expert advanced practice nurses who transform the future of healthcare;
2. Dedicated to advancing nursing values in a diverse world; and
3. Committed to the development and dissemination of evidence to guide practice.

DNP Expected Student Outcomes:

Graduates of the DNP program are able to:

1. Engage as expert practitioners in a specialized area of advanced practice nursing to develop safe, quality patient outcomes;
2. Provide leadership to manage outcomes for diverse populations within complex healthcare systems;
3. Transform healthcare through the integration of evidence, informatics, patient technologies, and ethical principles to advance professional practice; and
4. Demonstrate a commitment to clinical scholarship with dissemination of knowledge that integrates the scientific foundation for practice.

BSN to DNP: Nurse Anesthesia Program (NAP) (full-time study only); Family Nurse Practitioner Program (FNP) (full-or part-time):

- The BSN to DNP option is for individuals who seek to complete the practice doctorate as their highest earned academic degree.
- Students are enrolled as a cohort in the BSN to DNP.
- Enrollment must be continuous and full-time throughout the 36 month program of study. (NAP only)
- Full-time and part-time options are available for the FNP.
- The BSN to DNP (NAP) degree consists of 88 credit hours and includes 2400+ hours of clinical practice and residency.
- The BSN to DNP (FNP) degree consists of 70 credit hours and includes 1200+ hours of clinical practice.
- An advanced (graduate level) statistics course must be completed prior to enrollment.
- Classes are delivered in a variety of methods including face-to-face, hybrid, and online. Theory and practice schedules are set by the School of Nursing in collaboration with its practice partners.
- The DNP (NAP) graduates are eligible to take the National Certification Examination administered by the National Board of Certification and Recertification of Nursing Anesthetists (NBCRNA).
- The DNP (FNP) graduates are eligible to take the National Certification Examination administered by either the American Academy of Nurse Practitioner Certification Program (AANPCP) or the American Nursing Credentialing Center (AANC).
- Courses are delivered year-round.

MSN to DNP: FNP Concentration (full- or part-time study):

- MSN to DNP (FNP) is for individuals who seek to complete the practice doctorate as their highest earned academic degree and who seek to earn an advanced practice degree in nursing (FNP).
- Classes are delivered in a variety of methods including face-to-face, hybrid, and online. Theory and practice schedules are set by the School of Nursing in collaboration with practice partners.
- The MSN to DNP (FNP) consists of 50 credit hours and includes 800+ clinical hours.
- An advanced (graduate level) statistics course must be completed prior to enrollment.
- The DNP (FNP) graduates are eligible to take the National Certification Examination administered by either the American Academy of Nurse Practitioner Certification Program (AANPCP) or the American Nursing Credentialing Center (AANC).
- Courses are delivered year-round.

MSN to DNP Completion Program option for MSN-Prepared Advanced Practice Nurses (part-time study):

- DNP completion students are those holding Advanced Practice Nursing licensure in the State of Illinois who seek to complete the practice doctorate as their highest earned academic degree (MSN-DNP).
- This program is offered as online and includes DNP core coursework with post-master's residency hours to be determined based on MSN transcript evaluation.
 - MSN transcripts will be evaluated to ensure completion prior to enrollment in the first DNP course of the following required graduate level courses: Advanced Pathophysiology Across the Lifespan, Advanced Pharmacology Across the Lifespan, Advanced Health Assessment, Application of Theory to Practice, Health Care Policy, and an advanced (graduate level) statistics.
 - The MSN to DNP Completion degree consists of 23-25 credit hours including residency hours.
 - Courses are delivered year-round.

DNP Admission:

- Application forms are available online at <https://millikin.edu/apply> or through <https://www.nursingcas.org>
- Transcripts will be evaluated on an individual basis.
- A student may take up to 9 credits as a non-degree seeking student before matriculation in the program with approval of the program director.
- A maximum of 9 graduate credit hours may be transferred into the program from another university with approval of the program director.

BSN to DNP applicants must:

- Complete the DNP application;
- Send official transcripts from all graduate and undergraduate institutions attended and demonstrate a minimum undergraduate grade point average of 3.0 on a 4.0 scale;
- Provide evidence of successful completion (grade C or better) or of the following undergraduate pre-requisite course: organic chemistry with lab (NAP only);
- Complete a graduate level statistics course prior to enrollment;
- Possess an unencumbered/ unrestricted license as an RN in Illinois or be eligible and obtain upon admission;
- Provide official scores on the Graduate Record Exam (GRE) if the undergraduate cumulative GPA is below 3.0 on a 4.0 scale;
- Provide three (3) written recommendations as described on the application from:
- At least one recommendation must be from a current Critical Care Unit supervisor (NAP only)
- Submit a written statement (see application for details); and
- Submit a current resume or curriculum vita that demonstrates clinical nursing experience
- Must provide evidence of ACLS, BLS, PALS, and CCRN (preferred) certifications. (NAP only)
- BSN to DNP (NAP) applicants are required to have a minimum of one year of adult critical care experience
- For BSN to DNP (FNP) applicants, preference will be given to those with at least one year of full time registered professional nursing experience.

MSN to DNP Applicants must:

- Complete the DNP application;
- Send official transcripts from all graduate and undergraduate institutions attended and demonstrate a minimum graduate grade point average of 3.0 on a 4.0 scale;
- Show evidence of MSN core courses (Advanced Pathophysiology Across the Lifespan, Advanced Pharmacology Across the Lifespan, Advanced Health Assessment Across the Lifespan and Application of Theory to Practice) as well as a Health Care Policy course and a graduate level statistics course prior to enrollment;
- Possess an unencumbered/unrestricted license as an Advanced Practice Registered Nurse in Illinois (DNP completion) or an unencumbered/unrestricted license as a Register Professional Nurse in Illinois;
- Submit evidence of advanced practice national certification (DNP completion);
- Provide three (3) written recommendations as described on the application form;
- Submit a written statement (see application for details);
- Submit a current resume or curriculum vitae;
- MSN to DNP completion students must provide evidence of advanced nursing practice experience and continuing education since licensure; and
- For MSN to DNP (FNP) applicants, preference will be given to those with at least one year of full time registered professional nursing experience.

Admission Timeline:

See the School of Nursing website for details.

DNP Progression:

Students must earn a minimum of a B in all graduate courses for progression and successfully complete all coursework, residency/practice requirements, and the DNP Project to be eligible for graduation. Continuous enrollment must be maintained in the graduate programs until all graduation requirements are met. Students who fail to do so must apply for readmission.

To remain in good academic standing, DNP graduate nursing students must earn a minimum of a B in each course.

1. A course grade of less than a B can result in dismissal from the program regardless of GPA;
2. A student may repeat only one course in the DNP program, but must have approval of the Student Admissions, Progression, & Retention (SAPR) Committee; and
3. DNP NAP students are also referred to the Grading Policy in the *RNAI Handbook*.

Incomplete grades:

See the University policy on incomplete grades. An incomplete grade may impede progression in the subsequent semester and consequently the sequential courses.

Drop, Withdrawal, and Grade Policy:

Each student is enrolled for courses on a semester basis. The student is financially responsible for all enrolled courses. Students may access their accounts and schedule through MU Online. Students who wish to drop or add a course after the registration process is complete must notify their advisor and the SON Director in writing via e-mail or hard copy.

- If a student withdraws from a class in the term, he/she must notify the Registrar's Office in writing. A student may reapply to the program according to the standard application process. The SON Graduate Program will determine the student's ability to rejoin the program at a later date, while assessing the applicability of any previous work completed.
- Students should be aware that withdrawal from a course will affect the student's credit hours for the semester, and will likely affect financial aid eligibility and/or financial aid awards.
- It is strongly recommended that students consult with the Student Financial Center (217) 424-6317 prior to dropping a course or withdrawing from a program. Financial aid eligibility and/or financial aid awards may be affected.
- No refunds will be processed without written notification to the SON Director within the guidelines communicated earlier in this Bulletin.
- Leaving the program requires an OFFICIAL withdrawal process.
- Contact the SON Director and the DMH CRNA Program Director so proper paperwork can be completed.
- Tuition costs apply according to the refund policy.
- Fees are not refunded.
- Transcripts will NOT be released if a balance is due.

- Students who wish to reenter the graduate program at a later date must reapply for admission. Contact the School of Nursing office for instructions regarding the readmission process.

Readmission:

Students who, for a valid and unanticipated reason, are forced to interrupt their coursework have two years to reapply for readmission to the program. Depending on their circumstances, readmitted students may be required to retake the entry tests and/or repeat some coursework. All readmission requests will be reviewed by the Graduate Studies Committee and DMH Admissions Committee.

DNP Curricula:

The DNP curricula are delivered all twelve months of the year. The following outlines the curriculum for the DNP options Full-time enrollment is required for the DNP/NAP option. Students enrolled in the DNP/NAP or DNP/FNP program can complete the sequence in 36 months and have a maximum of one additional year to complete the sequence. Students in the DNP completion program can complete the program in 29 months and have a maximum of one additional year to complete the program.

The following outlines the Doctor of Nursing Practice (DNP) curriculum

Graduate Core courses:

NU515. Application of Theory to Practice
 NU530. Healthcare Policy and Economics
 NU544. Advanced Health Assessment Across the Lifespan (34 practice hours)
 NU545. Advance Pharmacology Across the Lifespan

DNP Core courses:

NU791. Outcomes Management in Healthcare Organizations
 NU792. Informatics for Healthcare Improvement
 NU793. Principles of Epidemiology
 NU794. Organizational & Systems Leadership
 NU795. Evidence for Practice: Methods and Application
 NU796. DNP Project I
 NU797. DNP Project II
 NU798. DNP Project III
 NU799. Post-Master's Residency

DNP/NAP Specialty courses:

NU700. Anatomy for Nurse Anesthesia
 NU701. Roles and Responsibilities for Nurse Anesthesia
 NU702. Physical Science for Graduate Nurses
 NU703. Basic Principles of Nurse Anesthesia
 NU704. Pharmacology for Nurse Anesthesia
 NU705. Advanced Principles of Nurse Anesthesia I
 NU706. Advanced Principles of Nurse Anesthesia II
 NU707. Nurse Anesthesia Clinical Practicum I
 NU708. Advanced Principles of Nurse Anesthesia III
 NU709. Nurse Anesthesia Clinical Practicum II
 NU710. Nurse Anesthesia Clinical Practicum III
 NU711. Nurse Anesthesia Clinical Practicum IV
 NU712. Nurse Anesthesia Clinical Practicum V
 NU748. Advanced Physiology & Pathophysiology Across the Lifespan

DNP/FNP Specialty courses:

NU720. DNP Writing Toolkit
 NU721. NP Advanced Roles and Responsibilities
 NU722. Complexities of Family Systems
 NU723. FNP Adults/Older Adults Management
 NU724. FNP Pediatrics Management
 NU725. FNP Women's Health Management
 NU726. FNP Complex Care Management
 NU730. FNP Clinical Practicum I
 NU731. FNP Clinical Practicum II
 NU732. FNP Clinical Practicum III
 NU733. FNP Clinical Practicum IV
 NU748. Advanced Physiology & Pathophysiology Across the Lifespan
 NU790. BSN-DNP Capstone

BSN Courses (NU) (Credits)

NU100. The Professional Nurse (2)

A nursing elective designed for freshman nursing majors. This course introduces concepts of the art and science of nursing to help students explore the effects of illness on an individual and to understand this experience from the patient's perspective. Through case studies, discussion, group work, first-person essays, and reflective logs, students will investigate patient scenarios and nursing roles, clarify personal values, question assumptions, and begin to utilize the nursing process to analyze patient care decisions. Emphasis is on the development of communication and critical thinking skills, respect for human dignity and differences, commitment to professional excellence, and a compassionate ethical professional personality.

Prerequisites: Nursing major (or consent of instructor).

NU102. Medical Terminology (3)

Medical terminology provides an approach to learning health-related terms. The course introduces students to the background, context, and basic concepts which underlie medical terminology. Technical vocabulary in areas of physiology, pathology, and medical procedures are presented along with prefixes, suffixes, and combining forms derived from Greek and Latin - an important foundation for medical terminology. This course will assist students in understanding and using the medical terminology necessary in a growing number of professional areas. In addition to students of nursing, pre-med, and physical therapy, others who would benefit from this course include students in occupational therapy, sports medicine, physical education, teacher education, and pre-law. Prerequisite: None.

NU110. Medication Calculations (1)

Math for Meds is a one (1) credit hour elective course, meeting two times a week for eight (8) weeks. It is designed to assist nursing students in improving understanding of dosage calculations and unit conversions necessary for success in upper level nursing courses, as well as for NCLEX. This course will build upon the basics covered in NU200, and will expand into pediatric dosing, intravenous drip rates, and so on. This course will provide nursing students with the tools for dosage calculation accuracy for safe practice. Prerequisites: NU200 or concurrent enrollment in NU200 or NU202 (or consent of instructor).

NU200. Foundations of Professional Nursing (3)

This course will provide the student with essential therapeutic nursing knowledge, skills and values to deliver patient-centered care within a systems environment. Students will be introduced to evidence-based practice as a foundation for quality, and safe care across the life span. The importance of nursing standards, life-long learning, accountability, and professional behaviors will be integrated in the course. Concepts essential for nursing practice as communication, patient safety and informatics will be utilized in the delivery of health care. Nursing leadership concepts within the healthcare microsystems will be introduced. Prerequisites: Nursing major, math competency requirement met, 1 of the 4 required natural sciences completed at a C- or better; co-enrolled in 2 of the 4 science pre-requisite courses (CH 203/205, BI 206, BI 207, BI 230) or previously completed 3 of the 4 science pre-requisites.

NU201 Statistical Concepts for Healthcare (3)

Students will explore fundamental statistical methods and statistical concepts in the context of the health professions. Focus will be placed on the generation and interpretation of basic statistics, as well as the understanding and critical appraisal of sources of evidence with statistical findings. Applications of statistics to improve healthcare quality and outcomes and statistical concepts related to epidemiology, biostatistics to improve healthcare quality and outcomes and statistical concepts related to epidemiology biostatistics, health surveillance, screening, and the distribution of disease will be explored. Required prerequisites as needed for quantitative reasoning requirement.

NU202. Adult Health Nursing I (6)

This course will provide the student with beginning principles of nursing and intraprofessional communication to deliver patient-centered care to diverse adult populations. Students will develop expertise and skills for using information technologies to enhance their knowledge base as well as provide and document patient care. Students will develop critical thinking and clinical reasoning skills utilizing the nursing process to make clinical judgments about the plan of care to meet health care needs of patients. Students will incorporate evidence-based practice, quality and safety improvement processes for best practices in providing patient-centered care. The dynamics of the nursing unit microsystem will be explored. Prerequisite: Nursing major, 3 of 4 required natural science courses completed at a C- or better (CH 203/205, BI 206, BI207, & BI 230), NU 200, and concurrent enrollment or prior completion of the 4th science course and NU 311 (or consent of instructor).

NU250. Human Growth & Development & U.S. Lifespan Cultural Diversity

This writing intensive course examines growth and development and human lifespan experience diversity and the patterns/systems of meaning and representations within the culture. Students build on multidisciplinary knowledge, skills, and values including: use of ethical decision making approaches to analyze problems and use of disciplinary research approaches to investigate issues of diversity and social justice. Implications are self-reflectively explored for individual responsibility, personal meaning and values, collaborative engagement, and advocacy as a democratic citizen.

NU300. Basic ECG Rhythm Interpretation (1)

This elective course builds on student knowledge of cardiac anatomy and physiology by focusing specifically on normal and abnormal cardiac rhythms identifiable by continuous electrocardiograph monitoring. Students will learn to use calipers and other tools of evaluation to assess actual cardiac rhythm disturbances. Nursing interventions are highlighted and technology support for dysrhythmias is explained. Prerequisites: BI206 & BI207 and NU202 (or consent of instructor).

NU311. Health Assessment (3)

Presents the theory and skills necessary to collect a comprehensive health history and a physical examination. Emphasis is placed on differentiation between normal and abnormal findings and recognition of common health problems in infants, children, adults, and childbearing clients. Supervised student practice occurs in skills laboratories and clinical settings. Traditional option Prerequisite: BI206 (or BI207) and concurrent enrollment in NU202 (or consent of instructor). RN-BSN option section prerequisites: Admission to the RN-BSN program and a State of Illinois R.N. license (or consent of instructor).

NU314. Pharmacology (3)

This course is designed to introduce pharmacologic concepts to enhance sound decision making, therapeutic interventions, and critical thinking for professionals within the health care professions. Students will explore the principles of pharmacology, including pharmacokinetics, pharmacodynamics, pharmacotherapeutics, lifespan and cultural factors, and legal and ethical implications. The focus will be on understanding the pharmacologic properties of major drug classifications and significant individual drugs, including generic and trade names, therapeutic uses, mechanism of action, interactions, and adverse drug effects, with special emphasis on nursing considerations. This course is suitable for majors in nursing, natural sciences, allied health, psychology, athletic training, and other pre-professional health care majors. Prerequisites: BI206, BI207, or CH203, 205, and NU315, and concurrent enrollment in NU 400, (or Athletic Training major and/or consent of instructor).

NU315. Pathophysiologic Concepts for Nursing (3)

This course is designed to provide nursing students with a sound basis in common pathophysiologic conditions of the human body. The first several units build understanding of central concepts of cellular and tissue dysfunction. Subsequent units focus on organs and body systems. Emphasis will be placed on the processes within the body that result in signs and symptoms of disease and the effects on physical well-being rather than on treatment modalities. A firm foundation will be built for the clinical nursing courses that design nursing care for patients with health care needs. An understanding of the normal anatomy and physiology of body systems and processes is critical to understanding pathophysiology. Traditional option section prerequisites: BI206, BI207, NU202, and NU311, and concurrent enrollment in NU410, (or consent of instructor).

NU316 Pathophysiology & Pharmacology I (3)

This course is the first of two sequential courses designed to provide nursing students with a sound basis in common pathophysiologic conditions of the human body and to introduce pharmacologic concepts to enhance sound decision making, therapeutic interventions, and critical thinking. This course will build central concepts of cellular and tissue dysfunction as well as principles of pharmacology, including pharmacokinetics and pharmacodynamics. Emphasis will be placed on the processes within the body that result in signs and symptoms of disease and the effects on physical well-being in conjunction with the pharmacologic properties of major drug classifications and significant individual drugs affecting the initial organs and body systems covered in this course. The focus will be on understanding therapeutic uses, mechanism of action, interaction and adverse drug effects within the context of the pathophysiology. This course covers the topics of fluids, electrolytes, edema, cellular injury, inflammation, infection, genetics & genomics, hemostasis, shock, and the following body systems: neurologic, endocrine, and digestive.

NU317 Pathophysiology & Pharmacology II (3)

This course is the second of two sequential courses designed to provide nursing students with a sound basis in common pathophysiologic conditions of the human body and to introduce pharmacologic concepts to enhance sound decision making, therapeutic interventions, and critical thinking. This course is a continuation of NU 316 Pathophysiology & Pharmacology I, covering oncology, respiratory, acid-base balance, cardiovascular, ECG arrhythmias, kidney & urological, reproductive, and musculoskeletal topics in conjunction with related pharmacologic properties of major drug classifications and significant individual drugs affecting these body systems and processes.

NU371. Summer Nursing Experience (2)

This course is designed to help student nurses to begin to think like a nurse. Methods used to achieve this include working one-on-one with a preceptor on varied nursing units and shifts at local area hospitals/agencies. The class will discuss topics including but not limited to ethics, ways of knowing, communication, end of life issues, decision-making processes along with test taking skills. The students will also be able to explore specialty units that they may have been exposed to during their other clinical courses. Students will be able to develop mentor relationships with experienced nurses, gain experience in critical thinking, assess, organize, and develop a professional network. This course includes both classroom and clinical experience. Prerequisites: Successful completion of at least 2 semesters of an ADN nursing program or junior year of a BSN nursing program, be in good academic standing, and have an overall GPA of 2.5 or higher. Qualified students must apply and be selected to enroll.

NU375. Senior Simulation Experience (2)

Building on content from previous nursing courses, this course will connect theory to practice by providing the student with simulation experiences in a risk-free environment in order to build self-confidence and prepare the student for entrance into professional nursing practice. Simulations will include "patients" from across the lifespan, with varying diagnoses and problems and will be delivered in a variety of methods, including high-fidelity simulation using the iStan® simulator, progressive case studies, guest speakers/participants and audio-visual demonstrations. Special attention will be given to simulations that a student may not have experienced previously during clinical courses. Simulation sessions will include a variety of opportunities, including, but not limited to: practice taking and implementing physician orders, prioritizing care, giving hand-off/change-of-shift report, administering high-risk medications, initiating nursing care protocols, and attending to the psychosocial needs of the patient and family. Prerequisites: NU420, Co-enrollment in NU430

NU391, 392. Independent Study (1 - 3)

Independent Study in a topic chosen jointly by the student and faculty. Consent of the instructor with approval of the School of Nursing Director required. Students may earn a maximum of six independent study credits in the School of Nursing.

NU400. Parent-Child Nursing (9)

This clinical course is designed to provide core content in the theory and practice of parent and child nursing. Content includes the bio-psychosocial components of human sexuality and family planning, pregnancy, birth, and the post-natal period and covers theory and practice related to the care of well infants and children, at risk children, and children who are chronically ill. Throughout the course, maximum attention is given to the developmental, emotional, and psychosocial needs of parents and their offspring and to the building of secure family relationships. Includes clinical in prenatal, labor and delivery, nursery, postpartum, post-surgical or pediatric units, and various community agencies. Prerequisites: NU202, NU311, NU410, and PS340 or NU250, (or consent of instructor).

NU410. Mental Health-Mental Illness Nursing (9)

This clinical course introduces students to the principles and practice of nursing care for individuals throughout their lifespan experiencing mental health care challenges in the family context. Effects of contemporary, historical, ethical, social, cultural, and legal concepts provide the foundation for developing decision-making skills and identifying research problems in clinical practice. Students develop leadership skills through the use of the group process with clients and collaboration with the healthcare team. Includes 9 hours of clinical practice per week in community mental health agencies. Prerequisites: NU202, NU311 (or consent of instructor).

NU420. Adult Health Nursing II (9)

This course continues to develop student knowledge and skills for progressively complex problems of diverse adult patients within the healthcare system. Utilizing previous nursing knowledge of pathophysiology of the disease process, assessment skills, nursing process and clinical reasoning, the student will make clinical judgments regarding the patient's plan of care and anticipate potential complications of treatment. Using leadership skills, the student will incorporate evidence-based practice, quality and safety improvement and informatics for best practices in patient-centered care. Students will collaborate within microsystems and other complex systems to deliver safe, quality care. Prerequisites: NU 311, NU 314, NU 315, NU 400, NU 410 and senior standing.

NU425. Professionalism in Nursing (3)

Transition course for registered nurses in the RN-BSN program. Concepts include an exploration of the basis of nursing professional career development, including advanced practice, interdisciplinary care, application of evidenced-based practice models, and care planning for complex patient/family units. Concepts of leadership, professional practice, and current trends will also be explored. Students select clinical experiences to expand knowledge of current professional roles and evidence-based practice with a disciplinary focus. Includes a clinical experience in sites selected by students with faculty guidance. Prerequisites: Admission to the RN-BSN program and a State of Illinois R.N. license (or consent of instructor).

NU429. Community Health Assessment and Leadership (1)

This course focuses on developing basic knowledge and skills in community assessment and the use of informatics and information technology to examine a public health issue. Students conduct a community assessment and demonstrate leadership by initiating communication/collaboration with a public health organization and nurse preceptor in the community to develop and plan a project to address a population health issue. Prerequisites: Admission to the RN-BSN program and a State of Illinois R.N. license (or consent of instructor).

NU430. Community Health Nursing (9)

This course is designed to develop the role of the professional nursing student within the community. Recognizing that society influences the client and at the same time the client influences society, the student investigates and applies theoretical concepts while engaged in a variety of partnerships. The student is concerned about individuals, families, and groups as sub-systems of the community and values their diversities within the broad context of community needs. The student applies the nursing process to clients in a diverse and multicultural society. The student continually assesses determinants that affect the health of clients. Students identify those factors that facilitate or serve as barriers to the clients' self-management for the promotion, maintenance, and/or restoration of optimal health. In collaboration with clients, the community health nursing student will design, manage, coordinate, and provide care to promote positive outcomes. To successfully do so, the student must promote a broad range of partnerships and develop an awareness of community assets and resources.

Concepts include prevention approaches, ecology, epidemiology, multicultural society, infectious diseases, collaboration, and interagency coordination. Ethical, social, political, and legal influences on the American health care system are included. Includes 9 hours of clinical laboratory per week in I in community, ambulatory primary care, home health and/or county health agencies as well as public school, industrial, and governmental sites. The Community (Public) Health Nursing student accomplishes all of this through incorporating theoretical and empirical knowledge from the humanities, natural (including ecology and epidemiology), social and nursing sciences in the context of the community as client. Prerequisites: NU314, NU315, NU400, NU410, and NU481 (or consent of instructor).

NU 431: Public Health Nursing (7)

This course focuses on the design and application of public health nursing interventions in diverse community settings. Prevention at all levels to address population health is emphasized. Students integrate and apply knowledge of concepts and theories relevant to prevention, as well as the promotion of population health. Principles of public health science, including epidemiology, are used to preserve, protect, and enhance the health of communities. Opportunities are provided for students to develop knowledge and skills in community assessment and the use of informatics and information technology to examine and address public health issues. Further, students are provided the opportunity to communicate/collaborate with organizations, community leaders and a nurse preceptor in public health project development, planning, intervention, and evaluation. This course will involve a 90 hour supervised clinical practicum. Prerequisites: Admission to the RN-BSN program and a State of Illinois R.N. license (or consent of instructor).

NU440. Transition to Professional Nursing (1)

This course provides a structured framework for individual preparation for the examination leading to the transition from Student Nurse to Registered Nurse. It is not intended to be a comprehensive review of nursing content but rather designed to assist the student develop critical thinking and test-taking skills specific to the National Council Licensure Examination of RNs (NCLEX-RN®). Prerequisite: Senior standing nursing major in semester of graduation (or consent of instructor).

NU470. Professional Internship in Nursing (1 - 6)

Elective internship opportunity for students to explore professional roles in nursing. Designed jointly by student and faculty to utilize nursing knowledge and skills in selected clinical roles. Course objectives, activities, and evaluation criteria are individualized for each student. Prerequisites: 3.0 GPA, consent of instructor, and approval of the School of Nursing Director.

NU475. Professional Nursing Intern Capstone (3)

This course provides student nurses with experiential learning to help build the knowledge, skills, and attitudes essential for the delivery of safe, effective care. The clinical immersion offers opportunities for providing continuity of care, managing transitional care, and delegation of care in the clinical setting. Students will be able to select placement from a wide variety of practice settings, allowing students to obtain a realistic work experience in a specified area of interest. In addition, working along with a unique preceptor fosters an experience that closely resembles a typical work load. Students will be able to develop mentor relationships with experienced professional nurses to engage in critical thinking, operationalize the nursing process, and develop their professional role. Must co-enroll in NU430 and NU 440

NU481. Issues in Nursing Research and Management (4)

This capstone course provides a framework for the synthesis of research and leadership concepts in nursing. The research process is thoroughly explored to facilitate student development as intelligent research consumers and advocates of evidence-based professional nursing practice. Legal, ethical, social, political, quality, fiscal, and technological factors influencing current and future roles in nursing are analyzed. Leadership and management theory are integrated throughout to prepare students for the complex practice roles in today's healthcare system with emphasis on the practice of a new graduate. Opportunities are provided for reflection on development and identification of strategies for transitioning into professional life and continuing personal and professional growth. Prerequisite: PS201 or MA120, and co-enrolled in NU420, (or consent of instructor)

NU482: Research for Professional Nursing (3)

This course emphasizes the significant role of nursing research in improving patient outcomes. Students will develop and apply the skills of critically reading, interpreting, and evaluating nursing research as well as identifying practice recommendations based on evidence. Students will formulate a clinical question, use information technology to search for research, and present a synthesis of the evidence addressing their question as well as the implications for practice. Prerequisites: Admission to the RN-BSN program and a State of Illinois R.N. license (or consent of instructor).

NU490: Nursing Management through Organizational Leadership RN BSN (7)

This course combines and integrates elements of organizational leadership, leadership communication, policy and finance, human resource development, and organizational ethics and behavior. Professionalism, information technology and management, quality care and patient safety, and inter-professional communication and collaboration are emphasized. Students synthesize and demonstrate prior knowledge development through working in professional partnership with a nursing organizational leader to identify, plan, conduct and evaluate a nursing practice change project to impact positive patient outcomes within a healthcare organization. This course will involve a 90 hour supervised clinical practicum. Prerequisites: Admission to the RN-BSN program and a State of Illinois R.N. license (or consent of instructor).

Graduate (MSN and/or DNP) Nursing Courses (NU) (Credits)**NU501. Nursing Foundations (3)**

This course will provide the student with essential therapeutic nursing knowledge, skills, and attitudes to provide patient-centered care within a systems environment. Students will be introduced to competencies necessary to continually improve quality and safety of the healthcare system in which they work. The value of professional standards, life-long learning, accountability, and professional behaviors will be integrated throughout the course. The student will apply nursing concepts including communication, patient safety, and informatics in the delivery of health care. Prerequisite: Admission to the MENP Track of the MSN. (MSN: MENP)

NU510. Advanced Topics: Diverse Populations (3)

Working with diverse populations to mobilize change in the health care environment will be the focus of this course. Diverse populations and global issues in nursing and health care will be examined in relation to health promotion and health practices that have informed nursing practice. (MSN: NE & MENP)

NU 513 Research and Evidence Based Practice (3)

This course builds upon undergraduate research methods and advanced statistics by emphasizing biostatistics and epidemiological data used to measure clinical outcomes as well as the significant role of research to improve clinical outcomes in healthcare. Research studies representing a variety of designs will be examined for applicability to improve nursing practice and clinical outcomes. Students will explore, integrate, and apply the skills needed to implement evidence-based practice. Students will develop skill analyzing clinical research findings including evidence from systematic reviews, meta-analysis or evidence obtained from random controlled trials, well-designed case control and cohort studies, and systematic reviews of descriptive and qualitative studies. Expert use of information technology and search strategies will empower students to answer appropriate clinical questions. In collaboration with their advisor, students will formulate a project for clinical, practice or educational change based on best evidence and will present an integrated review/synthesis of the evidence with implications for research and practice. Masters students will develop an initial proposal of their scholarly project.

NU512. Biostatistical Methods (3)

This course is designed to provide a review of the basic statistics course, along with an introduction to higher-level statistical analyses. There is an emphasis on writing the results of the statistical analyses. Most analyses will be performed using the SPSS statistical software. Prerequisite: PS201 or MA120 or equivalent.

NU514. Care of Adults (8)

This course will provide the student with basic health-assessment techniques and technologies, pharmacology, and the pathophysiological basis of disease in diverse adult populations. Beginning principles of nursing and intraprofessional communication will be utilized to deliver patient-centered care. Students will develop knowledge and skills for using information technologies to enhance their own knowledge base as well as provide and document patient care. Students will monitor safety and quality indicators and design and provide evidence-based care for diverse populations. Nursing leadership concepts within the healthcare microsystems will be introduced. Prerequisite: NU501 (MSN: MENP)

NU515. Application of Theory to Practice (Graduate Core) (3)

This course builds on students' knowledge of nursing theory and focuses on the application of nursing as well as interdisciplinary theories will provide the student with knowledge to research, and education. A comparative analysis of theories will provide the student with knowledge to apply a variety of theoretical approaches in complex health care systems. Students will focus on improved patient care by examining the relationships among theory, research, and practice. The course will emphasize the application of nursing and interdisciplinary theories to address a complex nursing practice issue and demonstrate leadership in applying appropriate theoretical concepts to facilitate safe, quality care and improve patient outcomes. (MSN: NE & MENP) (DNP: NAP, FNP, & DNP completion)

NU525. Project Seminar (2)

This course provides the graduate nursing student with the necessary skills and practice opportunity to prepare an advanced nursing project in education or clinical leadership, which is to be implemented during the next semester. Students will identify a clinical leadership or education project topic and gain faculty approval to proceed. During the seminar, students will develop a mission, vision, goals, and objective for the project. Planning will include development of a workable schedule for the project based on a work breakdown structure, analysis of the proposed project setting, and determination of outcome criteria. Students will present their projects to the class for analysis and collaborative support. Learning goals will be set for the clinical portion of the course to lay the groundwork for project design and implementation. Students will explore methods to maintain control over the project by managing resources effectively. Prerequisite: Consent of instructor (MSN: NE & MENP)

NU530. Health Care Policy and Economics (Graduate Core) (3)

An overview of the U.S. health care policy and finance issues will be explored. Health care policy initiatives affecting nursing practice, patient outcomes and the care environment will be analyzed with particular emphasis on forces affecting costs, access to care, and social impact. Trends in the management of health care costs will be explored. A position paper with documentation from the literature will be developed to support a concept or to influence change within the care environment. Prerequisite: Consent of instructor. (MSN: NE & MENP; DNP: NAP, FNP, & DNP completion)

NU531. Care of Women and Newborns (4)

This clinical nursing course prepares students to plan and provide evidence-based nursing care to women and newborns within a variety of healthcare micro-systems. Principles of human genetics, ethical decision-making, and social justice will be explored as they relate to care of women and newborns. Emphasis is placed on high quality family-centered care, interdisciplinary collaboration, leadership, quality improvement, and outcomes management. Prerequisite: NU534. (MSN: MENP)

NU534. Mental Health Nursing (8)

This course will focus on the student integrating theoretical and clinical knowledge to design and provide care for clients with mental health problems across the lifespan. This course will focus on development of theoretical knowledge and clinical skills to provide evidence-based, patient-centered care to individuals and groups with mental health problems across the lifespan. Students will apply intra-and inter-professional communication skills to develop leadership abilities. Students will participate as a member of the multi-disciplinary team to manage the care environment within the micro-system. Development of the professional nursing role will be based on principles of communication, cultural and human diversity, critical thinking, and professional accountability, and will be demonstrated in the application of the nursing process. Prerequisite: NU 514 (MSN: MENP)

NU535. Theories/Principles of Teaching and Learning in Nursing (3)

This course explores the foundations for the course development, instructional design, learning style assessment, Understanding of diverse learning needs, and the evaluation of learning outcomes in the field of nursing. The links between education and health care will be explored, with an emphasis on learning and change that target enhanced clinical outcomes and care environment management. Teaching methods, philosophies of teaching and learning, and the role of the nurse educator will be concepts examined in this course. Prerequisite: Consent of instructor. (MSN: NE & MENP)

NU541. Care of Infants, Children, & Adolescents (4)

This clinical course prepares students to plan and provide evidence-based nursing care to infants, children, adolescents, and families across the continuum from wellness to acute and chronic illness. Emphasis is placed on family-centered care, leadership, interdisciplinary collaboration, and outcomes management. Students will demonstrate advocacy for the developmental and psychosocial needs of pediatric patients and their families. Prerequisite: NU531. (MSN: MENP)

NU542. Advanced Pathophysiology (Graduate Core: DNP Completion) (3)

This course builds upon concepts mastered in baccalaureate pathophysiology and focuses on the alteration in normal physiology and the associated pathophysiological processes of common disorders to provide an understanding of human illness. This course will build on cellular physiology of disease, signs, symptoms and current evidence based prevention, pathophysiological processes, and disease management. Prerequisite: Consent of instructor. (MSN: NE & MENP; DNP Completion)

NU544. Advanced Health Assessment Across the Lifespan (Graduate Core) (3) - Includes 34 practice hours

This course is designed to enhance the student's ability to perform comprehensive health assessments with diverse patient populations. This advanced health assessment course builds upon the student's current understanding of health assessment utilizing a clinical reasoning strategy to guide nursing process. Nursing responsibilities including history taking, targeted assessment physical examination techniques and documentation will be addressed. (MSN: NE & MENP) (DNP: NAP, FNP, & DNP completion)

NU545. Advanced Pharmacology Across the Lifespan (Graduate Core) (3)

This course provides the graduate nursing student with the necessary knowledge to develop a greater understanding of pharmacology across the lifespan. It is designed to reinforce pharmacology concepts, including pharmacokinetics pharmacodynamics and pharmacotherapeutics, and to enhance evidence-based treatment. Students will explore the principles of pharmacology as they apply to various disease processes with consideration of medication selection factors, client adherence, and ethical implications. Prerequisite: Consent of instructor. (MSN: NE & MENP) (DNP: NAP & FNP)

NU546. Advanced Care of Adults (8)

This clinical course focuses on progressively acute and complex illness and or injury of diverse adult patients. Students will develop advanced nursing skills, knowledge and expertise through critical thinking and problem-solving strategies within interdisciplinary collaboration while using effective communication. Emphasis is placed on integration of evidence-based practice, quality and safety improvement, and informatics to provide the foundation for best practices in patient-centered care. As a member of the interdisciplinary team, students will demonstrate leadership to analyze, design and implement, and evaluate ethical care. Prerequisite: NU541 (MSN: MENP)

NU551. Public Health Nursing (8)

This course is designed to assist the student to develop as a professional nurse advocate and provider within the public health system. The focus is on professional ethics, health education, anticipatory guidance, coordination of present and emerging systems of care and the efficient use of resources using primary, secondary, and tertiary strategies. The student incorporates theoretical and empirical knowledge from the humanities, natural (including ecology and epidemiology), social, and nursing sciences in the context of the community as client. In collaboration with diverse clients, aggregates and populations, the student will design, manage, coordinate and provide evidence-based care to promote positive health outcomes. Students will analyze the social, legislative, and political activities that influence public health at local, state, national and international levels of population health. Leadership strategies and social justice advocacy will be implemented to improve health outcomes. (Prerequisite: NU546 (MSN: MENP)

NU553. Measurement and Evaluation of Learning Outcomes (2)

The focus of this course will be to design and implement strategies in measurement and evaluation of learning outcomes. Students will continue to explore the links between evaluation and improved learning outcomes. This course builds upon concepts from NU535 with a focus on measurement and evaluation. Prerequisite: NU535. (MSN: NE & MENP)

NU555. Educator Responsibilities and Roles (2)

Student will explore graduate responsibilities and roles in a variety of venues including traditional higher education and health care settings. An analysis of the integration of evidence-based teaching strategies and outcomes in a selected area will be completed within this course. Strategies for building a personal philosophy of teaching and planned growth in an educator role will be identified. A dossier or curriculum vitae will be constructed in preparation for assuming an educator position. Managing and integrating clinical and classroom environmental factors to promote learning in the nursing field will be emphasized. Ethical responsibilities and legal issues related to the educator role will be explored. Prerequisite: Consent of instructor. (MSN: NE & MENP)

NU569. Nursing Leadership (3)

This course focuses on advancing the nurse's leadership role in a variety of environments. Students will synthesize key concepts and principles of effective, ethical leadership in complex, evolving health care systems. Business and management principles will be applied in developing leadership skills. Students will demonstrate intra-professional and inter-professional communication skills to manage resources and facilitate safe, quality care and improve patient outcomes. Prerequisite: Consent of instructor. (MSN: MENP)

NU578. Professional Nurse Residency (2) This residency course is the culminating application of the role of the graduate –prepared generalist. Under faculty supervision, students will design a collaborative residency with clinical preceptors focusing on refinement of nursing leadership skills and management of clinical and educational outcomes in the clinical environment. While the residency will have components of clinical practice and the role of the nurse as educator, the student will identify the main area of focus (clinical practice/nurse educator) for the residency. Students will apply evidence-based practice for promotion of patient and educational outcomes and integration of informatics to advance decision-making. *Requires a minimum of 200 hours. Prerequisite: NU 535 or co-enrollment. (MSN: NE & MENP)*

NU580. Independent Study (1 - 3)

Independent Study in a topic chosen jointly by the student and faculty, with approval of the School of Nursing Director. A maximum of six independent study credits may be earned in the School of Nursing MSN program. Prerequisite: Consent of instructor. (MSN: NE & MENP)

NU590. Advanced Nursing Project (1-2)

The project will be a synthesis of master's learning experiences directed at the integration of concepts to advance nursing. Students will implement the approved advanced nursing project involving a validated problem within a complex system in collaboration with faculty, educators, and clinical leaders. An extensive review of the literature that guides and clarifies multiple approaches to problem resolution will be used to support project design analysis, implementation, and evaluation of outcomes. This final project will enable the student to act as a change agent and result in a final paper or business plan that is peer-reviewed, of sufficient rigor to be replicated, and/or published in the professional literature. This project will be submitted to the project chair and committee to meet the course and graduation requirements. Two (2) cumulative hours of NU590 are required to graduate from the MSN program. Prerequisite: Consent of faculty (MSN: NE & MENP)

NU599. Advanced Transitions to Professional Nursing (1)

This course provides a structured framework for individual preparation for the National Council Licensure Examination (NCLEX)-RN through several questions and answer drills. The course is also designed to provide the students with hands-on experience in writing NCLEX-style test questions. Each student will be required to construct NCLEX type test questions, post comments, and share information with other students. It is not intended to be a comprehensive review of nursing content but rather designed to assist the student develop critical thinking and test-taking skills specific to the National Council Licensure Examination of RNs (NCLEX_RN®). (MSN: MENP)

NU700. Anatomy for Nurse Anesthesia (DNP/NAP Specialty) (3)

This course provides an in-depth study of gross and clinical anatomy for the delivery of anesthesia care. Structure will be correlated with function, with an emphasis on structure. (DNP: NAP)

NU701. Roles and Responsibilities for Nurse Anesthesia (DNP/NAP Specialty) (3)

This course will introduce the DNP student to nurse anesthesia as an advanced practice role. Professional aspects related to the nurse anesthesia role are emphasized. Includes historical overview and future trends in healthcare that impact nurse anesthesia, organizational systems, legal issues, ethics, quality improvement, leadership and management, interprofessional communication, and cultural considerations of the patient. (DNP: NAP)

NU702. Physical Science for Graduate Nurses (DNP/NAP Specialty) (3)

This course explores the physical and chemical basis for many activities that nurse anesthetists do every day. The student will learn about the properties of fluids, gases, and solutions and review characteristics of acids, bases, organic compounds, and biological molecules. In addition, the student will be required to ask questions, learn new concepts, solve problems, and think critically. The knowledge and skills gained in this course are the foundation for nurse anesthetists to provide safe quality care for patients. (DNP: NAP or permission of Director(s))

NU703. Basic Principles of Nurse Anesthesia (DNP/NAP Specialty) (2)

This introductory level course is designed to integrate didactic knowledge with basic application. The DNP student will apply knowledge concerning basic anesthesia principles, basic airway management, function and usage of anesthesia equipment, re-operative assessment and evaluation, and post-anesthesia management into the clinical setting. Competencies in patient safety, perianesthetic management, critical thinking, intraprofessional and interprofessional communication within the health care system, and professional skills will be emphasized. Prerequisite: NU748, NU 700 (DNP: NAP)

NU704. Pharmacology for Nurse Anesthesia (DNP/NAP Specialty) (3)

This course focuses on the pharmacologic principles related to the administration of anesthesia and adjunct drugs currently used in DNP nurse anesthesia practice. The intern will integrate and apply the information received in this course into the clinical setting with a focus on outcomes of the patient undergoing anesthesia care. Prerequisite: NU545, NU701 (DNP: NAP)

NU705. Advanced Principles of Nurse Anesthesia I (DNP/NAP Specialty) (3)

This course will provide the DNP student with the first course of advanced principles and techniques required to provide the anesthetic administration to special populations. Advanced anesthetic principles selected topics will be presented. Building upon Basic Principles in Nurse Anesthesia, this course extends the student experience to the care of more complex patients. Competencies in patient safety, perianesthetic management, critical thinking, intraprofessional and interprofessional communication, and professional skills learned in this course will be applied in the clinical practicum. Prerequisite: NU703 (DNP: NAP)

NU706. Advanced Principles of Nurse Anesthesia II (DNP/NAP Specialty) (3)

This course will provide the DNP student with the second course of advanced principles and techniques required to provide the anesthetic administration of special populations and advanced anesthetic techniques. Advanced anesthetic principles selected topics will be presented. Building upon Basic Principles in Nurse Anesthesia, this course extends the student experience to the care of more complex patients. Competencies in patient safety, perianesthetic management, critical thinking, intraprofessional and interprofessional communication, and professional skills learned in this course will be applied in the clinical practicum. Prerequisite: NU705 (DNP: NAP)

NU707. Nurse Anesthesia Clinical Practicum I (DNP/NAP Specialty) (5)

This introductory course provides the student with the opportunity to integrate previously mastered knowledge from basic sciences, pharmacology, and basic anesthesia principles with application to the clinical practice of nurse anesthesia. Students will participate in the administration of anesthesia under the supervision of a CRNA or anesthesiologist. Prerequisite: NU703 (DNP: NAP)

NU708. Advanced Principles of Nurse Anesthesia III (DNP/NAP Specialty) (3)

This course will provide the DNP student with the third course of advanced principles and techniques required to provide the anesthetic administration of special populations and advanced anesthetic techniques. Advanced anesthetic principles selected topics will be presented. Building upon Basic Principles in Nurse Anesthesia, this course extends the student experience to the care of more complex patients. Competencies in patient safety, perianesthetic management, critical thinking, intraprofessional and interprofessional communication, and professional skills learned in this course will be applied in the clinical practicum. Prerequisite: NU706 (DNP: NAP)

NU709. Nurse Anesthesia Clinical Practicum II (DNP/NAP Specialty) (5)

This course provides the DNP student expanded integration of anesthesia management and techniques as applied to patients with increasing systemic disease severity. Prerequisite: NU 707 (DNP: NAP)

NU710. Nurse Anesthesia Clinical Practicum III (DNP/NAP Specialty) (1-6)

This course is designed to build upon previously mastered knowledge and skills in the administration of anesthesia and provides the DNP student expanded integration of anesthesia management and techniques as applied to patients with increasing systemic disease severity. Prerequisite: NU709 (DNP: NAP)

NU711. Nurse Anesthesia Clinical Practicum IV (DNP/NAP Specialty) (6)

This course is designed to build upon previously mastered knowledge and skills in the administration of anesthesia and provides the DNP student expanded integration of anesthesia management and techniques as applied to patients with increasing systemic disease severity. Prerequisite: NU710 (DNP: NAP)

NU712. Nurse Anesthesia Clinical Practicum V (DNP/NAP Specialty) (6)

This course is designed to integrate theoretical knowledge and practical application in the administration of anesthesia and provides the DNP student expanded integration of anesthesia management and techniques as applied to patients with increasing systemic disease severity. The DNP student will demonstrate the knowledge, skills and professional behavior required for graduation. Prerequisite: NU711 (DNP: NAP)

NU720. DNP Writing Toolkit (DNP/FNP Specialty) (3)

This course focuses on recognizing a "gap" in the existing literature and to analyze and synthesize the body of literature determined by authentic inquiry to develop a concept of interest. Students will perform a systematic search of the literature while partnering with an academic research librarian to perform a systematic search. Knowledge acquired in the course will assist the student during their plan of study to develop various types of papers to communicate effectively. Students will practice scientific writing and expected referencing and citation using the American Psychological Association (APA) scientific writing conventions. This course will examine the aspects of successfully writing the components of an evidence-based practice project. (DNP: FNP)

NU721. NP Advanced Roles and Responsibilities (DNP/FNP Specialty) (3)

This course will explore the roles and responsibilities of the advanced practice primary care nurse practitioner. Topic exploration will include: independent practice, legal and ethical concerns, regulations, reimbursement, practice management, core competencies within the role, inter-professional relationships, leadership for change within the practice environment and the community, and role within a comprehensive health care system. (DNP: FNP)

NU722. Complexities of Family Systems (DNP/FNP Specialty) (3)

This course is foundational for family nurse practitioners focusing on family concepts and developmental theories, cultural diversity and vulnerable population groups, impacting environmental factors, spirituality, genetics, and learning styles. Particular emphasis will be given to the needs of families in crisis including domestic violence, psychological and behavioral problems within the family unit, crisis management, and community resources. (DNP: FNP)

NU723. FNP Adults and Older Adults Management (DNP/FNP Specialty) (3)

This course is foundational for family nurse practitioners focusing on family concepts and developmental theories, cultural diversity and vulnerable population groups, impacting environmental factors, spirituality, genetics, and learning styles. Particular emphasis will be given to the needs of families in crisis including domestic violence, psychological and behavioral problems within the family unit, crisis management, and community resources. Prerequisites: NU542, NU544, NU545, NU 721 (DNP: FNP)

NU724. FNP Pediatrics Management (DNP/FNP Specialty) (3)

This course introduces the FNP student to principles for assessment, diagnosis and management of selected uncomplicated common acute and chronic health issues of child and adolescent populations, as well as well child care. The course will emphasize the holistic nature of care provided by the nurse practitioner with particular attention to prevention, health promotion, growth and developmental assessments, anticipatory guidance, expected psychosocial lifespan changes, and life transitions. NP students will continue to enhance their level of critical thinking and diagnostic reasoning skills and apply skills in pediatric assessment, diagnosis, development of health care management plans, and appropriate referrals for this population. Additional topics to include discussion of selection and interpretation of diagnostic tests, select outpatient procedures, and rational prescribing. Prerequisites: NU 721, NU 723 (DNP: FNP)

NU725. FNP Women's Health Management (DNP/FNP Specialty) (3)

This course advances the FNP student's knowledge of women's health issues to include gender specific gynecological and reproductive health concerns. The course will emphasize the holistic nature of care provided by the nurse practitioner with particular attention to prevention, health promotion, genetic/genomics, and lifestyle management including contraception. Course focus will also include primary care support of pregnancy (preconception, prenatal, postnatal), perimenopausal and menopausal life changes. NP students will continue to enhance their level of critical thinking and diagnostic reasoning skills and apply skills in gynecological assessment, diagnosis, development of health care management plans, and appropriate referrals for this population. Additional topics to include discussion of selection and interpretation of diagnostic tests, select outpatient procedures, and rational prescribing. Prerequisite: NU 723 (DNP: FNP)

NU726. Complex Care Management (DNP/FNP Specialty) (3)

This course furthers the FNP student's ability to apply principles for assessment, diagnosis and management to complex high prevalence illnesses, including multiple chronic conditions, across the lifespan. The course will emphasize the use of theoretical principles to guide care for complex health situations, advanced assessment skills, critical thinking, evidence-based practice guidelines, and the development of comprehensive treatment plans. Additional topics to include discussion of selection and interpretation of diagnostic tests, select outpatient procedures, and rational prescribing. Prerequisite: NU723 (DNP: FNP)

NU730. FNP Clinical Practicum I (DNP/FNP Specialty) (1)

Clinical practicum introduces novice NP student to primary care practice settings with focus on wellness promotion, disease prevention and treatment, risk reduction, and disease detection through advancement of skills in patient history acquisition, advanced physical assessment skills, identification of differential diagnoses. NP students will participate in discussions of diagnosis, treatment options, health care management plan, and teaching/treatment implementation.

Co-requisite: Co-enrollment NU723 (DNP: FNP)

NU731. FNP Clinical Practicum II (DNP/FNP Specialty) (2)

Clinical practicum provides further advancement of the NP student's learning within the primary care practice settings with a focus on increasing expertise in the application of history and physical assessment skills and interpretation of available data to reach reasonable differential diagnoses and develop a care management plan for common acute and chronic conditions across the life span. Students will demonstrate beginning proficiency in rational prescribing practices. Prerequisite: NU730 (DNP: FNP)

NU732. FNP Clinical Practicum III (DNP/FNP Specialty) (2)

Clinical practicum builds on Practicum I and II to advance NP skills toward attainment of competent management for an increasingly diverse group of common acute and chronic conditions across the life span. Student will achieve proficiency in health history and physical assessment skills, development of differential diagnoses, interpretation of a wide variety of diagnostic tests, competence in common office procedures, development of care management plan, and rational prescribing practices. Prerequisite: NU731 (DNP: FNP)

NU733. FNP Clinical Practicum IV (DNP/FNP Specialty) (3)

Clinical practicum builds on Practicum I and II to advance NP skills toward attainment of competent management for an increasingly diverse group of common acute and chronic conditions across the life span. Student will achieve proficiency in health history and physical assessment skills, development of differential diagnoses, interpretation of a wide variety of diagnostic tests, competence in common office procedures, development of care management plan, and rational prescribing practices. Prerequisite: NU732 (DNP: FNP)

NU748. Advanced Physiology & Pathophysiology Across the Lifespan (DNP: NAP/FNP) (4)

This course prepares the advanced practice nurse to provide high quality patient care based on an advanced understanding of physiology and pathophysiology across the lifespan. The course builds on previous scientific knowledge about human physiologic functioning and major disease processes to assess and manage acute and chronic illnesses for diverse populations. Students will critically reflect on evidence-based clinical and pharmacologic interventions at the genetic, cellular, organ, and systems levels. (DNP: NAP/FNP)

NU790. BSN DNP Capstone (DNP/FNP Specialty) (4)

This clinical residency supports the BSN-DNP student in demonstrating final synthesis of theoretical and clinical foundational knowledge needed for independent entry level practice. Emphasis is on further refining ability to develop comprehensive differential diagnoses, procedural skills, development and implementation of care management plans, teaching, and evaluation of outcomes. The clinical residency also will provide opportunities that include, but are not limited to, health policy and community advocacy, population improvement projects, and professional development related to NP scope of practice. Prerequisite: NU733 (DNP: FNP)

NU791. Outcomes Management in Healthcare Organizations (DNP Core) (3)

This course focuses on application of interprofessional collaboration to improve patient and population health outcomes. Theoretical methods and approaches to clinical quality and process improvement will be reviewed. Content will focus on leadership strategies to create cultures of quality and safety in health care systems. Emphasis will be on applied approaches to identify and solve quality and safety problems in the clinical setting using acquired knowledge. (DNP: NAP, FNP, and DNP completion)

NU792. Informatics for Healthcare Improvement (DNP Core) (3)

Informatics for Health Care Improvement will present concepts from nursing science, computer science, and information science that are the foundation for today's management and communication of data, information and knowledge for patient care, administration and clinical research. Students will learn how to select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement in various care settings, including applications for health care consumer use. Ethical and legal issues will be explored within the context of clinical information systems. This course prepares the DNP graduate to use information systems/technology to improve patient care and health care systems. (DNP: DNP, FNP, & DNP completion)

NU793. Principles of Epidemiology (DNP Core) (3)

Principles of Epidemiology will present concepts related to the study of distribution and determinants of disease frequency and the application of this knowledge base to controlling health problems in specific populations. The course will integrate descriptive and analytical epidemiology with an emphasis on study design, surveillance, and methods of control and prevention. This course prepares the DNP graduate to use aggregate data to explore health phenomena and improve outcomes. (DNP: NAP, FNP, & DNP completion)

NU794. Organizational & Systems Leadership (DNP Core) (3)

This course expands the organizational and systems leadership skills of advanced practice nurses to improve patient and health care outcomes for diverse populations. Students will synthesize key concepts and principles of effective, ethical leadership in complex, evolving health care systems. Principles of organizational leadership, entrepreneurship, and economics will be applied in evaluating risk and developing cost-effective strategies to affect positive change. Students will demonstrate intraprofessional and interprofessional communication skills to manage resources and facilitate safe, quality care within the diverse health care system. (DNP: NAP, FNP, & DNP completion)

NU795. Evidence for Practice: Methods and Application (DNP Core) (4)

This course is designed to facilitate the student's expertise in the analysis, evaluation, and use of evidence-based nursing practice models to clinical care issues. A review of research methods for evidence-based practice will be foundational to equip students with the ability to critically analyze, synthesize and apply research findings and clinical guidelines for the improvement of health care outcomes in clinical settings. The strategies needed to create a culture of change guided by evidence within the health care system will be applied to selected practice issues. (DNP: NAP, FNP, & DNP completion)

NU796. DNP Project I (DNP Core) (1)

This is the first in a sequence of three DNP project courses designed to move students through the process of conducting a translational or change clinical project of sufficient rigor to be disseminated to a professional audience in advanced practice nursing. In project I, students will develop and refine the clinical question under study, begin planning phases for project, including selecting a committee chair and committee member(s), and begin the review of literature or critical analysis underpinning the selected clinical question. Students will complete 100 practice hours associated with this project course. (DNP: NAP, FNP, & DNP completion)

NU797. DNP Project II (DNP Core) (2)

This is the second in a sequence of three DNP project courses designed to move students through the process of conducting a translational or change clinical project of sufficient rigor to be disseminated to a professional audience in advanced practice nursing. In project II, students will complete the review of literature, finalize the timeline for completing the project, and submit for approval to the Institutional Review Board(s) as necessary. Identification of appropriate dissemination of findings, including evaluation of journals for publication submission will be completed in this seminar. Students will complete 100 practice hours in association with this course. (DNP: NAP, FNP, & DNP completion)

NU798. DNP Project III (DNP Core) (1-2)

This is the third and final course in a sequence of three DNP project courses designed to move students through the process of conducting a translational or change clinical project of sufficient rigor to be disseminated to a professional audience in advanced practice nursing. In project III, students will complete the project data collection and evaluation phases according to the timeline developed in DNP Project II, plan and deliver a formal presentation of the project findings and complete the final project requirements outlined in the DNP project guidelines. Planning for project dissemination should also include feedback to the nursing staff at the institution where the project is conducted. This course is associated with 100 practice hours for project work and completion. Continuous enrollment in DNP Project III is required if outcomes are not met by the end of the semester in which students are enrolled for Project III. (DNP: NAP, FNP, & DNP completion)

NU799. Post-Master's Residency (1 - 4)

The clinical residency is designed to provide for practice experiences (direct or indirect patient) for the post-master's candidate in the DNP program to achieve learning goals related to the DNP Essentials within the framework of their specialty or subspecialty. This is an opportunity to work with experts from nursing and other disciplines. Under the guidance of the student's faculty advisor an individualized residency plan will be developed that will promote the synthesis, integration and translation of knowledge gained in the DNP program into the student's professional practice. Required residency hours (1 credit = 100 practice hours) will be determined upon review of verified practice hours within the student's master's program. (DNP: DNP completion)

Tabor School of Business

Dr. Najiba Benabess, Dean • 217-424-6285

RJ Podeschi, Chair

The Tabor School of Business, the first named school in Millikin University history, honors the late Purvis F. Tabor, a former member of the University's Board of Trustees, and his wife, Roberta Morris Tabor. The School offers a curriculum with majors in Accounting, Business Management, Cybersecurity, Digital Media Marketing, Entrepreneurship, Finance, International Business, Management Information Systems, and Organizational Leadership, as well as minors in Business Administration, Cybersecurity, Digital Media Marketing, Entrepreneurship, Finance, Industrial Engineering, and Organizational Leadership. In addition, the Tabor School offers academic certificate programs in Arts Entrepreneurship, Commercialization & Innovation, Digital Media Marketing, Entrepreneurship, Information Systems Application Development, Information Systems Data Management, Information Systems Security & Compliance, Organizational Leadership, Process Improvement, and Project Management.

The Tabor School also offers an MBA program in an Executive 17-month format in addition to a Fast Track 12-month format. Additional skill development can be pursued through graduate certificate programs in Data Management, Entrepreneurship & Design Thinking, and Project Management.

Majors in the Tabor School of Business (except Organizational Leadership) are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Mission

The Tabor School of Business creates opportunities for students to perform and compete, early and often, to build the confidence to succeed. We expect commitment, hard work, accountability, and honesty.

Tabor Focus

Students learn and develop successful business practices. Students will be better prepared for their career path when they perform what they have learned. Performance Learning projects include student-run ventures, small business consulting teams, client projects, internships, auditing projects, business plans, student-managed investment fund, and numerous other opportunities to demonstrate their learning. Tabor students develop skills and attitudes needed to compete and succeed in the workplace by:

1. Doing in-field work early and often.
2. Customizing their experience by learning marketable skills through certificates.
3. Taking an optional 5th year and completing a Master's of Business Administration (MBA).

Tabor students have an integrated experience with companion learning labs that tie key components together. The four year experience involves:

- Year 1: Early Business Engagement
- Year 2: Sharpened Thinking and Enhanced Communication
- Year 3: Expertise Building, Management, and Leadership
- Year 4: Demonstrating Mastery

Students who major in Tabor:

- Develop a personal brand and vision.
- Create business plans and assess risk.
- Use spreadsheet, word processing, database, and project management software to get work done.
- Prepare financial statements and communicate financial information.
- Use financial and statistical information to make decisions.
- Create and deliver formal written reports and oral business presentations, lead meetings, and engage in professional conversations.
- Work with 3rd parties in the community early and often.
- Develop strategic plans.

Tabor School Offerings

The Tabor School of Business offers Bachelor of Science degrees in the following majors:

- Accounting
- Business Management
- Cybersecurity
- Digital Media Marketing
- Entrepreneurship
- Finance
- International Business
- Management Information Systems
- Organizational Leadership

The Tabor School of Business offers the following minors:

- Business Administration
- Cybersecurity
- Digital Media Marketing
- Entrepreneurship
- Finance
- Industrial Engineering
- Organizational Leadership

The Tabor School of business offers the following skill-based academic certificates. These academic certificates are available to current students, individuals possessing a bachelor's or advanced degree, and those who meet the pre-requisites defined in each academic certificate. Certificate courses must be completed with a grade of "C" or better. See Academic Definitions in this Bulletin for University policy regarding undergraduate certificates.

- Arts Entrepreneurship
- Commercialization & Innovation
- Digital Media Marketing
- Entrepreneurship
- Information Systems Application Development
- Information Systems Data Management
- Information Systems Security and Compliance
- Organizational Leadership
- Process Improvement
- Project Management

Tabor School Learning Goals

Students will become career-ready by:

- Applying business concepts to practical situations through such things as internships, projects, consulting, and competitions.
- Demonstrating written and verbal communication appropriate for business professionals.
- Gaining a global business perspective.
- Developing the ability to build and work effectively in diverse teams.
- Effectively apply quantitative reasoning to solve business problems.

Internship Program

The Tabor Internship Program offers students still another avenue for integrating theory and practice. Within an internship, students practice skills and apply theories learned in the classroom and enhance their professional development in their major fields of study. All students graduating with a degree from the Tabor School of Business will complete at least one internship.

The Tabor School is committed to providing internships that expose students to the various facets of a business professional position. The educational aspect of internships is crucial to the granting of academic credit and differentiates the internship from other work experiences. Hence, each internship is preceded by a learning contract articulating the goals, objectives, and scope of the experience. The contract is agreed to by the company, the student, and the Tabor internship coordinator. The overall program is facilitated by the Tabor internship coordinator who assists students in developing internships and builds relationships with cooperating firms. The responsibility for learning in an internship is shared by the student, the internship coordinator, and the organization receiving the services of the intern. The student is expected to provide a service of value to the business, the organization is expected to provide a breadth of learning experience to the student, and the Tabor faculty advisor is expected to help the student interpret the experience.

Tabor School's Center for Entrepreneurship

Founded in 1998 with a grant from the Coleman Foundation, the Center's overarching goal is to support and advance the study and practice of entrepreneurship with Millikin students, community stakeholders, faculty and staff.

The Center for Entrepreneurship serves as a learning laboratory for faculty and students in the development and promotion of the value of entrepreneurship to their lives and profession by encouraging and championing faculty and student work that is innovative, meaningful and relevant. The Center's mission is to equip our student and community entrepreneurs with the tools, skills and knowledge to launch and grow successful ventures.

For more information about Millikin University and the Tabor School of Business, visit Millikin's web site at <http://www.millikin.edu/tabor> or call 217-424-6285.

Degree Requirements

Either the **Bachelor of Arts (B.A.)** or the **Bachelor of Science (B.S.) degree** is offered in the College as indicated above. Some majors allow the student to choose which degree they prefer. Please see the Graduation Requirements for specific Bachelor of Arts and Bachelor of Science degree requirements.

Business Curriculum Elements and Credit Requirements

For the Bachelor of Science degree with a major in Accounting, Business Management, Cybersecurity, Digital Media Marketing, Entrepreneurship, Finance, International Business, Management Information Systems, or Organizational Leadership, a student must complete all University Studies requirements and all degree and major requirements established by the Tabor School of Business. Both sets of requirements may be satisfied by the student completing the overall credit minimum required for the specific program of study. (Students majoring in Organizational Leadership do not follow the Tabor Business Core. They must follow a separate set of requirements.)

University Studies (28-30)
 B.S. Science Distribution (10)
 Tabor School of Business Core (47)
 Tabor School of Business Major (21-33)
 Electives (10-24)
 Total (124)

University Studies Requirements

Students in the Tabor School of Business are responsible for meeting all University-wide requirements and the requirements for a major within the College.

Tabor School of Business Core Requirements (47)

ET100. Business Creation (3)
 ET111. Team Dynamics (1)
 EC100. Principles of Macroeconomics (3)
 EC110. Principles of Microeconomics (3)
 IS120. Introduction to Business Analytics (3)
 MA130. Elementary Probability & Statistics with Spreadsheets (3)
 MA131. Elementary Probability & Statistics Lab (1)
 MK200. Principles of Marketing (3)
 PH215. Business Ethics (3)
 BU230. Business Conversations (3)
 AC230. Introduction to Financial Statements (3)
 AC240. Principles of Managerial Accounting (3)
 IS240. Foundations of Information Systems (3)
 BU250. Written Business Communication (3)
 MG300. People and Performance (3)
 FI340. Introduction to Financial Management (3)
 BU450. Global Business Strategy (3)

A minimum grade of C- or better must be earned in the following courses to graduate:

ET100. Business Creation (3)
 ET111. Team Dynamics (1)
 BU450. Global Business Strategy (3)

Business Administration Minor

A Business Administration minor is designed to provide an opportunity for non-business students to examine and evaluation the complex components of today's competitive business environment. The Business Administration minor gives students a clear understand of how business works, and, ultimately, gives them a strategy for using business as a tool to achieve their professional and personal goals. The Business Administration minor will provide students with a wide spectrum of fundamental business principles to give them a start in the right direction.

Learning goals for the Business Administration Minor

- Students will demonstrate an ability to evaluate the foundations of the various business disciplines and how they function together to create a sustainable business operation.
- Students will demonstrate an understanding of the principles and theories of marketing and apply them to marketing program design, diving into social media and other marketing tools.
- Students will demonstrate knowledge of theories of economic behavior and the ability to explain economic decisions of consumers and firms within the markets and economies in which they participate.
- Students will demonstrate and ability to create value for future employers by learning how to read and create financial statements and exploring the impact of transactions on the financial position and profitability of a business by analyzing financial reports of real-world corporations.
- Students will demonstrate an ability to practice key planning and models or organizational change and their impact on management practice.

Requirements for the Business Administration Minor (21 credits):**Required Courses (15 credits):**

AC230. Intro to Financial Statements (3)
 EC120. Principles of Economics (3)
 IS240. Foundations of Information Systems (3)
 MG300. People and Performance (3)
 MK200. Principles of Marketing (3)

Electives (choose 6 credits):

IB330. International Business (3)
 ET340. Foundations of Entrepreneurship (3)
 MG340 Human Resource Management (3)
 MG342. Training and Technology Applications in Organizations (3)
 MG345. Leading Organizational Change (3)
 MG370. Operations Management (3)
 MG377. Supply Chain and Logistics (3)
 MK308. Consumer Behavior and Analytics (3)
 Other courses as approved by the Tabor School of Business Dean.

Business Courses (BU) (Credits)**BU230. Business Conversations (3)**

Students will practice the skills necessary for interpersonal and group communications in a business setting. This includes the use of communication technologies for presentation and meetings. Fulfills the University Studies Oral Communication Studies requirement.

BU250. Written Business Communication (3)

Students will prepare clear, concise, thorough, fact-based content and deliver it through the appropriate method and message for an intended audience. This includes preparing summaries and analysis of current events and typical business and employment situations. Methods includes reports, letters, e-mail and social media.

BU260. Business Law (3)

This course is the study of the legal environment for business, and gives particular emphasis to topics such as contracts, liability, agencies, partnerships, corporations, property, bankruptcy, sales and negotiable instruments.

BU325. Not-for-profit Leadership & Governance (3)

The student will explore what it means to be a leader, how certain leadership models lend themselves particularly well to not-for-profits and how leadership can be cultivated in oneself and in others. This course will examine what it means to be a leader in the current non-profit environment locally as well as globally. Students will learn about the differences between a board of directors and an advisory board as well as how each of these groups supports the mission of the organization. Students will learn how to organize a board of directors, evaluate a board of directors, develop board policies, and direct an effective board meeting. Students will translate theory into practice through a partnership with a local nonprofit. Students will develop and conduct a training session for not-for-profit leaders, a governing board or an advisory board.

BU450. Global Business Strategy (3)

A capstone course where students develop, analyze, and implement both the strategies and the policies used by business owners and leaders in a global society. Those strategies and policies help students determine which business activities should lead to organizational success. Students will answer the questions all business owners and leaders should ask: Where is the organization now? Where do we want it to be? How do we get there? The course may include, but is not limited to, case studies, an online simulation, or performance learning.

Accounting Faculty

Full-Time: Michael Brown, Shailesh Patel

Major in Accounting

Students who complete a degree in Accounting will be able to perform an audit, develop a budget, assess financial risks and controls, prepare individual and corporate tax returns, use financial databases for decision-making, and respond to professional, ethical, and regulatory issues in accounting. Accounting students are strongly encouraged to pursue the designation of Certified Public Accountant (CPA), Certified Management Accounting (CMA), and/or the Certified Internal Auditor (CIA). Students wishing to pursue the CPA license must complete 150 semester hours of college credit prior to sitting for the certification exam. Working with their advisors, students can choose an appropriate path for this requirement, including completing a fifth year while earning an MBA.

Performance Learning

Performance Learning initiatives for 3rd parties in the community could include preparing income tax returns (VITA), performing financial audits for local business, interning as financial accountants and/or managerial accountants as well as presenting accounting analysis for business clients.

Career Opportunities

Accounting graduates obtain employment as auditors, corporate accountants, consultants, tax accountants, business analysts, and public accountants.

Learning Goals for the Accounting Major

- Knowledge Acquisition: Accounting graduates will develop competency in the functional areas of accounting.
- Research Skills: Accounting graduates will develop the ability to utilize financial and other authoritative databases.
- Communication Skills: Accounting graduates will develop the ability to effectively present findings, in both written and oral format at a professional level.
- Ethics and Professional Responsibility: Accounting graduates will develop the ability to recognize and respond to professional, ethical and regulatory issues in accounting.

Requirements for the Major

In addition to the business core courses, students will be required to complete 33 semester hours of the courses defined below.

Required courses (33 credits):

BU260. Business Law (3)
 AC251. Intermediate Accounting I (3)
 AC252. Intermediate Accounting II (3)
 AC303. Intermediate Accounting III (3)
 AC331. Individual Income Taxation (3)
 AC332. Entity Taxation (3)
 AC411. Advanced Managerial Accounting (3)
 AC413. Advanced Financial Accounting (3)
 AC421. Auditing Principles I (3)
 AC422. Auditing Principles II (3)
 AC471. Accounting Internship (3)

A grade of C+ or higher is required in the following course:

AC471. Accounting Internship

A grade of C or higher is required in the following courses:

AC251. Intermediate Accounting I
 AC252. Intermediate Accounting II
 AC303. Intermediate Accounting III
 AC331. Individual Income Taxation

The Tabor School of Business offers the **Flexible Learning delivery of the undergraduate accounting curriculum, an accelerated program of study** leading to a Bachelor of Science Degree in Accounting. This program offers the opportunity to complete a Bachelor of Science Degree in accelerated courses. The Flexible Accounting Program students complete the Tabor Core requirements and Accounting Major requirements given above..

Accounting Courses (AC) (Credits)

AC210. Principles of Accounting (3)

The course is designed to provide students with the ability to understand how financial transactions are systematically captured and reported in financial statements. In addition, students will understand how to use information obtained from the financial statements to improve operational efficiency and profitability. Cannot be used for credit for any major in the Tabor School.

AC230. Introduction to Financial Statements (3)

Focuses on the needs of stakeholders external to the organization. This course serves as an introduction to the language of business and to the importance of accounting information in business decision-making. It is designed to serve both business and non-business majors.

AC240. Principles of Managerial Accounting (3)

Management accounting that focuses on decision-making concepts applicable to both service and manufacturing companies. The course introduces topics such as operating leverage, cost-volume-profit analysis, relevance, and cost allocation as well as manufacturing cost flow, job-order and process costing.

AC251. Intermediate Accounting I (3)

In-depth study of underlying assumptions and principles used in preparation of the balance sheet, income statement, and retained earnings. Includes a study of revenue recognition and profitability analysis, time value of money concepts, cash and receivables.

AC252. Intermediate Accounting II (3)

Accounting for inventory measurement, property plant and equipment, depreciation/amortization/depletion/impairments, investments, current liabilities and contingencies, bonds, and long-term notes payable.

AC303. Intermediate Accounting III (3)

Accounting for leases, income taxes, pensions and postretirement benefits, shareholders' equity, share-based compensation, earnings per share, accounting changes, corrections of errors and a further study of the statement of cash flows.

AC331. Individual Income Taxation (3)

A basic understanding of the Internal Revenue Code Provisions that affect individuals, how these code provisions are implemented through the Federal Income Tax Regulations, and some of the reasons behind tax laws.

AC332. Entity Taxation (3)

Tax research methods and survey of federal income tax law and procedures primarily as they pertain to partnerships, corporations, and trusts and estates. Topics include, but are not limited to, research methods, problems between partners and partnerships, corporate operating rules, complete and partial liquidations, earnings accumulations, trust and estate operations and taxation.

AC411. Advanced Management Accounting (3)

Understanding and using the behavior of costs to provide information for decision-making. Product costing for internal reporting vs. external reporting. Job, process and standard cost systems. Responsibility accounting, performance evaluation and variance analysis.

AC413. Advanced Financial Accounting (3)

Theory, principles and practices relating to more intricate phases of accounting. Study includes partnerships, business combinations and consolidations, foreign exchange and accounting for governmental units and nonprofit organizations.

AC421. Auditing Principles I (3)

This course is an introduction to auditing and assurance engagement standards of performance and reporting by external, internal, and governmental auditors as well as an introduction to accounting information systems. Topics covered in this course are an introduction to accounting information systems, the role of accountants in business analysis, sales and collections business processes, purchases and payments business processes, conversion business processes, data analytics in accounting, reporting processes, accounting information systems and internal controls, information security and computer fraud, the role of the auditor, professional standards and ethics, the legal liability of CPA's understanding what is audit evidence and documentation and audit planning and risk assessment and the consideration of internal control in an information technology environment.

AC422. Auditing Principles II (3)

An introduction to auditing and assurance engagement standards of performance and reporting by external, internal, and governmental auditors. Topics covered include the collection, evaluation, and documentation of evidence; and issues of independence. The course includes performance learning activities in auditing. The course stresses the need for ethical conduct.

AC471, 472. Accounting Internship (1-3)

A cooperative course between the University and selected business establishments to develop further the professional training of accounting majors. Combination of work experience and written reports.

AC491. Independent Study (1-3)

Qualified seniors are encouraged to undertake an original investigation of a problem in accounting. May include a written report and an oral examination. Credits earned in this course may apply to hours for the major.

Business Management Faculty

Full-Time: Alan Duesterhaus, J. Mark Munoz, T. Alex Vernon

Major in Business Management

The success of any organization is based on its ability to recognize the ever changing environment and the needs of its customers then have the ability to quickly respond to those changes. In this major students will have the opportunity to select a concentration in Human Resource Management or Supply Chain and Logistics Management.

The focus of the Human Resource Management concentration is to provide the knowledge and opportunity to demonstrate the skills involved in organizational change, training and development, and in compensation practices in order to acquire, develop, and improve the human capital of an organization. Students will learn how to define, plan and organize a project that increases the probability of success by reducing the risk. In addition, the students will learn the managerial skills necessary to acquire, organize, develop, and lead a workforce to achieve the anticipated outcomes.

The focus of the Supply Chain and Logistics Management concentration is to provide the skills to identify, develop, use and modify the various organizational processes that describe how products and services are created or delivered. This concentration provides a student with the tools to manage the conversion of materials and to use talent within an organization and its supply chain to create and deliver a quality product or service. Students will understand the frame work of improving their supply chain through the concepts of six sigma and recognized quality management systems. Students will learn how to define, plan and organize a project that increases the probability of success by reducing the risk. In addition, the student will learn the managerial skills necessary to acquire, organize, develop and lead a workforce to achieve the anticipated outcomes.

Performance Learning

Performance Learning initiatives for external parties in the community could include developing a staffing plan, designing and delivering training modules, planning projects and events, flowcharting and designing of business processes, and developing and documenting quality management systems.

Career Opportunities

Business Management graduates obtain entry level jobs such as Human Resources Coordinator, Training and Development Coordinator, Process Engineer, Project Coordinator/Leader, Project Management Administrator, Business Process Analyst, Supply Chain Specialist/Coordinator, Quality Assurance Analyst, Logistics Coordinator/Specialist, Procurement Associate, Production/Service Supervisor. These jobs can be found in a wide range of industries including healthcare, retail, professional services and manufacturing.

Learning Objectives for Business Management Majors:

All:

- Define, identify, and document business processes.
- Demonstrate managerial skills of how to train and communicate process changes.
- Recognize the steps in planning using the Project Management framework.
- Describe managerial skills needed to acquire, motivate and retain talent.

Human Resource Management Concentration:

- Demonstrate training and development best practices to develop human capital.
- Identify best practices in employee staffing and compensation.

Supply Chain and Logistics Management Concentration:

- Demonstrate how to use Six Sigma techniques to improve processes.
- Identify best practices in supply chain and logistics management.

Requirements for the Management Major

In addition to the business core courses, students will be required to complete 27 semester hours of the courses defined below.

Management Core Courses (18 credits):

MG340. Human Resource Management (3)

MG370. Operations Management (3)

BU325. Not-for-profit Leadership & Governance (3)

IB330. International Business (3)

MG471. Management Internship (3)

Elective Course (3 credits)

Any 3-credit 300/400 level Tabor course beyond the business core.

Human Resource Management Concentration (9 credits):

MG342. Training & Technology Applications in Organizations (3)

MG345. Leading Organizational Change (3)

MG355. Employee Staffing & Compensation (3)

Supply Chain and Logistics Management Concentration (9 credits):

MG372. Process Improvement (3)

MG377. Logistics and Supply Chain (3)

MG375. Project Management (3)

A grade of C+ or higher is required in the following course:
MG471. Management Internship

Industrial Engineering Minor

Industrial Engineering assists organizations in gaining efficiencies and improving processes. The minor in Industrial Engineering will provide you with fundamental skills and knowledge that will complement your chosen major. With a natural connection between engineering and business coursework, the minor expands your ability to tackle business decisions and problems.

Learning Goals for the Industrial Engineering Minor

- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Devise and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Requirements for the Industrial Engineering Minor

Required Courses (36 credits):

IS221. Programming Fundamentals (3)
MA140. Calculus I (4)
MA240. Calculus II (4)
MA340. Calculus III (4)
MA303. Linear Algebra (3)
MA304. Probability (3)
MA305. Differential Equations (3)
FI340. Introduction to Financial Management (3)
MG370. Operations Management (3)
MG372. Process Improvement (3)
MG377. Supply Chain and Logistics (3)

Process Improvement Certificate

Students who complete this academic certificate will develop an understanding of the tools and methodologies necessary to recognize areas of change and how communicate the change within an organization. This includes the use of Microsoft Visio for documenting processes, and Six Sigma best practices. This certificate is not available to Business Management majors. Certificate courses must be completed with a grade of "C" or better.

Skills:

- Development of business processes
- Use of Visio in documenting processes
- Use of Six Sigma in process improvement

Requirements for the Process Improvement Certificate

Required courses (13 credits):

MA130. Elementary Probability & Statistics with Spreadsheets (3)
MA131. Elementary Probability & Statistics Lab (1)
ET235. Customer Discovery (3)
MG370. Operations Management (3)
MG372. Process Improvement (3)

Project Management Certificate

Students who complete this academic certificate will be prepared to lead a project and will meet the requirements to take the CAPM exam. Students will develop a Project Management framework and recognize resource constraints of time, money, and labor. This certificate is not available to Business Management majors. Certificate courses must be completed with a grade of "C" or better.

Skills:

- Project management framework
- Use of Microsoft Project
- How to motivate and retain talent
- International business research and management

Requirements for the Project Management Certificate

Required courses (15 credits):

IS321. System Analysis and Design (3)
MG375. Project Management (3)
ET230. Financial Decision Making (3) OR AC230. Introduction to Financial Statements (3)
MK330. Event Planning (3) OR ES300. Venue and Event Management (3)
OL400. Project Management (3)

Management Courses (MG) (Credits)

MG201. Leadership 101 (1)

This course is designed to be immediately relevant to the students' present leadership situation. Yet, it must be recognized that the development of leadership skills is a continuous process requiring self-study, reflection, and on-going tinkering with a constant striving to find one's authentic leadership; A journey that never ends and must always be in the forefront of one's consciousness. Leadership begins and ends with one's assumptions about human behavior- particularly your own.

MG211. Career Lab (1)

Career Lab is a one-credit course designed to teach students the basics of the career development process. Students become actively involved in setting goals, as well as assessing individual values, interests, personality, and skills. Additionally, students explore various methods of gathering career-related information. They also learn the fundamentals of writing a resume and job search letters, as well as successful interview techniques.

MG300. People and Performance (3)

Understanding how and why people behave the way they do, and how that behavior affects individual, team, and organizational performance is an essential skill for business management. In this course, students will also learn how to influence their own, as well as others' performance to achieve positive results. They will be introduced to such topics as motivation, diversity, organizational structure and design, and explore how diversity and culture impact individuals and organizations.

MG305. International Human Resource Management (3)

As firms grow and move towards globalization, the need to manage human resources becomes increasingly more significant and difficult. Humans are, after all, the most valuable resource that a company has. This course is designed to help students understand the human resource requirements necessary for operating within international environment. Emphasis is on international employment planning, recruitment and selection for international assignments, expatriate employee training and development, expatriate performance, expatriate compensation international labor relations, and repatriation issues.

MG340. Human Resource Management (3)

In this course, students will learn that identifying the best employees begins with assessing the organization's needs and carrying out an appropriate recruitment and selection process, how training, development, and performance evaluations assist in shaping employees into an ideal firm resource, and finally, how acceptable and incentivizing compensation assist in retaining employees.

MG342. Training and Technology Applications in Organizations (3)

In this course, students will explore how organizations can facilitate learning in a global environment with a specific emphasis on technology. Topics include such things as the following: adult learning theory, training techniques, cutting-edge communication technologies and meeting facilitation.

MG345. Leading Organizational Change (3)

Embracing and effectively managing change is essential for organizations to thrive in today's dynamic and complex environments. Effectively responding to economic, social, demographic, legal, technological, competitive, global, and labor market variables, requires continuous organizational change ranging from relatively minor adjustments to major strategic shifts. Regardless of the nature and cause of change, improper approach and implementation can lead to unintended consequences and/or disastrous results. This course focuses on how to approach and implement organizational change in ways that maximize the likelihood of intended outcomes. Topics include organizational culture, reasons for change, framing problems as opportunities, psychology of change, approaches to change.

MG355. Employee Staffing & Compensation (3)

Examines conceptual issues, policies and practices relating to the attraction, selection, development, compensation, and planning for the most effective utilization of human resources.

MG370. Operations Management (3)

A practical study of the decisions required to design, operate and control a manufacturing or service operations. This course explores the various relationships between these organizational decisions, operations and other disciplines within the organization. The relationships are discussed and documented through the use of business process management and Microsoft Visio. The organizational decisions explored include forecasting, planning of personnel and equipment, inventory planning and control, scheduling, project management, theory of constraints, and quality assurance.

MG372. Process Improvement (3)

This course continues the use of process management which was introduced in the core through the Operations Management (MG370) course, and introduces the concept of Six Sigma and its tools. Students will develop a working knowledge of how to apply these methodologies across various industries. Each student will learn about quality management systems used globally.

MG375. Project Management (3)

Project management is a carefully planned and organized effort to accomplish a specific (and usually) one-time effort, for example: construction of a building, event planning, or implementing a new computer system. Project management is a skill which must be developed and practiced to be successful. The objective of this course is to master the principles of scope definition, Work-Breakdown-Structure development, assignment of logical activity relationships, resource and time constraint planning, construction of a budget and monitoring of planned versus actual progress using a variety of mathematical indices, within a defined timeframe and cost estimate. The concepts and techniques will be developed by navigation through one or more team based project(s) using a popular project management software package.

MG377. Supply Chain and Logistics (3)

The student is introduced to logistics in the context of integration within a firm's supply chain strategy and operations. The framework of supply chain management is initially presented thereby creating a foundation for in-depth study of the five logistics operational components. Next the student explores the challenges and strategies related to design and operational integration of logistics within a global supply chain. Lastly, we discuss the administrative challenges related to cross organizational collaboration, performance measurement, and the challenges of managing risk and achieving sustainability.

MG471, 472. Management Internship (1-3)

A cooperative course between the University and selected businesses to develop further professional training of management majors. Combination of work experience and written reports.

MG481, 482. Senior Seminar in Management (1-3)

In-depth study of a single topic, problem or issue in today's business world. Pre-requisites: Senior standing, business major and/or consent of instructor.

MG491, 492. Independent Study (1-3)

Qualified seniors are encouraged to undertake an original investigation of a problem in management. May include a written report and an oral examination. Credits earned in this course may apply to hours for the major.

Digital Media Marketing Faculty

Full-Time: Alan Duesterhaus, Carrie Trimble

Major in Digital Media Marketing

Students who complete a degree in Digital Media Marketing will be self-directed team players who show initiative and accept responsibility of their work in digital media marketing. The work could include writing and posting blogs, creating press releases, proofing and editing, tracking metrics and maintaining business digital media platforms like LinkedIn, Facebook, Twitter, YouTube, Pinterest and Instagram

Learning Goals for the Digital Media Marketing Major:

- Students will effectively design & implement a digital media marketing campaign.
- Students will accurately measure the impact of digital media marketing efforts.
- Students will appropriately analyze the impact of digital media marketing efforts and recommend strategic alterations to reach stated objectives.
- Students will build a portfolio of practical experience.

Career Opportunities

Digital Media Marketing graduates may have career opportunities which include digital media specialist, social media coordinator, and digital marketing associate. Broadly speaking, positions can be found in digital marketing (online, interactive, integrated, mobile), sales, business development, product management, SEO, web analytics, advertising, content marketing, social media and social networking, e-commerce and digital editing.

Requirements for the Digital Media Marketing Major:

In addition to the business core courses, students will be required to complete 21 semester hours of the courses defined below.

Required courses (15 credits):

MK308. Consumer Behavior & Analytics (3)
 MK363. Brand Loyalty through Digital Media (3)
 MK442. Digital Media Marketing Strategy & Analysis (3)
 MK471. Digital Media Marketing Internship (3)
 ET390. Blue Connection or ET391. Blue Brew or TH390. Pipe Dreams Studio Theatre or Approved Student-run Venture Experience (3) *
 *See Approved Student-Run Venture list.

Digital Media Marketing Elective Courses (choose 3-6 credits)

MK307. IMC Campaigns (3)
 MK310. Personal Selling and Sales Management (3)
 MK330. Event Planning (3)
 MK360. Special Topics (3)

Interdisciplinary Elective Courses (choose 0-3 credits from the following interdisciplinary electives)

Any 3-credit 300/400 level Tabor course beyond the business core.

MK365. Brand Loyalty Experience (1)
 AR201. Computer Art & Design (3)
 AT110. Introduction to Digital Media (3)
 AT234. Pre-Production Video and Cinema (3)
 AT265. Foundations in Web Design and Development (3)
 AT334. Production Video and Cinema (3)
 CO251. Introduction to Public Relations (3)
 CO351. Topics in Writing – Social Media Writing (3)
 CO351. Topics in Writing – Broadcast Writing (3)
 CO360. Seminar in Communication (3)*
 CO470. Persuasion Campaigns and Performance (3)
 EN305. Web Publishing (3)
 SO100. Introduction to Sociology (3)
 SO220. Popular Culture and the Media Sociology (3)
 SO326. Economy and Society (3)

*or appropriate course approved by the chair.

A grade of C+ or higher is required in the following course:

MK471. Digital Media Marketing Internship

A grade of C or higher is required in the following courses:

MK200. Principles of Marketing
 MK308. Consumer Behavior and Analytics
 MK363. Brand Loyalty through Digital Media
 MK442. Digital Media Marketing Strategy and Analysis

Digital Media Marketing Minor

The minor is for students who believe the strategic aspect of digital media marketing would supplement the creative passion they're mastering in their majors—particularly Communication, Graphic Design, Music Business, English Writing, Sports Management and Health, Fitness and Recreation. Students who complete a minor in Digital Media Marketing will have a working knowledge of digital media marketing that is applicable to their field of study. The work could include writing and posting blogs, creating press releases, proofing and editing, tracking metrics and maintaining business digital media platforms like LinkedIn, Facebook, Twitter, YouTube, Pinterest and Instagram.

Learning goals for the Digital Media Marketing Minor

- Students will effectively design & implement a digital media marketing campaign.
- Students will accurately measure the impact of digital media marketing efforts.
- Students will appropriately analyze the impact of digital media marketing efforts and recommend strategic alterations to reach stated objectives.

Requirements for the Digital Media Marketing Minor (22-23 credits):**Required Courses (13 credits):**

ET100. Business Creation (3)
 ET111. Team Dynamics (1)
 MK200. Principles of Marketing (3)
 MK308. Consumer Behavior & Analytics (3)
 MK363. Brand Loyalty through Digital Media (3)

Digital Media Marketing Elective Courses (choose 3-9 credits):

MK307. IMC Campaigns (3)
 MK310. Personal Selling and Sales Management (3)
 MK330. Event Planning (3)
 MK360. Special Topics (3)
 MK365. Brand Loyalty Experience (1)

Interdisciplinary Elective Courses (choose 0-6 credits from the following interdisciplinary electives):

AR201. Computer Art & Design (3)
 AT110. Introduction to Digital Media (3)
 AT234. Pre-Production Video and Cinema (3)
 AT265. Foundations in Web Design and Development (3)
 AT334. Production Video and Cinema (3)
 CO251. Introduction to Public Relations (3)
 CO351. Topics in Writing – Social Media Writing (3)
 CO351. Topics in Writing – Broadcast Writing (3)
 CO360. Seminar in Communication (3)*
 CO470. Persuasion Campaigns and Performance (3)
 EN305. Web Publishing (3)
 SO100. Introduction to Sociology (3)
 SO220. Popular Culture and the Media Sociology (3)
 SO326. Economy and Society (3)

*or appropriate course approved by the chair.

Digital Media Marketing Certificate

Students who complete an academic certificate in Digital Media Marketing will have the skills to write and post blogs, create press releases, track metrics and maintain business digital media platforms like LinkedIn, Facebook, Twitter, YouTube, Pinterest and Instagram. Students are expected to have a specific application for these skills; they will use the skills to supplement a declared major or to support the marketing efforts of an employer. This certificate is not available to Digital Media Marketing majors. Certificate courses must be completed with a grade of "C" or better.

Requirements for the Digital Media Marketing Certificate**Required courses (9 credits):**

MK200. Principles of Marketing (3)
 MK308. Consumer Behavior & Analytics (3)
 MK363. Brand Loyalty through Digital Media (3)

Electives (3 credits):

MK307. IMC Campaigns (3)
 MK310. Personal Selling and Sales Management (3)
 MK330. Event Planning (3)
 MK360. Special Topics (3)
 MK365. Brand Loyalty Experience (1)

Digital Media Marketing Courses (MK) (Credits)

MK200. Principles of Marketing (3)

Students will use the marketing concept of satisfying customer wants and needs to learn and critique the marketing functions (product, price, place, promotion, people) of local & global businesses.

MK307. IMC Campaigns (3)

An applied study of fundamentals of promotions management and marketing communications. Uses tools such as promotional plans, advertising budgets, media purchasing, advertising goals and objectives to develop an understanding of promotion and advertising. Applications orientation provides ample opportunity for students to make decisions relating to advertising and promotion strategies.

MK308. Consumer Behavior & Analytics (3)

Theoretical and analytical approach to consumer behavior. The objective is a better understanding of consumer behavior (and its measurement) which enables managers to effectively present products and brands in appealing and persuasive ways. Integrates complex theories of social and behavioral sciences with marketing mix elements and demonstrates the analysis of the theories in practice.

MK310. Personal Selling and Sales Management (3)

The purpose of this course is to provide students an overview of marketing's most vital activity. Personal selling is approached hands-on. Students are given an opportunity to blend communication skills with effective sales techniques. Two major aspects of sales management: sales analysis – sources and trends of revenue, compensation, cost assignment and profits, and territory analysis; and personal decisions – motivation, recruiting, selection and training are covered. In-class role-playing and video sales presentations are stressed. Customer relationship management (CRM) software is introduced and utilized in course assignments. Appropriate for individuals in all majors who have anything to sell, ranging from selling themselves in a job interview to selling a service like accounting, a product like a computer or an idea such as a political campaign. In addition, students are exposed to the real world of selling through presentations by professionals and outside activities with local organizations.

MK330. Event Planning (3)

The Event Planning course will provide students with the foundation to successfully plan an event such as a profit or non-profit board meeting, major fund raising initiative for an organization, or major corporate event. The course will allow students a "behind the scenes" perspective of how to organize and execute a successful event from the initial planning stage, budget preparation, marketing, and to the end product and the ability to assess the success of the event. Students will garner an understanding of how to market an event utilizing various PR tools coupled with good financial management.

MK360. Special Topics in Marketing (1-3)

Provides either an in-depth study of a particular topic or a broad view of several topics of current interest in the marketing area. Topics may include, but are not limited to, purchasing, channel strategies, development of marketing thought, new product introduction, direct marketing, advanced research analysis, marketing modeling, advanced research analysis, marketing modeling, health care and services marketing. Course incorporates relevant experiential learning activities such as field trips whenever appropriate. No more than three topic courses permitted for each student. Like numbered courses may not be repeated.

MK363. Brand Loyalty through Digital Media (3)

This course focuses on how to develop and build brand loyalty through digital media like websites, social media, mobile apps and emerging technologies. Students will learn about the basics of brand dynamics and user experiences. Case studies will be used to illustrate how individual brands use digital media to develop and build brand loyalty culminating with the creation and promotion of your personal brand through digital media. Learn (best social media practices), discover (your personal brand), create (an online presence), measure (your impact) & analyze (your efforts). Students will complete a social media management system certification.

MK365. Brand Loyalty Experience (1)

This course builds on the knowledge acquired in MK363 Brand Loyalty through Digital Media on how to develop and build brand loyalty through digital media like websites, social media, mobile apps and emerging technologies. Students will focus on the relationship between digital media, user experiences, and brand loyalty. Case studies will be used to illustrate how individual brands use digital media to develop and build brand loyalty culminating with an interactive case study of Walt Disney World.

MK442. Digital Media Marketing Strategy & Analysis (3)

Students will integrate knowledge from various marketing disciplines to create, deliver and capture customer value on a sustainable basis. Participation in a nationwide competition (like the Google Online Marketing Challenge) will allow for measurement of strategy decisions in a real-world setting.

MK471, 472. Marketing Internship (1-3)

Cooperative course between the University and selected businesses to further develop the professional training of Digital Media Marketing majors. Combination of work experience and written reports.

MK491, 492. Independent Study in Marketing (3)

Qualified seniors are encouraged to undertake an original investigation of a problem in marketing. May include a written report and an oral examination. Credits earned in this course may apply to elective hours for the major which correspond to the research subject matter.

Dennis Schwieger, Interim Director

Entrepreneurship Faculty

Full Time: Yuhan (Jane) Hua, Dennis Schwieger

Major in Entrepreneurship

Students who complete a degree in Entrepreneurship will discover and create opportunities and engage their entrepreneurial spirit through a set of courses and experiences. The program is comprised of a pathway designed to prepare through real-world challenges that allow students to learn tools and skills and have significant real-world practice and reflection. From core courses in business creation to essential tools in customer discovery and financial decision making, students will gain confidence to continue on to practical applications on entrepreneurship and foundational and historical theory, and students will continue on to create their own entrepreneurial ventures or proposed solutions to identified problems.

Students will engage in various student-run ventures, have an entrepreneurial internship experience, and a personalized entrepreneurship practicum capstone experience. Experiences will engage both opportunity recognition as well as passion and talent approaches to entrepreneurship.

Performance Learning

Performance Learning is inherently aligned with the entrepreneurship major. In order to solve problems, connecting with customers outside of the university is essential. Students in the entrepreneurship program will find opportunities to seek solutions in their community, country and internationally. Students will create and run businesses, engage in student-run ventures, and use Lean Startup methods to seek creative solutions to problems in the world.

Career Opportunities

Entrepreneurship careers transcend specific job titles, career paths and industries. While it can mean starting a business, entrepreneurship graduates often work for companies and organizations who are eager to find employees who can take initiative, build a plan around an idea or opportunity and understand how to create value. Entrepreneurs create products, services, companies, and even industries. Employers rate creativity and innovation among the top 5 job skills that will continue to increase in importance. Graduates with entrepreneurial aspirations can be found in start-ups, venture capital firms, strategic entrepreneurial units in companies and public policy areas. Most notably, entrepreneurship graduates will hone their skills by expertly putting voice to their vision, working dynamically in teams to drive results, and pushing the envelope.

Learning Goals for the Entrepreneurship Major

- Students will recognize and identify the needs, problems, and demands of a market.
- Students will analyze environmental, political, economic, legal, and ethical risks and rewards of ownership.
- Students will identify the financial, human, and physical resources they need, where to obtain them, and how to best utilize them.
- Students will create, lead, and own business ventures.

Requirements for the Entrepreneurship Major

In addition to the business core courses, students will be required to complete 28 credits of entrepreneurship courses:

Required courses (25 credits)

- ET230. Financial Decision Making (3)
 - ET235. Customer Discovery (3)
 - ET260. Designing Your Life (1)
 - BU260. Business Law (3)
 - ET340. Foundations of Entrepreneurship (3)
 - ET471/472. Entrepreneurial Internship (3)
 - ET381/382. Entrepreneurship Practicum (3)
 - Choose one Entrepreneurship Focused Application (3)
 - ET333. Global Social Entrepreneurship (3)
 - ET380. Art of Entrepreneurship (3)
 - ET383. Innovation Lab (3)
 - Choose 3 credits of Student-Run Venture experience (3)
 - AR325. Branding & Package Design (3)
 - AR380. Carriage House Fine Art Press (1-3)
 - AR390/ET390. Blue Connection (1-3)
 - EN384. Bronze Man Books (1-3)
 - EN386. Blue Satellite (1-3)
 - ES360. Big Blue Personal Training (1)
 - ET391. Blue Brew Coffee Shop (1-3)
 - IS390. MU Performance Consulting (1)
 - MC115. Arts Café (2)
 - MC210. Millikin Audio Recording Studio (2)
 - MC360. Millikin Industry Studies Tour (1)
 - MC390. First Step Records (1)
 - TH390. Pipe Dreams Studio Theatre (1-3)
- Other courses may qualify. Consult your academic advisor for information.

Elective Courses (3 credits)

IB330. International Business (3)
 MK308. Consumer Behavior & Analytics (3)
 ET400. Small Business Consulting (3)
 FI452. Security Analysis and Portfolio Management (3)
 Additional courses of approved Student-Run Ventures (1-3)
 Other courses as approved.

A grade of C+ or better is required for the following courses:

ET340. Foundations of Entrepreneurship
 ET471/472. Entrepreneurial Internship

Minor in Entrepreneurship

The entrepreneurship minor is for students who want to own a business, take ownership of projects within an organization, or be a self-employed free agent. As an entrepreneurship minor, students will learn to recognize opportunities, assess risk, and marshal resources. While practicing and mastering their craft in their major, students will experience and perform business ownership and operations in one of Millikin's student-run ventures or their own business.

The minor in Entrepreneurship requires a minimum of 23 credits. The minor in Entrepreneurship is offered to provide the non-business student with the fundamental principles it takes to create, lead and own a business. The minor in Entrepreneurship is available to students majoring in the College of Arts and Sciences, the College of Professional Studies and the College of Fine Arts. It is not available to those majoring in the Tabor School of Business.

Performance Learning

Performance Learning initiatives for 3rd parties in the community includes creating and running a business and managing a student-run venture.

Learning Goals for the Entrepreneurship Minor

- Utilize frameworks of innovation to identify and capitalize on the needs, problems, and demands of a market..
- Analyze environmental, political, economic, legal, and ethical risks and rewards of ownership.
- Identify the financial, human, physical, and intellectual resources they need, where to obtain them, and how best to utilize them.
- Use the tools and skills of their discipline with a strong emphasis on practice.

Students in the Entrepreneurship Minor will be required to complete at least 23 semester hours of business and entrepreneurship courses:

Required courses (22 credits)

EC120. Principles of Economics (3)
 ET230. Financial Decision Making (3)
 ET260. Designing Your Life (1)
 ET340. Foundations of Entrepreneurship (3)
 ET380. The Art of Entrepreneurship (3)
 ET390. Blue Connection or Approved Student-run Venture Experience (3) *
 MG300. People and Performance (3)
 MK200. Principles of Marketing (3)

* See Approved Student-Run Venture list.

Electives (1 credit)

FI 300. Personal Finance (1)
 ET310. Social Entrepreneurship (1)
 ET320. Funding New Ventures (1)
 ET330. Corporate Entrepreneurship (1)

Arts Entrepreneurship Certificate

Students who complete this certificate want the opportunity to understand entrepreneurship and be able to create and launch a business. This certificate is also suitable to community artists who would like to have the same experience. This certificate is not available to Entrepreneurship majors. Certificate courses must be completed with a grade of "C" or better.

Requirements for the Arts Entrepreneurship Certificate**Required courses (13 credits):**

ET230. Financial Decision Making (3)
 ET235. Customer Discovery (3)
 ET260. Designing Your Life (1)
 ET380. The Art of Entrepreneurship (3)
 ET390. Student-run Venture Experience (3)*

*See Approved Student-run Venture list.

Commercialization & Innovation Certificate

This certificate is an immersion program that requires full-time effort to fully engage in the process of identifying, evaluating, creating, problem-solving, networking, and communicating a potential business of interest to the student. Students who complete this immersion certificate will have prepared a business idea for evaluation by the market, created diverse networks to operationalize their interest or passion, identified potential funding streams and strategies to launch and scale the business, and honed the verbal skills needed to communicate their venture to disparate audiences. This program is delivered in a cohort model.

Requirements for the Commercialization & Innovation Certificate**Required courses (18 credits):**

ET340. Foundations of Entrepreneurship (3)
 ET442. Ideation and Market Valuation (5)
 ET444. Leveraging Resources and Logistics (5)
 ET446. Commercialization and Communication (5)

Entrepreneurship Certificate

In the Entrepreneurship Certificate students learn to innovate, create, lead, and own a business venture. Coursework in the certificate program is designed to teach students to recognize opportunities, marshal resources, and assess risks. Students will be exposed to many activities of entrepreneurship including customer-driven opportunities, design-thinking, market research, prototyping a new product or service, developing and iterating business models, attracting capital, networking with other active entrepreneurs, and starting a business. This certificate is not available to Entrepreneurship majors. Certificate courses must be completed with a grade of "C" or better.

Requirements for the Entrepreneurship Certificate**Required courses (12 credits):**

ET230. Financial Decision Making (3)
 ET235. Customer Discovery (3)
 ET340. Foundations of Entrepreneurship (3)
 ET380. Art of Entrepreneurship (3) OR ET383. Innovation Lab (3) OR ET333. Global Social Entrepreneurship (3)

Entrepreneurship Courses (ET) (Credits)**ET100. Business Creation (3)**

Designed to provide students with a basic understanding of business, this course is built around the introduction and integration of business functions like accounting, marketing, human resources, logistics, and information technology that business owners must manage. Those business functions and the concepts of teams, leadership, ethics, and professionalism are explored through the development of a team-designed business model and pitch presentation. This course must be co-horted with ET111, Team Dynamics.

ET111. Team Dynamics (1)

A hands-on course designed to prepare students for the world of teams. The course focus is the development of students' understanding of team dynamics including team formation, member roles, leadership, group norms, the role of conflict and diversity management. This course must be co-horted with ET100, Business Creation.

ET230. Financial Decision Making (3)

This course will provide an introductory understanding of business financial documents. Students will learn to create, read, and use these documents to make informed business decisions. This course is designed to show how financial records show more than simply a profit or loss, but tell the story of a business' success or failure.

ET235. Customer Discovery (3)

This course will apply design thinking and the lean startup process to understand customer needs and pains and validate the aforementioned through market experimentation. Students will learn to create a hypothesis of customer needs, identify customer segments, perform customer interviews in various contexts, conduct validation experiments, and analyze feedback.

ET260. Designing Your Life (1)

This 1 credit hour course will provide students with the opportunity to explore their values, talents and passions, and design three possible life plans for themselves based on these things. This course is designed to help students embrace creation and leadership as life-long activities by both direct and indirect means. This class explore how each of us is capable of creating the future, by founding a business, steering and developing an artistic or scientific careers, creating and utilizing new networks, and more. Students will use self-analysis, observations, readings and discussions to develop possible life plans.

ET310. Social Entrepreneurship (1)

This course module will examine how social entrepreneurship balances moral imperatives and profit motives while addressing social problems or needs that are unmet by private markets or governments.

ET320. Funding New Ventures (1)

This course module will cover how to determine the initial capital requirements, capital needs, and the planning of future capital requirements for business startups. Raising the needed capital for a startup is ultimately up to the entrepreneur so this course will also cover the sources of funding, how to find them, how to relate to them, and how each funding source impacts the business and the entrepreneur.

ET330. Corporate Entrepreneurship (1)

This course module is about investigating and understanding the frameworks of corporate entrepreneurship as a strategy for business renewal and capturing value in the marketplace by creating an innovative and entrepreneurial culture. Students will gain an understanding of the nature of entrepreneurship as a catalyst for change through innovation.

ET333. Global Social Entrepreneurship (3)

This course will examine social entrepreneurship on a global scale, addressing social problems and needs that are unmet by private markets or governments. Students will develop social value propositions, articulate pros and cons of various funding options, and assess unique governance, transparency and legal needs of social enterprises. Students will also apply knowledge by consulting with global social enterprise firms and microfinance funds.

ET340. Foundations of Entrepreneurship (3)

This course will provide students with the understanding of the entrepreneurship process: Recognize opportunity, identify target market, convert idea to concept, determine and acquire resources, implement and lead the organization, and harvest and exit. Searching for a valid business model, students will take their business idea through the process and create a feasibility study and operating plan. Students will also acquire an understanding of business ethics and social responsibility in business creation.

ET360. Special Topics in Entrepreneurship (1-3)

This course provides either an in-depth study of a particular topic or broad view of several topics of current interest in the entrepreneurship area. The course incorporates relevant experiential learning activities such as case and field trips where appropriate.

ET380. The Art of Entrepreneurship (3)

The course provides students with the full range of practical application of entrepreneurial theories behind new venture creation. Students will ideate, pitch, fund, launch, and harvest a micro-venture of their own imagination and/or passion. The course focuses on understanding the process of creativity and opportunity recognition and introduces students to the risks and rewards of ownership through a venture of their own design. The course engages in new venture creation, customer empathy, sales and income generation, and documentation. Finally, students keep the profits from their venture, and some students choose to continue their venture following the course.

ET381, 382. Entrepreneurship Practicum (1-3)

All entrepreneurship students are required to take at least 3 credits of ET381, 382 Entrepreneurship Practicum, during which they research, validate and launch an entrepreneurial venture of their own interest and passion with guidance from a faculty advisor. Students must present their venture to third party stakeholders at business plan competitions, to a panel of judges, or at a public event. Practicum experiences can take time to develop. Students may begin their practicum with 1 credit as a junior, but cannot complete it until they are a senior.

ET383. Innovation Lab (3)

This course will provide innovators with the frameworks to innovate within their discipline(s), define and understand customer markets, research opportunities, develop a prototype. The course focuses on understanding the process of creativity regardless of discipline and from idea through prototype, and introduces students to the meaning and implications of innovation. This is primarily a Performance Learning course with measurable objectives and activities.

ET390. Blue Connection (1-3)

Students enrolled in ET390 are the Gallery Team of Blue Connection, Millikin's student-run retail art gallery. The Gallery Team meets weekly to establish goals for management, inventory, marketing, collaboration and finance. They set timelines and execute plans in addition to presenting reports to faculty and advisory boards. Emphasis is placed on strategic planning, opportunity recognition, and ownership.

ET391. Blue Brew (1-3)

Students enrolled in ET391 comprise the operations, management, finance, and development teams of Blue Brew, Millikin's student-run coffee shop. The teams meet weekly to establish goals for management, inventory, marketing, finance and more. They set timelines and execute plans in addition to presenting reports to faculty, partners and advisory boards. Emphasis is placed on strategic planning, opportunity recognition, ownership, and community partnership.

ET400. Small Business Consulting (3)

Designed to help students integrate previously studied business disciplines by consulting with firms seeking management assistance. Students work in teams to apply theoretical knowledge to the solution of real business problems.

ET442. Ideation and Market Validation (5)

This course is a starting point for a student's entrepreneurial journey within the Accelerated program. It covers topics through the lens of the entrepreneurial mindset by developing concepts using Effectuation, Agile, and Detachment while learning the importance of pivoting and refining their ideas throughout the Accelerator experience. In this course, students will generate and evaluate their unique business ideas. Tools and topics will include the Business Model Canvas, Lean Startup marketing, customer discovery and development, financial statements and legal issues with market validation. The goal for these immersive modules is to synergize the topics such that students can appreciate and understand how they all work together to create a comprehensive understanding of how entrepreneurs create value. Students will develop skills such that they can identify the components of a valid business idea that combines passion, interests or competencies and real-world needs.

ET444. Leveraging Resources & Logistics (5)

In this course, students will learn about what it would take to execute their business ideas. They will learn the principles of running a business through modules such as marketing campaigns, creating a web storefront, implementing technology, creating partnership, utilizing legal frameworks, and creative funding. Students should be able to identify key resources needed to act on venture ideas. Students will be guided to leverage and utilize the resources they have and the importance of establishing partnerships to cover resources and skills they do not possess. The course focused on leverage partnership outside of the company include networking, partner identification, communicating with partners, outsourcing, and internationalization strategies. Students will learn how to marshal the resources internally and externally to accomplish their goals.

ET446. Commercialization and Entrepreneurial Communications (5)

Students will learn how to commercialize a venture and communicate with investors. Modules include licensing, employee recruitment, venture finance, and exit strategy and will expose students to consider how to scale a startup. During this section, entrepreneurs, mentors, and investors with diverse backgrounds will also meet with students and offer their feedback and suggestions and allow students to demonstrate networking competencies. Modules such as business process auditing, strategic pricing, positioning and marketing strategies, pitching ideas in diverse contexts, responding to offers, etc., will prepare students with various tools and skills to promote their venture ideas to outside customers and audiences in the final presentation and beyond.

ET470, 471. Entrepreneurial Internship (1-3)

A cooperative course between the University and selected businesses to develop further professional training of entrepreneurship majors. Combination of work experience and written reports.

Finance and Economics Faculty

Full-Time: Najiba Benabess, Christopher Marquette, Michael Osei

Major in Finance

Students who complete a degree in Finance will be able to analyze financial statements, calculate the value of stocks, bonds, options and futures, apply various capital budgeting investment methods, quantify interest rate risk of bond portfolios and evaluate factors affecting interest rates. Finance students are strongly encouraged to pursue the Chartered Financial Analyst (CFA) professional designation and/or one of the many designations in the insurance and banking industries.

Performance Learning

Performance Learning initiatives include interning for corporations, financial institutions or investment firms and hands-on management of the Tabor Investment Portfolio for at least one semester each.

Career Opportunities

Finance graduates obtain employment as financial analysts, investment managers, commercial lending officers and insurance underwriters.

Learning Goals for the Finance Major

- Evaluate and quantify risk and utilize it in investment decisions.
- Gather and compile data and compute measures of profitability.
- Estimate the value of corporate investment projects and securities.
- Explain the function of central banks and characterize the features of money and capital markets.

Requirements for the Major

In addition to the business core courses, students will be required to complete 28 credits of upper-level Finance-related courses.

Required Courses (22 credits):

MA140. Calculus I (4)
 BU260. Business Law (3)
 FI301. Markets and Institutions (3)
 FI352. Investments (3)
 FI365. Corporate Finance (3)
 FI452. Security Analysis & Portfolio Management (3)
 FI471. Finance Internship (3)

Elective Courses (choose 6 credits):

FI314. Insurance and Risk Management (3)
 FI354. International Trade and Finance (3)
 FI410. Bank Management (3)
 FI452. Security Analysis & Portfolio Management (3) (optional 2nd semester)
 MA324. Theory of Interest (3)
 MA434. Mathematical Finance (3)

Finance Minor

The minor in Finance is available to all students at Millikin University including those majoring in the Tabor School of Business. Students who complete a minor in Finance will be able to analyze financial statements, calculate the value of stocks, bonds, options and futures, apply various capital budgeting investment methods, quantify interest rate risk of bond portfolios and evaluate factors affecting interest rates. The minor requires 21 semester hours as follows:

Learning Goals for the Finance Minor

- Gather, organize, synthesize, evaluate, interpret, and communicate financial information in both oral and written form.
- Use quantitative and critical reasoning related to modern finance theory and practices to evaluate and manage equity investments.

Requirements for the Minor

Students in the Finance Minor will be required to complete 21 credits of Finance and Business courses.

Required Courses (21 credits):

EC100. Macroeconomics (3) or EC120. Principles of Economics (3) for non-Tabor students
 AC230. Introduction to Financial Statements (3)
 AC240. Principles of Managerial Accounting (3)
 FI340. Introduction to Financial Management (3)
 FI365. Corporate Finance (3)
 FI352. Investments (3)
 FI452. Security Analysis and Portfolio Management (3)

Finance Courses (FI) (Credits)

FI300. Personal Finance (1)

Personal Finance is designed to provide students with the basic knowledge of how to successfully handle their personal finances at all stages of their life. This course covers financial planning, managing money and credit, insurance issues, investing topics, retirement and estate planning and dealing with financial life events. Open to all majors.

FI301. Markets and Institutions (3)

This course covers the functions of financial markets and the basic management of financial institutions. Institutions studied include banks, securities firms, and insurance companies. Concepts include risk management, interest rates, and Federal Reserve policy.

FI314. Insurance and Risk Management (3)

This course introduces the basic concepts of insurance and risk management. It covers the definition and measurement of risk, methods of risk management and pricing mechanisms. Topics include identification and insurability of risk, property and casualty insurance, life insurance, retirement and worker's compensation plans and regulation of the insurance industry.

FI340. Introduction to Financial Management (3)

An introduction to the terms and concepts involved in financial management. This is a managerial decision-oriented course involving team and individual processes. Financial analysis, forecasting and planning, break-even analysis, sources of financing, analysis of capital project opportunities as well as short-term asset management, cash budgeting and credit policy, valuation.

FI352. Investments (3)

This course is the basic finance course regarding investment management. Concepts include return, risk and diversification as they apply to money market, capital market and derivative securities.

FI354. International Trade and Finance (3)

Principles of international trade, exchange rates and balance of payments adjustments. Methods of financing international trade. The international financial institutions that aid the flow of funds. Working capital considerations and capital budgeting problems of the multinational corporation.

FI365. Corporate Finance (3)

Analysis of financial problems of business enterprises and formulation of financial policies with emphasis on concepts such as Economic Value Added and Market Value Added. Short-term investment and financing decisions. Financial Statement Analysis. Development of long-term investment theory and financing decision making with emphasis on the valuation process. Financing choices and cost of capital, capital budgeting and dividend policy.

FI410. Bank Management (3)

This course is both a practical and a concept-oriented treatment of the workings of today's banking system. It reviews fundamentals of financial markets and proceeds with a detailed analysis of the central banking system, debt and mortgage capital markets, financial institutions and the management of the different types of risk that these institutions face.

FI452. Security Analysis and Portfolio Management (3)

Advanced evaluation of securities, determinants of their value, methods of combining securities in the construction of investment portfolios. Portfolio theory strategies. Extensive project analysis of an industry and company stock.

FI471, 472. Finance Internship (1-3)

A cooperative course between the University and selected businesses to develop further professional training of finance majors. Combination of work experience and written reports. Pre-requisites: consent of internship coordinator.

Economics Courses (EC) (Credits)

EC100. Principles of Macroeconomics (3)

Basic economic concepts and their application to problems of broad public policy, such as inflation, unemployment and international economic relations. The special role of the government in the economy through taxation, expenditures, monetary policy and regulation. Economic growth, development and different economic systems. A general education course.

EC110. Principles of Microeconomics (3)

Analysis of demand theory, costs, supply and prices in various market structures, including resource markets. Nature of market failures, externalities, and public goods.

EC120. Principles of Economics (3)

Designed to give students an introduction to the core concepts of economics with an emphasis on real-world examples and current events. Learning to analyze problems and make decisions is a major theme throughout the course. The course will look at how markets work and don't work, how businesses and consumers make decisions, and issues such as inflation and unemployment with their possible causes and cures. The roles of the government and the Federal Reserve in the economy will be examined as well. What students learn in this course will help them to make more informed decisions in their roles as voters, consumers, workers and citizens. Cannot be taken for credit in any Tabor School major.

International Business Faculty

Full time: J. Mark Munoz, Carrie Trimble

B.S. in International Business

Students who complete a degree in International Business will be culturally aware, business savvy, and willing to adapt to cross-cultural environments. They will understand how globalization affects businesses at all levels—locally, regionally, and internationally.

Performance Learning

Performance Learning initiatives for third parties in the global community could include advising multinational corporations on entering the U.S. market, advising a foreign government on micro-enterprises, or competing in Model U.N.

Career Opportunities

Job opportunities for students who demonstrate this expertise include import/export agent, translator, foreign sales representative, international marketing manager, and international management consultant. Broadly speaking, positions can be found in multinational corporations, banks, consulting firms, business development, entrepreneurship, information technology, international aid agencies, non-government organizations, and the public sector.

Learning Goals for the International Business Major:

- Students will be able to explain how international factors affect domestic concerns of the host country.
- Students will be able to explain the role of institutions the global marketplace.
- Students will be able to explain the key business issues related to multinational operations.
- Students will be able to conduct both formal and informal interactions with members of the host country in a professional manner.
- Students will demonstrate awareness of and respect for host culture and an understanding of its history.
- Students will apply their knowledge of the relationships between business functions of multinational organizations through an international consulting project.

Requirements for the Major

In addition to the business core courses, students will be required to complete 24 credits of international business courses and complete the Modern Language requirement.

Required Courses (18 credit hours):

IB330. International Business (3)

F1354. International Trade and Finance (3)

IB410. International Business Consulting (3) OR PO367. Model UN (3)

PO322. Global Issues (3) or approved course

CO432. Intercultural Communication (3) OR SP330. Spanish for Business (3) OR FR360. French for Business (3)

IB471. International Business Internship (3)

Modern Language & Communication Requirement (0-8 credit hours):

Proficiency equivalent to two college semesters of a single modern language—successful completion of a modern language course numbered 114 or above, or passing a proficiency exam administered by the Department of Modern Languages.

(6) 300/400 level credits from a Partner school:

Students may select, with approval by their academic advisor, from the following partner schools where they will study towards the IB Major. The specific 300/400 level International Business courses taken at the partner school will be determined during a discussion with the student's academic advisor.

Available partner schools include:

- Artevelde University College (Ghent, Belgium)
- Banking and Commerce School (Mexico City, Mexico)
- Business Academy Aarhus (Aarhus, Denmark)
- Copenhagen Business Academy (Copenhagen, Denmark)
- Duale Hochschule Baden Wurttemberg (Stuttgart, Germany)
- European Business School (Paris, France)
- InHolland University (Haarlem, Netherlands)
- International University of Catalonia (Barcelona, Spain)
- Paris School of Business (Paris, France)
- Rotterdam Business School (Rotterdam, Netherlands)
- University of Applied Sciences Wiener Neustadt (Wiener Neustadt, Austria)
- University of Los Andes (Santiago, Chile)
- University of Paris-Est Créteil (Est Créteil, France)
- See page 239 of this Bulletin for more information.

A grade of C+ or higher is required in the following course:

IB471. International Business Internship

A grade of C or higher is required in the following courses:

IB330. International Business

FI354. International Trade and Finance

IB410. International Business Consulting OR PO367. Model UN

CO432. Intercultural Communication OR SP330. Spanish for Business OR FR360. French for Business

The Tabor School of Business offers a dual-degree program for students from the Paris School of Business leading to a Bachelor of Science degree in International Business. The dual-degree students complete the Tabor Core requirements and the International Business requirements given above. However, the dual-degree students meet the study abroad requirement through their time at the Paris School of Business, and the IB471 requirement is waived due to F-1 Visa constraints.

International Business Minor

Students who complete a minor in International Business will be culturally and politically aware of how world events impact business. Students will understand how globalization affects business at all levels – locally, regionally, and internationally. Students will be adaptive to cross-cultural environments.

Learning Goals for the International Business Minor

- Students will be able to explain how international factors affect domestic concerns of the host country.
- Students will be able to explain the role of institutions in the global marketplace.
- Students will be able to conduct both formal and informal interactions with members of the host country in a professional manner.

Requirements for the International Business Minor

Required Courses (12-15 credits)

EC100. Principles of Macroeconomics (3)

AC230. Introduction to Financial Statements (3)

PO221. Introduction to International Relations (3)

IB330. International Business (3)

Business travel course* (0-3)

International Electives (6 credits)

IB410. International Business Consulting (3)

Other Tabor International class** (3)

PO321. Global Issues (3)

PO324. Politics of the Developing World (3)

PO367. Model UN (3)

International Business Communication (3 credits)

SP330. Spanish for Business (3)

FR360. French for Business (3)

CO432. Intercultural Communication (3)

*Travel requirement can be met by International Elective and must be an approved business-related course.

**Must be approved by Tabor chair.

International Business Courses (IB) (Credits)

IB225. Study Abroad Experience (1)

This course is intended to prepare Tabor International Business majors for study abroad and assist in their re-assimilation to campus upon return from a semester abroad. Additionally, the course serves to facilitate the study abroad experience of the International students visiting Tabor and the Tabor International Business majors currently abroad.

IB330. International Business (3)

Problems and possibilities of doing business in an international context: Possible forms of international business involvement; the international monetary system and international exchange markets; multinational firm strategies related to finance, marketing, personnel and production; the impact of cultural and political differences on the business environment.

IB410. International Business Consulting (3)

Provide students with the opportunity to apply concepts learned to real world situations. Operating in teams, students will provide consulting to small/medium-sized business enterprises under the direction of a faculty team. Students will explore potential markets in the U.S. for international businesses not presently importing to the United States.

IB450. Study Abroad Practicum (3)

This course examines the global issue of identity and adaptation in a study abroad experience. With an increasingly globalized economy, the exporting of capitalism and Western values is often exemplified as democratizing and equalizing while also vilified as 21st century colonialism. Millikin students who study abroad will bring with them their socialization in a democratic, capitalistic society all the while trying to adapt to and celebrate the culture of the host country they visit. Students will search for the balance of accepting and criticizing the culture around them, so they're sure they're behaving as ethical, democratic citizens. The challenge is for the study abroad experiences to allow for personal growth without the losing sight of core identities.

IB471, 472. International Business Internship (1-3)

A cooperative course between the University and selected businesses to develop further the professional training of International business majors. Combination of work experience and written reports.

Dual Degree Program for PSB Students

Students from Paris School of Business (PSB) in Paris, France who have completed their second year of coursework may transfer to the Tabor School of Business and take an additional 35 hours of academic credit. This additional course work fulfills the requirement for the Bachelor of Science degree in Management from Millikin University. The curriculum was developed by PSB and the Tabor faculty to fill gaps in the PSB program with Tabor's strong emphasis on the connections between theory and practice.

This dual degree program strengthens the value of these students' education in several ways:

- An educational experience in the United States business environment is highly valued.
- PSB students need the opportunity to improve their decision-making and application based business skills. The Tabor School is particularly well equipped to help them develop these skills, as well as, team and presentation skills.
- It provides the students an opportunity to practice their English both in the classroom and in a business environment.
- It allows the students to develop a broad-based understanding of U.S. culture and its implications for business decisions.
- It enables the students to understand the connection of business theory to practice.
- It provides students a better understanding of the integration of the various business functions.

Admission procedures

A semester prior to entering the Tabor program a student must complete the following:

- Submit an Official Transcript translated into English
- Submit the current grade point average in U.S. based scale. A student must have a 2.50 grade point average for admission. Exceptions may be granted upon the recommendation of the PSB program director.
- Certify the number of credits that will have been completed by the date entering Millikin.
- Submit a TOEFL score of 550 written or 213 on the computer-based exam, or 79 on the internet-based exam, or equivalent, or submit a letter from the PSB international director attesting to the appropriate language competency.
- Submit to the Registrar an assessment of the courses completed and currently enrolled in which may fulfill the Millikin University general education requirements.

Note:

The Millikin University registrar will evaluate the student for acceptance and specify which courses, IF ANY, may be needed above and beyond the 35-credit degree program. The student must then either take the course(s) at Millikin or present evidence that the requirement has been fulfilled. Students should be aware that no Millikin University financial aid is available for the Paris Program.

Upon completion of the above steps, the student's application will be reviewed by the Office of Admissions through their international student admission process. At the end of the semester prior to attending Millikin, the student must present a transcript to verify acceptable completion of the semester's work and to indicate how any other credit or grade point average problems have been addressed.

Requirements of the Program

The Dual Degree program requires students to complete 124 credits counting both transfer credits and those earned at Millikin University. The Millikin University portion must include a minimum of 35 credits. Additional credits may be required if the student has not successfully completed the expected freshman/sophomore courses. See admissions requirements above.

Required Courses Fall Semester (17 credits)

BU230. Business Conversations (3)
 MG345. Leading Organizational Change (3)
 MG370. Operations Management (3)
 MG377. Supply Chain and Logistics (3)
 FI340. Introduction to Financial Management (3)
 IB225. Study Abroad Experience (1)

Required Courses Spring Semester (18 credits)

IN250. U.S. Structures (3)
 BU450. Global Business Strategy (3)
 ET260. Designing Your Life (1)
 PH215. Business Ethics (3)
 MG375. Project Management (3)
 MG372. Process Improvement (3)

Management Information Systems Faculty

Full time: RJ Podeschi, Ed Weber

Major in Management Information Systems

Students who complete a bachelor of science degree in m (MIS) will have the necessary technical, analytical, and communication skills to be key players in building technology solutions for leading organizations. Students will build necessary competencies in programming, system analysis and design, IT infrastructure, and data management while being grounded in strong business fundamentals.

Performance Learning

Performance Learning initiatives for 3rd parties in the community could include building a relational database for tracking donor activity, building dynamic web-based organizational chart for a human resources department, or building a comprehensive network security analysis for a small business. Students have the opportunity to participate in MU Performance Consulting, a student-run venture, where students build technology solutions for local businesses. Projects include but are not limited to: system analysis, network design, database development, and programming.

Career Opportunities

Management Information Systems graduates obtain jobs such as database analyst, systems analyst, application developer, programmer analyst, web developer, security analyst, or technical analyst. These positions can be found in a variety of organizations from Fortune 500 companies to those with fewer than 10 employees.

Learning Goals for the Management Information Systems Major:

- Programming – Students will demonstrate competency in programming through the development of scripts, functions, or applications.
- Database – Students will define, store, organize, retrieve, and analyze data using appropriate data models, structures, and database language.
- Design – Students will critically analyze business problems to determine appropriate development methodologies and solutions.
- Infrastructure – Students will model the levels and components of the information technology infrastructure and how they interoperate.
- Documentation – Students will organize and compose technical documentation using a variety of software tools appropriate to the context and audience.

Requirements for the Major

In addition to the business core courses, students will be required to complete 24 credits of upper level information systems courses.

Required Courses (15 credit hours):

IS221. Programming Fundamentals (3)
 IS311. IT Infrastructure (3)
 IS321. Systems Analysis and Design (3)
 IS370. Database Application Development (3)
 IS471/472. Management Information Systems Internship (3)

Elective Courses (choose 9 credit hours)

IS322. Web/Mobile Application Development (3)
 IS332. IT Audit and Controls (3)
 IS334. System Administration (3)
 IS350. Application Integration (3)
 IS10. Introduction to Information Security (3)
 IS362. IT Security and Risk Management (3)
 IS390. MU Performance Consulting (1)
 IS410. Ethical Hacking (3)
 IS470. Business Intelligence and Big Data (3)

A grade of C+ or higher is required in the following course:

IS471. Management Information Systems Internship

A grade of C or higher is required in the following courses:

IS221. Programming Fundamentals
 IS311. IT Infrastructure
 IS321. System Analysis and Design
 IS370. Database Application Development

B.S. or B.A. in Cybersecurity

Students with a major in Cybersecurity will build a deep set of technical skills related to IT infrastructure, networking, and information security. This major is multidisciplinary in nature to provide students with a foundation in necessary business skills along with the ethical, and legal elements necessary to analyze the effect of cyber threats. Technical courses build critical skills necessary to recognize security breaches, analyze and investigate cybercrimes, and defend against cyber threats.

Performance Learning

Performance Learning initiatives for 3rd parties in the community could include working with a local organization on identifying vulnerabilities in networks, reviewing best practices and policies, and making recommendations on how best to secure their enterprise.

Career Opportunities

Cybersecurity graduates obtain jobs including security, network, or threat analyst for corporations or law enforcement agencies or as an information security auditor. This major also builds a solid foundation for those interested in pursuing graduate work in this field.

Learning Goals

- Recognize the criminal, legal, and ethical landscapes related to cybersecurity.
- Build fundamental competencies in programming, I.T. infrastructure, networks, databases, and investigative techniques.
- Apply best practices for auditing and securing networks/systems through policies and technical controls.
- Demonstrate an ability to evaluate the foundations of various business disciplines and how they function together to create a sustainable business operation.

Requirements for the major

Cybersecurity Major (73 credits)

Business Requirements (15 credits)

EC100 Macroeconomics or EC120 Principles of Economics (3)
 AC230 Intro to Financial Statements (3)
 BU230 Business Conversations (3)
 BU250 Written Business Communication (3)
 MG300 People and Performance (3)

Math Requirements (7 credits)

MA110 College Algebra (3)
 MA130 Elementary Prob. & Stats w/ Spreadsheets (3)
 MA131 Stats Lab (1)

Criminal Justice/Law/Ethics Requirements (15 credits)

PH211 Ethical Theory of Moral Issues OR PH215 Business Ethics (3)
 BU 260 Business Law (3)
 CJ305 The Law of Evidence (3)
 CJ340 Criminal Investigations (3)
 CJ355 Forensics (3)

Cybersecurity Requirements (27 credits)

IS120 Intro to Business Analytics (3)
 IS240 Foundations of Information Systems (3)
 IS221 Programming Fundamentals (3) or CS135 Introduction to Computer Science (3)
 IS230 Intro to Networks and Telecom (3)
 IS310 Intro to Information Security (3)
 IS311 IT Infrastructure (3)
 IS321 System Analysis and Design (3)
 IS370 Database Application Development (3)
 IS471 MIS Internship (3)

Cybersecurity Electives (9 credits)

IS322 IT Audit and Controls (3)
 IS334 System Administration (3)
 IS362 IT Security and Risk Management (3)
 IS 410 Ethical Hacking (3)
 CS 434 Operating Systems (3)

* other courses may be eligible with approval from the chair

Cybersecurity Minor

Students with a minor in Cybersecurity will build a strong foundation in the technical, ethical, and legal elements necessary to recognize security breaches, analyze and investigate cybercrimes, and defend against cyber threats. The Cybersecurity minor is available to all students; however, the program is best suited for majors in Criminal Justice, Management Information Systems, and Computer Science. Career opportunities include security, network, or threat analyst for corporations or law enforcement agencies. This minor also builds a solid foundation for those interested in pursuing graduate work in this field.

Learning goals for the Cybersecurity Minor

- Recognize the criminal, legal, and ethical landscapes related to cybersecurity.
- Build a fundamental competency in programming, I.T. infrastructure, and investigative techniques.
- Apply best practices for securing networks and systems through policies and technical controls.

Requirements for the Cybersecurity Minor (27 credits):**Required Courses (15 credits):**

IS221. Programming Fundamentals (3) or CS135. Introduction to Computer Science (3)
 IS240. Foundations of Information Systems (3)
 IS311. IT Infrastructure (3)
 IS310. Introduction to Information Security (3)
 CJ340. Criminal Investigations (3)

Criminal Justice Electives (6 credits):

CJ305. The Law of Evidence (3)
 CJ355. Forensics (3)
 PH211. Ethical Theory/Moral Issues (3) or PH215 Business Ethics (3)

Management Information Systems Electives (6 credits):

CS434. Operating Systems (3)
 IS322. IT Audit and Controls (3)
 IS334. System Administration (3)
 IS362. IT Security and Risk Management (3)
 IS410. Ethical Hacking (3)

Information Systems Application Development Certificate

Students who complete this academic certificate will focus on developing applications with an emphasis on programming using various development methodologies. This includes developing programs based on current platforms such as for the web and mobile devices. Students earning this certificate will be able to understand programming fundamentals, best practices for writing applications, and design methodologies. This certificate is not available to Information Systems majors. Certificate courses must be completed with a grade of "C" or better.

Requirements for the Information Systems Application Development Certificate**Required courses (15 credits):**

IS221. Programming Fundamentals (3)
 IS240. Foundations of Information Systems (3)
 IS311. IT Infrastructure (3)
 IS322. Web/Mobile Application Development (3)
 IS350. Application Integration (3)

Information Systems Data Management Certificate

Students who complete this academic certificate will focus on the collection, organization, storage, analysis, and transformation of vast amounts of data. Students will not only understand the business value of data, but also the tools available to discover meaningful relationships amongst data. Students with this certificate will be able to interpret and articulate data requirements to technical staff, design a relational database and data warehouse as well as analyze large amounts of data in various formats and data models using a variety of software platforms. This certificate is not available to Information Systems majors. Certificate courses must be completed with a grade of "C" or better.

Requirements for the Information Systems Data Management Certificate**Required courses (15 credits):**

IS120. Introduction to Business Analytics (3)
 IS240. Foundations of Information Systems (3)
 IS311. IT Infrastructure (3)
 IS370. Database Application Development (3)
 IS470. Business Intelligence & Big Data (3)

Information Systems Security and Compliance Certificate

Students who complete this academic certificate will focus on protecting digital assets of an organization. The certificate examines security through two lenses: auditing compliance and managing risk. Compliance from an auditing perspective focuses on internal and general controls to achieve regulatory and organizational guidelines. The second lens revolves around frameworks and strategies for managing digital risk in the IT enterprise using a combination of policy and technical tools such as network security systems, detection systems, remediation systems, and enterprise policy management systems. This certificate is not available to Information Systems majors. Certificate courses must be completed with a grade of "C" or better.

Requirements for the Information Systems Security and Compliance Certificate**Required courses (12 credits):**

IS240. Foundations of Information Systems (3)
 IS311. IT Infrastructure (3)
 IS332. IT Audit and Controls (3)
 IS362. IT Security & Risk Management (3)

Management Information Systems Courses (IS) (Credits)

IS120. Introduction to Business Analytics (3)

Business Analytics includes the specific methods and techniques that are used by organizations to measure performance and provide insights to decision making at all levels. In this course, students will explore and achieve functional competencies in the use of specific Business Analytics tools including spreadsheet and database programs. This course combines the hands-on skills of working with software tools along with the critical thinking skills of properly framing business problems and questions, making comparison, and ultimately making informed decisions. Students will create, manipulate, and validate spreadsheet data, functions, and techniques to solve various problems. Students will also use SQL in multiple databases environments to collect, extract, organize, and present meaningful information. Skills gained in this course serve as core tools used to solve a variety of business problems across most academic and career disciplines.

IS130. Spreadsheet Applications (2)

Students will explore and achieve functional competencies in the use of spreadsheet programs to create, manipulate, and maintain spreadsheet data for a multitude of situations. Students will learn to create spreadsheet formulas to solve a variety of problems. Focus is placed on spreadsheet work as a foundational component across most academic and career disciplines.

IS221. Programming Fundamentals (3)

The purpose of this course is to introduce students to the fundamental concepts and models of application development. Students will understand the key processes related to building effective applications and appreciate the complexity of application development. Students will learn the basic concepts of program design, data structures, coding, problem solving, programming logic, and fundamental design techniques for event-driven programs in various programming languages. Program development will incorporate the system development life cycle: gathering requirements, designing a solution, implementing a solution in a programming language, and testing and documenting the completed application.

IS230. Networks and Telecommunications (3)

This course is an introduction to networking and telecommunication fundamentals. This course will teach students the OSI model and understand the transformation of data as it travels through the different layers of the model. Focus will be given to the infrastructure and protocols enabling the Internet.

IS240. Foundations of Information Systems (3)

This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems: people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. Students will learn terminology and concepts of Information Systems which provide enabling foundations for interaction between Information Systems and all other functional areas of an organization. Coursework bridges the divide between technical and nontechnical professionals.

IS270. Database Fundamentals (1)

In this course, students look behind the scenes of relational databases to identify the structures and concepts of data repositories for the primary purpose of being able to collect, extract, organize, and present data as meaningful information. Using SQL tools, students will learn how to filter, sort, aggregate, and extract data to solve a variety of business problems.

IS311. IT Infrastructure (3)

This course provides an introduction to IT infrastructure issues for students majoring in Information Systems. It covers topics related to both computer and systems architecture and communication networks, with an overall focus on the services and capabilities that IT infrastructure solutions enable in an organizational context. It gives the students the knowledge and skills that they need for communicating effectively with professionals whose special focus is on hardware and systems software technology and for designing organizational processes and software solutions that require in-depth understanding of the IT infrastructure capabilities and limitations. It also prepares the students for organizational roles that require interaction with external vendors of IT infrastructure components and solutions. The course focuses strongly on Internet-based solutions, computer and network security, business continuity, and the role of infrastructure in regulatory compliance.

IS310. Introduction to Information Security (3)

The advent of global networks has provided communication capabilities for businesses and individuals unparalleled in the history of the world. Attacks on the system that deny service, destroy systems, and purloin information through the use of worms, viruses, and other criminal attacks make it imperative that information security be a significant part of any business plan and that individuals working in that or allied fields become knowledgeable in the principles of information security. This course provides an introduction to the field of information security that lays a necessary foundation for later courses.

IS321. Systems Analysis and Design (3)

Advanced study of systems development and modification processes. Emphasis on strategies and techniques of analysis and design for modeling complex system requirements. Use of data modeling tools and object-oriented approaches to analysis and design. Emphasis on factors for effective communication and integration with users and user systems.

IS322. Web / Mobile Application Development (3)

This course delivers the skills necessary to develop web-based and/or mobile-based applications to achieve a specific business or organizational need. The students will utilize contemporary tools and development environments to create, test, and implement applications. Course content will include broad programming skills and techniques across multiple languages and platforms while also focusing the students on specific real-world projects.

IS332. IT Audit and Controls (3)

Focus on issues of risk, security, control, access, distribution, and use of information in computer-based information systems. Identification and clarification of privacy and access issues in information systems. Coverage of tools designed to evaluate levels of control in information systems.

IS334. System Administration (3)

This course is an introduction to system administration concepts and duties, including installing and upgrading software and hardware, managing user accounts, managing system performance, and backup strategies. Scripting to automate system tasks will also be taught. Students will be required to build and maintain their systems during this course, and grades will be determined, in part, by system performance and adherence to industry best practices. The emphasis will be on variants of the Linux operating system, but other operating systems will be discussed. Alternate years every other Fall.

IS350. Application Integration (3)

This course is designed to provide students with an understanding of the theoretic and practical issues related to the implementation of enterprise systems within organizations. This course demonstrates how enterprise systems integrate information and organizational processes across functional areas with a unified system comprised of a single database and shared reporting tools. Students will gain an appreciation of the scope of enterprise systems and the motivation for implementing them. An integrated project, which requires the application of conceptual as well as technical (software) skills of students, may also be required.

IS362. IT Security and Risk Management (3)

This course provides an introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. Students will learn critical security principles that enable them to plan, develop, and perform security tasks. The course will address hardware, software, processes, communications, applications, and policies and procedures with respect to organizational IT Security and Risk Management.

IS370. Database Application Development (3)

Focus on the database approach to information resource management and application development. Coverage of data modeling and tools for application development provided by database management systems. Project work using a full-featured database management system.

IS381, 382. Topics in Information Systems (1)

Short mini-courses providing an intensive introduction to an individual software package or type of software package. Topics include both end-user tools such as graphics software or desktop publishing and Information Systems professional tools such as CICS or robotics. May be repeated; no more than 4 credits allowed for any student.

IS390. MU Performance Consulting (1)

Students enrolled in IS390 are part of the MU Performance Consulting team, Millikin's student-run IT firm. The course is an intentional fusion of innovation, technology, and entrepreneurship. This course provides students with the opportunity to work on and manage technology projects or assist with operating the venture. Technology projects for clients include database design, system analysis, and application development. This course meets the student-run venture requirement for associated majors.

IS391, 392. Practicum in Computer Applications (1)

A supervised campus or community experience entailing work on one or several projects to support end-user computing. Projects include evaluating software packages for possible University purchase, developing and evaluating software documentation, providing training assistance to faculty in classroom settings, organizing and presenting workshops for other students on commonly used software packages, or providing assistance to an organization in implementing a computerized system. May be repeated; no more than three credits allowed for any student.

IS410. Ethical Hacking (3)

This course provides an in-depth understanding of how to effectively protect computer networks. Students will learn the tools and penetration testing methodologies used by ethical hackers. The course covers planning, reconnaissance, scanning, exploitation, post-exploitation, and result reporting. In addition, the course provides a thorough discussion of what and who an ethical hacker is and how important they are in protecting corporate and government data from cyber-attacks. The course makes a very clear distinction between criminal hacking and ethical hacking, and only teaches the latter. Students will learn updated computer security resources that describe new vulnerabilities and innovative methods to protect networks. Also covered is a thorough update of federal and state computer crime laws, as well as changes in penalties for illegal computer hacking.

IS470. Business Intelligence and Big Data (3)

An in-depth study of various aspects of data collection, data extraction, and knowledge discovery on the Web for e-business intelligence and other massive databases. Data mining is the process of automatic discovery of patterns, changes, associations and anomalies in massive databases. This course will provide an introduction to the main topics in data mining and knowledge discovery. Emphasis will be placed on the algorithmic and systems issues, as well as application of mining in real-world problems.

IS471, 472. Management Information Systems Internship (1-3)

A cooperative course between the University and selected businesses to develop further the professional training of Information Systems majors. Combination of work experience and written reports.

IS491, 492. Seminar in Information Systems (3)

A topical seminar focusing on an advanced topic in information systems such as computer-based training. Topics will change yearly. May be repeated; no more than six credits allowed for any student.

Organizational Leadership

www.millikin.edu/ol

Organizational Leadership Faculty

Full time: Janet Kirby

The Bachelor of Science in Organizational Leadership (OL) is a liberal arts degree with broad application due to its coursework in leadership, communication, ethics, team dynamics, and fundamental business practices. The major integrates theory and practice to foster understanding between the interrelationship of leadership with power and influence, while emphasizing socially responsible leadership and ethical decision-making.

Organizational Leadership is a newer discipline that is widely accepted in today's business climate. Students who study Organizational Leadership earn a life-enhancing degree while learning to become stronger professionals and more effective organizational members. Graduates of the Organizational Leadership program will possess strong leadership, communication, team-building, critical thinking, oral presentation, and creative problem solving skills. The program meets the needs of employers in all types of organizations. Best of all, this degree is compatible with many fields and types of organizations including small businesses, large corporations, non-profits, municipal, government or community agencies, hospital administrations, agribusiness, service and hospitality industries, pharmaceutical and other professional sales, and more.

Goals

Students completing the Bachelor of Science degree in Organizational Leadership will:

- Interpret organizational issues and determine effective solutions consistent with organizational goals.
- Evaluate changes in the internal and external environments of organizations and construct appropriate response strategies taking into consideration the organization's political, social and cultural context.
- Design effective team-based, collaborative approaches for creative organizational solutions; while supporting increased organizational capacity for change.
- Use ethical reasoning to judge whether the actions and behaviors of leaders are ethically and socially responsible; while supporting an organizational system which maintains high ethical standards in response to organizational issues.
- Evaluate an organization in action. This performance learning experience will include on-site visits to discuss organizational issues in relation to program concepts and theories, recommend changes, and reflect upon the student's realizations about Organizational Leadership.

Degree Requirements

The Organizational Leadership major is available primarily to students who need to attend classes delivered in non-traditional formats (e.g. accelerated, online, or blended).

A total of 124 semester credit hours are required to complete the Bachelor of Science degree in Organizational Leadership.

Admission to the program requires successful completion of IN150 Critical Writing, Reading, and Research I (3) and IN151 Critical Writing, Reading, and Research II (3). OL300 must be taken in the first semester of enrollment in major courses. It is anticipated students interested in the OL program may have significant transfer credits to apply to Freshman and Sophomore courses and elective credits.

Major Requirements (54 Total Semester Credit Hours)

Each of the required major courses meets for eight weeks. Full-time students will take two courses both the first half and second half of the semester. Major courses will require a maximum of one in-person class in any term. In-person class sessions are from 6:00-10:00 PM. It is expected that major courses can be completed in four semesters. Students may take courses during the Summer or Immersion semesters.

Major Requirements:

OL300. Self-Leadership (3) (Must be completed during the first semester of enrollment in major courses.)
 BU230. Business Conversations (3)
 BU250. Written Business Communication (3)
 OL310. Group and Team Dynamics (3)
 IS240. Foundations of Information Systems (3)
 PH215. Business Ethics (3)
 ET230. Financial Decision Making (3)
 OL344. Organizational Leadership (3)
 CO343. Organizational Communication and Conflict (3)
 MG340. Human Resource Management (3)
 MG300. People and Performance (Organizational Behavior) (3)
 OL375. Organizational Creativity, Innovation, and High Performance (3)
 OL385. Leadership, Diversity, and Multiculturalism (3)
 MG345. Leading Organizational Change (3)
 MG375. Project Management (3)
 OL450. Organizational Leadership Capstone (3)
 OL355. Global Leadership (3)
 MG325. Not-for-profit Leadership and Governance (3).

Organizational Leadership Minor

Students who complete a minor in Organizational Leadership (OL) will become more effective organization members, whether their chosen career is in business, non-profits, arts, agriculture, service, sales or government. Students will possess strong leadership, communications, team building, and ethical decision-making skills, along with a greater understanding of organizational behavior. Students will utilize their skills to analyze, interpret, and reflect on the impact a local organization has on its people (and vice versa); providing a career-enhancing performance learning opportunity and developing a network of professional contacts while still at Millikin. The minor includes an internship at a local business as a culminating course.

Note: This program is offered in non-traditional, online and accelerated formats to non-OL majors only. Unlike OL major courses, the OL minor courses do not require acceptance into Millikin's Flexible Learning, (formerly PACE) program.

Program Learning Outcome Goals:

1. Interpret organizational issues and determine effective solutions consistent with organizational goals.
2. Evaluate changes in the internal and external environments of organizations and construct appropriate response strategies taking into consideration the organizations political, social and cultural context.
3. Design effective team-based, collaborative approaches for creative organizational solutions; while supporting increased organizational capacity for change.
4. Use ethical reasoning to judge whether the actions and behaviors of leaders are ethically and socially responsible; while supporting an organizational system which maintains high ethical standards in response to organizational issues.
5. Evaluate an organization in action. This performance learning experience will include on-site visits to discuss organizational issues, analyze the issues in relation to program concepts and theories, recommend changes, and reflect upon the student's realizations about organizational leadership.

A minimum of 21 credit hours is required, with at least 9 credits earned in courses numbered 300 or above.

Required Courses:

OL300. Self-Leadership (3)
 MG300. People and Performance (3)
 OL310. Group and Team Dynamics (3)
 OL344. Organizational Leadership (3)
 OL425. Organizational Discovery (3)

Elective Courses:

CO343. Conflict and Communication (3)
 CO344. Leadership and Communication (3)
 CO345. Leading Organizational Change (3)
 MG345. Leading Organizational Change (3)
 OL220. Leadership and Popular Culture (3)
 OL230. Perspectives in Leadership (1-2)
 OL355. Global Leadership (3)
 OL385. Leadership, Diversity and Multiculturalism (3)

*Additional courses may be added to this list of electives per program approval.

Organizational Leadership Certificate

Students who complete a certificate in Organizational Leadership (OL) will become more effective organization members, whether their chosen career is in business, non-profits, arts, agriculture, service, sales or government. Students will possess strong leadership, communications, team building, and ethical decision-making skills, along with a greater understanding of organization behavior. Students will utilize their skills to analyze, interpret, and reflect on the impact a local organization has on its people (and vice versa); providing a career-enhancing performance learning opportunity and developing a network of professional contacts while still at Millikin. Note: This program is offered primarily in online and accelerated class delivery formats.

Program Learning Outcome Goals:

1. Interpret organizational issues and determine effective solutions consistent with organizational goals.
2. Evaluate changes in the internal and external environments of organizations and construct appropriate response strategies taking into consideration the organizations political, social and cultural context.
3. Design effective team-based, collaborative approaches for creative organizational solutions; while supporting increased organizational capacity for change.
4. Use ethical reasoning to judge whether the actions and behaviors of leaders are ethically and socially responsible; while supporting an organizational system which maintains high ethical standards in response to organizational issues.
5. Evaluate an organization in action. This performance learning experience will include on-site visits to discuss organizational issues, analyze the issues in relation to program concepts and theories, recommend changes, and reflect upon the student's realizations about organizational leadership.

A total of 12 credit hours are required to complete an Organizational Leadership Certificate.

Required Courses

OL300. Self-Leadership (3)
 MG300. People and Performance (3)
 OL310. Group and Team Dynamics (3)
 OL344. Organizational Leadership (3)

Enrollment Guidelines:

The certificate requires fewer hours than the full Organizational Leadership minor and is not equivalent to the minor. This is a stand-alone program of focused study. Current degree-seeking students or new part-time non-degree seeking students or community members, with a high school diploma, may enroll in this program. The certificate is intended to provide a foundational set of courses emphasizing theory and practice in organizational leadership. Students will be able to complete the required coursework in 2-4 semesters. This program is offered primarily in online and accelerated class delivery formats. Students who are majors or minors in Organizational Leadership may not complete the certificate as well.

Organizational Leadership (OL) (Credits)

OL211. The Effective Job Search (1)

This course is intended for the student who may be seeking a variety of employment opportunities and is not well-established with a particular employer, or who is interested in opportunities within organizations other than where he/she is currently employed. In this one credit hour course, students will learn all aspects of how to conduct an effective and targeted job search. This includes refining career goals, knowing where to look for a job, developing and refining a resume, writing professional and polished cover letters, as well as fine-tuning interview skills and salary negotiation techniques. Students will also learn the importance of networking, how to monitor labor market considerations that may impact future employment, and how to survive and thrive in a new workplace.

OL220. Leadership and Popular Culture (3)

Leadership is often thought of in terms of the wise and powerful CEOs of companies and/or the rulers of nations. Most of us never get to know these people except through books and videos detailing their lives. However, those same successful leadership styles are easily seen in our favorite characters portrayed via popular media on our TVs, computers, tablets, and mobile phones on a daily basis. This course will explore leadership using some of today's most influential popular culture figures.

OL230. Perspectives In Leadership (1-3)

Aspiring leaders will look at a single leader from multiple different perspectives, including associated biases. This results in conflicting opinions about the leader's style and overall success. This course uses film and readings to compare and contrast each source's opinions in attempts to determine a more complete reality about the selected leader.

OL240. Tools for Organizational Decision Making (3)

Decision-making is a crucial component for the success of any business. Managers should be trained to make better decisions and learn to utilize the latest technology available. This is especially true for organizational leaders in a global marketplace. This course will provide an overview of information systems and will explore the use of information technologies in supporting organizational decision-making.

OL300. Self-Leadership (3)

As the first course in the Organizational Leadership major, Self-Leadership focuses on developing the understanding of personal character as the foundation for effective leadership within an organization. Within the framework of becoming a more effective leader, students will examine the positive leadership characteristics they practice, consider their challenges as springboards for growth, reflect on their own ethical practices, and recognize the importance of communication to cogent leadership.

Through the study of self-leadership, this course is also designed to develop non-traditional students as critical writers, readers, and researchers. Students are asked to read and actively critique leadership materials, write an informed and polished research essay on a leadership topic of their choice employing APA format, and practice oral communication skills through discussion and presentation. While this course does not cover everything taught in the Critical Writing, Reading and Research courses, it will familiarize students with the standards of academic writing and strategies for academic research within the context of the major.

OL301. Organizational Development through Human Resources (3)

Effective leaders recognize that people are an organization's most valuable resource. At the same time, a major misconception within many organizations is that human resource development is the sole responsibility of the HR Department or the Personnel Office. Leaders at all levels have responsibility for human resource development. This course is designed to provide an overview of human resources development. Topics may include recruitment and selection, training and development, compensation and benefits, performance evaluation, health and safety, and labor relations.

OL306. Organizational Behavior (3)

Understanding and maximizing the performance of organizational members is critical to leadership. Leaders and other organizational members must learn to facilitate effective work relationships and contribute to a supportive organizational culture. Borrowing from a variety of disciplines, including behavioral science and behavioral psychology, this course examines the complex relationships among individuals, groups, organizations and society, and emphasizes motivation, communication, leadership and group relations.

OL310. Group and Team Dynamics (3)

A hands-on course designed to prepare students for the world of teams. Focus is to develop students' understanding of team dynamics, including team development, member roles, leadership, norm development, role of conflict and diversity in teams, delegation of authority, and team management.

OL340. Introduction to Finance and Budget in Organizations (3)

This course is an introduction to the financial systems, financial documents, and financial reporting that any mid-level organizational leader will need to understand. Students learn to create, use, and interpret financial statements and to use accounting information to make informed business decisions.

OL343. Organizational Communication and Conflict (3)

Introduces students to effective strategies for addressing organizational conflict and for reaching collaborative solutions. The impact of interpersonal relationships within organizations and the organizational benefits to successful resolution are considered. Participants analyze the ways they think about and handle conflict as well as practice the theoretical approaches to conflict resolution. Conflict due to labor union negotiations is also discussed.

OL344. Organizational Leadership (3)

This course promotes leadership development through the study of leadership theory and concepts and encourages the practical application of leadership at all levels in the organization. It includes examination of historical approaches to leadership and leadership theories that focuses on influential contemporary leadership perspectives such as Servant Leadership, Situational Leadership and Transformational Leadership. Through an examination of leadership theory and research, self-assessments and reflection, and application to the work environment, students create a personal leadership development plan.

OL350. Leadership Ethics (3)

This course takes organizational leadership a step further and focuses on the ethical considerations inherent in leading and following others. It is designed to encourage socially responsible leadership and foster understanding of how to lead competently and professionally, and to prepare students to recognize and address responsibly the ethical dilemmas which they will face in any leadership position. The course also emphasizes consideration of global issues in terms of social responsibility for leaders.

OL355. Global Leadership (3)

Aspiring global leaders must be well-versed in the implications of globalization in order to be successful. This course focuses on contemporary issues related to the understanding of the roles, responsibilities and processes leaders in a global society need to be successful. Emphasis is placed on developing cultural intelligence, building global context and creating cross boundary partnerships and networks.

OL375. Organizational Creativity, Innovation, and High Performance (3)

What does it take for an organization to thrive in today's highly competitive, rapidly changing and dynamic global economy? Research on organizations that operate in this environment shows that high levels of creativity and innovation are key factors in those that are the most successful. This course offers its participants the opportunity to develop the knowledge and skills necessary to encourage creativity and innovation at different levels of an organization: at the individual level, within teams, and at the level of an organization's systems and processes. Participants will also examine the critical roles played by organizational culture and leadership in fostering an organization's competitive edge.

OL385. Leadership, Diversity, and Multiculturalism (3)

This course will explore diversity and multiculturalism in today's organizations. The course will highlight in particular issues of race, social class, gender, and age in the workplace, and will address why leaders should foster multicultural environments. Emphasis will also be on learning to value differences and best practices for creating diverse organizations. Meets a University ICS course requirement.

OL390. Organizational Development (3)

All segments of our society and world are in a pattern of rapid change. This requires organizations that are prepared to respond to this ever-changing environment. This course will address the subjects of managing change in organizations and creating adaptive learning organizations through introduction to specific instruments and interventions applicable to the individual, group, whole organizations and external environment.

OL400. Project Leadership (3)

Taking the lead on a project and seeing it through from start to finish is a highly desirable skill in today's organizations. Project management might be re-designing a corporate training program or be as extensive as leading an organization through major technological renovations. This course enables students to apply their knowledge of organizational systems, leadership, communication, negotiation and team-building as they demonstrate their abilities to successfully lead (or create a comprehensive plan to lead) a work project. This course is designed to showcase the students' practical application of their course work in a real-world setting.

OL425. Organizational Discovery (3)

Organizations are in a pattern of rapid and ongoing change. This means organizations must continually evolve and adapt. Often organizations know that something is holding them back from maximizing their potential, but they need help identifying and rectifying the obstacles. In this culminating OL minor course, students will perform a consultative assessment of the leadership and organizational issues in a local organization. Working with members of the organization who are currently students in the OL major, OL minor students will develop recommendations for change using the theories, concepts, and practices of organizational leadership. The student will reflect on their learnings through a formal report to be presented to the client, in Millikin's performance learning tradition.

OL450. Organizational Leadership Capstone (3)

The OL capstone course is designed to pull together the material presented in all other courses in the Organizational Leadership major. It combines and integrates elements of leadership, communication, finance, human resource development, and organizational behavior. The students utilize case study and experiential learning to determine an innovative organizational mission and vision. These set the framework to make strategic and ethical decisions related to the future of the organization and to develop supporting operational initiatives. The students operate in a self-directed mode, using team process concepts and project management techniques to prepare a final oral presentation on their findings and recommendations. Additionally, through a capstone paper, students will reflect on what they have learned in the OL program and the impact it will have on them as organizational leaders. The course goals demonstrate the graduating class has acquired the skills, knowledge and abilities to perform in the work world and life as successful alumni in Millikin's proud tradition.

Najiba Benabess, Director
 Jaclyn Cantwell, Assistant Director

The Millikin Master of Business Administration (MBA) is a unified curriculum focusing on preparing its graduates for positions of leadership in today's complex business world. The program starts with understanding the language of business and ends with decision-making. It develops leaders who can analyze a business situation from different perspectives and then exercise the judgment and creativity across disciplines to create a solution.

The program is not about expertise in a narrow field. Instead it is about finding successful solutions where fields and functions intersect. The MBA program teaches how to see those intersections, how to frame quantitative and qualitative questions, and how to articulate comprehensive answers to complex questions.

The Millikin MBA offers people who want to be leaders and manager's practical, professional experience and training in areas such as skill building, team building and project management in an environment rich in creativity, collaboration and values. It is a student-oriented, challenging program with creative partnering among our faculty, alumni and the business community in an adaptive, entrepreneurial spirit.

Each cohort is deliberately small to be flexible and personal. Students will find a diversity of perspectives in terms of experiences—for profits/not-for-profit, size of company and type, including health care, processing, manufacturing, banking and family business. Students develop team relationships with faculty, business leaders, alumni and each other and emerge with a solid network within the regional business community. Graduates will leave the program with the skills and connections they need to succeed in leadership positions in an organization or run their own company.

Learning Goals, Outcomes & Objectives:

Students will be able to:

1. Demonstrate mastery of foundational business disciplines in order to apply sound business theory and concepts to diverse business matters in a global environment.
2. Formulate and validate effective professional communication strategies which prioritize and integrate the best practices of central messaging, language application, and delivery in a variety of business situations.
3. Validate professional business planning and organizational skills in the principled acquisition of data and professional analyses.
4. Validate professional business planning and organizational skills by using integrative and adaptive approaches in the implementation, performance, and evaluative processes.
5. Embody the role of an ethical leader who constructs a principled and successful team environment which is conducive of and committed to the foundational interrelationships of people, profit, and planet.

Millikin's Tabor School of Business offers three concentrations on top of our core MBA Program: a traditional evening management concentration focused on business enterprise, an evening healthcare administration concentration, and a project management concentration focused on business operations. All concentrations build a solid foundation of business concepts in organizations.

Master of Business Administration (MBA) core courses (19 credits):

MB501. MBA Boot Camp (1)
 MB530. Financial Fundamentals (3)
 MB540. Financial Accounting (3)
 MB550. Strategic Marketing Analysis (3)
 MB580. Strategic Resources Management (3)
 MB590. Business Strategy (3)
 MB600. Capstone (3)

Students in the Management or Healthcare Administration concentrations typically have several years of business experience and varying educational backgrounds. They work in all types of small and corporate businesses in such fields as accounting, healthcare, engineering, information systems, human resources, manufacturing and entrepreneurship. This results cohorts with a wide-range of talents and business knowledge.

Students completing the **Management concentration** will complete the seven core courses (listed above) and the following courses (21 credits):

MB535. Business Analytics (3)
 MB587. Seminar in Business Topics (3)
 MB510. Personal Values & Business Ethics (3)
 MB520. Globalization and World Economics (3)
 MB560. Cases in Financial Decision Making (3)
 MB570. Leading and Changing Organizations (3)
 MB610. International Immersion (3)

Students completing the **Healthcare Administration concentration** will complete the seven core courses (listed above) and the following courses (21 credits):

MB535. Business Analytics (3)
 MB587. Seminar in Business Topics (3)
 MB571. Healthcare Finance (3)
 MB572. Healthcare Leadership (3)
 MB573. Healthcare Process Management (3)
 MB574. Health Care Policy & Economics (3)
 MB610. International Immersion (3)

The Management and Healthcare Administration concentrations are offered in an evening format which meets over the course of 17-months.

Students in the Project Management concentration are typically recent college graduates with degrees in any discipline. Students are typically in the early stages of career development and looking to further perfect their skillset prior to entering a chosen field.

Students completing the **Project Management concentration** will complete the seven core courses (listed above) and the following courses (21 credits):

- MB510. Personal Values & Business Ethics (3)
- MB520. Globalization and World Economics (3)
- MB560. Cases in Financial Decision Making (3)
- MB570. Leading and Changing Organizations (3)
- MG567. Process Improvement (3)
- MG570. Operations Management (3)
- MG575. Project Management (3)

The Project Management concentration is offered in a daytime format which meets over the course of 12-months.

MBA Program Admission:

Ideal candidates for this MBA Program are highly motivated professionals who seek leadership positions in an organization or aspire to run their own organization. We seek to admit driven individuals who will contribute to the learning experiences of others, and integrate theory with practice. Academic and professional successes are important criteria for selection into the program. Applicants are evaluated on academic record, work experience, interview process and review by the Graduate Education Committee.

Admission requirements for U.S. applicants:

All applicants must submit:

- A completed Application for Admission, found at www.millikin.edu/mba
- Official transcripts from all undergraduate and graduate institutions attended
- A current resume
- A 1,000 word Statement of Purpose describing applicant's personal and professional goals
- Three letters of recommendation on letterhead from individuals who can comment on the quality of the applicant's education, work history, communication and leadership skills
- Interview with the MBA Program administration

Admission requirements for International applicants:

All applicants must complete admission requirements listed above, along with:

- Official college transcripts (English version) with an evaluation of those transcripts by a Foreign Credentials Evaluation Agency, and
- Proof of English proficiency (please visit www.millikin.edu/mba for a list of acceptable examination services and minimum scores)

Concurrent enrollment: Undergraduate and Graduate Programs

Millikin's Tabor School of Business encourages Millikin undergraduates to be concurrently enrolled in the Daytime MBA Program during the spring semester of senior year. The undergraduate student must:

- Have a cumulative GPA of 3.3 or higher (or discretion of Advisor/Director/Dean)
- Be senior-level status
- Be seeking a Tabor School of Business undergraduate degree or Music Business undergraduate degree

Students may take three credits of graduate coursework in MB580: Strategic Resources Management of the Daytime MBA Program during the spring semester of senior year. The MBA course taken will be tuition-free.

Interested students must contact the MBA office for further details and application procedures. Students who wish to continue into the Daytime MBA Program, which begins the August following graduation in the senior year, must go through the formal MBA Program application process at that time.

Application Deadlines

Evening MBA-- All admission requirements must be submitted by **November 1** of each year (FOR INTERNATIONAL STUDENTS- AUGUST 1). Start date of the program is during the first week of January each year and continues for 17 months. After admittance into the program, a non-refundable deposit of \$200 is required to complete the acceptance to the program. This fee will be applied towards program tuition.

Daytime MBA-- All admission requirements must be submitted by **June 1** of each year (FOR INTERNATIONAL STUDENTS- MARCH 1). Start date of the program is during the first week of August each year and continues for 12 months. After admittance into the program, a non-refundable deposit of \$200 is required to complete the acceptance to the program. This fee will be applied towards program tuition.

MBA Program Requirements:

Students must successfully complete the following to graduate:

- Completion of the MBA 40 credit-hour curriculum
- Maintain a minimum cumulative GPA of 2.7 (B-)
- Achieve a grade of C- or higher in all courses. Grades are determined by the instructor of each course.
 - If a student fails to achieve a C- or higher in a course, the student may re-take the course one time in the following year
 - If a student fails to achieve a C- or higher in a course for the second time, dismissal from the MBA Program will be initiated
- Completion of entry and exit exams
- Tuition paid in full as verified by Student Financial Services and the Business Office
- Continuous enrollment must be maintained until all graduation requirements are met. Students who fail to do so must apply for readmission.

Withdrawal Policy:

- If a student withdraws from a course in the unit, he/she must notify the Registrar's office and the MBA office in writing. Tuition charges will be applied accordingly.
 - Withdrawals after the first day of class and prior to completion of a course will result in a grade of W (withdrawal). The student may re-take the course one time in the following year.
 - If a student withdraws from any course more than two times, dismissal from the MBA Program will be initiated, unless approval is given by the MBA Program administration.
 - It is strongly recommended that students consult with the Student Service Center prior to withdrawing from a course. Financial aid eligibility and/or financial aid awards may be affected.
- If a student withdraws from the MBA Program, he/she must meet with the MBA Program administration and submit, in writing, a notification to the Registrar and MBA offices
 - Tuition charges will be applied accordingly and a grade of W (withdrawal) will be given accordingly in each course
 - MBA Program administration will determine the student's ability to rejoin and complete the program, if desired. A student may then reapply to the program, according to the standard application process, and begin where he/she left off, but must re-apply no later than two years after the original cohort start date. Any further delay in completing the program would require restarting the program and a loss of the previously earned credits.

Stand-alone earned credits will stay active for 10 years

Incomplete Grades:

- If an individual course is interrupted due to extenuating circumstances and not completed successfully, the student may request an Incomplete from the instructor. This is at the sole discretion of the instructor and must be agreed upon prior to receiving a grade for the course.
- Students receiving an official Incomplete may complete the course according to the requirements of the instructor or, may retake the course one time in the following year.

Course & Instructor Feedback:

- A brief course evaluation is administered at the three-week mark of each course. The instructor and the MBA Program administration review this form to address any perceived needs of the class.
- An instructor & course evaluation is administered at the end of each course so that the instructor and MBA Program administration can review your perceptions of the course and the instructor.

Billing, Payments, and Fees:

Tuition will be charged at the current graduate rate per credit hour. Tuition does not reflect charges for textbooks and course material.

Billing and payments for the MBA Program are handled by Student Financial Services. Billing is processed by semester, which typically includes two MBA units. Payments can be made in person at Student Financial Services or online via MU Online.

Self-Pay students must pay the cost of each semester prior to the start of each semester or sign-up for a payment plan.

Employer-Pay students must verify their status and make payment arrangements with Student Financial Services. Payments will be accepted directly from the employer according to the Student Financial Services payment schedule. If the employer does not pay the full tuition and fees associated with the MBA Program, the student must pay in full any outstanding balance prior to beginning the next semester.

MBA students will be responsible for paying a Graduation Fee prior to graduation which covers cost relating to graduation.

Financial Aid:

Graduate students are eligible for the Federal Stafford Loan Program. To qualify for this loan, students must submit a Free Application for Federal Student Aid (FAFSA) available from Student Financial Services for electronic submission to the federal processor. Instructions to apply for financial aid are available by contacting Student Financial Services at 217-424-6317. Graduate students are not eligible for federal Pell Grant or Illinois state funds.

The MBA Program offers a scholarship for Millikin alumni; please contact the MBA office for further details.

Graduate Assistantships are available in the Daytime MBA Program and are competitive in nature. Please visit www.millikin.edu/mba for application, availability and details. The Evening MBA Program offers a full tuition waiver for one Millikin University employee each cohort; please contact the MBA office for further details.

Master of Business Administration (MBA) (Credits)**MB501. MBA Boot Camp (1)**

This foundation course refreshes and develops business knowledge and skills in business disciplines including accounting, finance, marketing, and economics.

MB510. Personal Values and Business Ethics (3)

A fundamental building block of leadership is a strong code of ethics based on personal values. A leader's decisions require consistent judgments and a duty to follow the law of the land. This course examines the legal environment of business, the changing social context of business responsibility and the values and ethics of leaders.

MB520. Globalization and World Economics (3)

The global context of business in an increasingly open market with diverse cultures and systems necessitates an understanding of how international markets and their cultures operate. You are challenged to expand your understanding of business to its international dimensions.

MB530. Financial Fundamentals (3)

Financial decisions are at the heart of the long-term growth of a firm. This course covers the basics of finance including the issues of capital financing, the significance of financial ratios, financial markets and the ethical responsibility of the firm to its financial stakeholders.

MB535. Business Analytics (3)

Business Analytics is focused on taking insights derived from data and applying them “on the ground” by making data-driven business decisions, including collecting, managing, and analyzing datasets, forming inferences and predictions from data, and making optimal and robust decisions. Business analytics makes extensive use of statistical analysis, and the applications of business analytics span all functional areas.

MB540. Financial Accounting (3)

This course develops an understanding of financial statements, accounting concepts and principles, and the financial accounting process of measuring and reporting business activity. In addition, this course develops the principles and techniques for measuring and evaluating financial performance. The course culminates with a project where student teams build a financial forecast and cash requirements report for a fictitious company seeking capital and will present the finance section of a business plan presentation.

MB550. Strategic Marketing Analysis (3)

This course covers essential marketing topics of the marketing mix, creating sustainable competitive advantages, creating brand and customer equity, and the principles behind marketing strategy. There is a heavy emphasis on using data analysis through case examples and hands-on use of data analytics tools. Through a marketing simulation game and the creation of a marketing plan, the students will have the opportunity to exercise and solidify their marketing knowledge.

MB560. Cases in Financial Decision Making (3)

The central theme of this course is the shareholders' wealth creation. It builds on all previous MBA courses and integrates strategy, marketing, economics, accounting and finance. This course combines finance theory with practical applications and uses case studies to develop a deeper understanding of the complex issues involved in strategic financial issues confronting corporate management. It focuses on the major wealth drivers – growth, free cash flows and the cost of capital – in the context of various decision-making situations, such as financial planning, capital budgeting, optimal capital structure, and mergers and acquisitions.

MB570. Leading & Changing Organizations (3)

Leading organizations is a people-centered activity highly influenced by the ethical values of leaders. Managers get the work of the business done through people by setting goals and executing action plans; leaders help motivate people by setting the compass of a business, by creating a vision, setting values, and building bridges to the community, to ideas about the future and to internal stakeholders. This course examines leadership management and its ethical and value-based foundation.

MB571. Health Care Finance (3)

This course focuses on key financial management principles, concepts and decisions that help manage and create value for health care organizations. A broad range of topics will be covered, including: an overview of health care financial budgeting and pricing, reimbursement methodologies, health care accounting, managing cash/billing/collections, and an analysis of financing major capital investments.

MB572. Health Care Leadership (3)

This course serves as an introduction to the basics principles of leadership and direction for those who are interested in supervision and management of health programs. Management theories describing human behavior applied in health care settings are covered. Emphasis on professionalism, medical/staff relations, governance, stress, job attitudes, motivation, leadership, decision-making, communication and teamwork. In addition, a personal assessment of personality type will be conducted. Discussion will cover how this self-knowledge can help in developing leadership capabilities.

MB573. Health Care Process Management (3)

Making sure that all patients in a healthcare system are receiving the highest quality of care and services is the responsibility of every healthcare provider, manager and leader. Simultaneously in recent decades there has been an increasing awareness of significant risks associated with healthcare. As a result, it is incumbent upon healthcare systems to develop increasingly effective methods of assuring quality healthcare, a positive experience for the patient and his/her family, and the detection and mitigation of the risks associated with modern healthcare. Beyond the moral and ethical obligation to do so, continuous quality improvement and focus on positive patient experiences is necessary for healthcare organizations to remain viable in an increasingly competitive market.

The aim of this course is to familiarize the student to the context and history of continuous quality improvement, the ways that that quality is assessed quantitatively and qualitatively, knowledge of performance improvement methodology development over time, with an emphasis on state-of-the-art and evolving methods, development of management-level critical thinking in healthcare problem solving, from day to day situations to organizational strategic priorities.

MB574. Health Care Policy & Economics (3)

This course presents an overview of major issues related to the design, function, management, regulation, and evaluation of health insurance and managed care plans. Provides a firm foundation in basic concepts pertaining to private and public sector health insurance/benefit plans, both as provided by employers and government agencies such as Medicaid and Medicare. Although the emphasis is placed on the US, the material is applicable to international students who are interested in financing and organization of highly developed medical care delivery systems in other nations.

MB580. Strategic Resources Management (3)

This course focuses on the strategic management of the intangible assets of an organization: human capital, information capital, and organizational capital. Human motivation, workforce utilization, performance measurement, leadership, organizational culture and change, management information systems, knowledge management, and contingency planning are discussed in detail during this course. Students learn to translate strategy into operational terms, to align the organization to its strategy, and to apply course content in an individual or group project.

MB587. Seminar in Business Topics (3)

Provides either an in-depth study of a particular topic, problem or issue in today's business world, or a broad view of several topics of current interest in today's business world. The course may incorporate relevant experiential learning activities where appropriate.

MB590. Business Strategy (3)

Raising capital, planning growth, targeting/assessing acquisitions, setting quality levels, and a host of other business policy choices affect the ultimate success of a business. This course seeks to tie together decisions and consequences through an international immersion, case studies and/or simulations.

MB600. Capstone (3)

As MBA students, participants have essentially set a personal goal of improving their business skills and acumen. This final project is designed to add one more integrating experience to business knowledge. By designing a business plan, or completing a consulting project for a current business, each team of associates will bring together the elements of finance, marketing, management, leadership and ethics into a well thought-out plan.

MB610. International Immersion (3)

The International Immersion is an intensive experience at a leading foreign graduate school in Europe or Asia. Students will take approximately 40 hours of instruction on issues of international business designed to raise the understanding of business practices outside the US. This on-location experience will:

- Expose students directly to the culture, business practices, and leadership attitudes outside the United States
- Help prepare students for overseas assignments with their company
- Expose students to the thinking and beliefs of internationally known professors and international business executives

MG567. Process Improvement (3)

The lifeblood of any organization is its ability to keep up with what our customers want and demand from our organization. In order to keep up with the continually changing customer needs and the environment in which we must provide them it is important to identify and improve our processes. These processes extend beyond the manufacturing processes but include the processes of how we interface with our customers both before and after delivery. To be effective every member of the organization must understand what they provide, who they provide this product or service to, whether inside or outside the company. The student will gather current data and receive feedback from the process owner as to thoroughness and feasibility of solution.

MG570. Operations Management (3)

A practical study of the decisions required to design, operate and control a manufacturing or service operations. This course explores the various relationships between these organizational decisions, operations and other disciplines within the organization. The relationships are discussed and documented through the use of business process management and Visio. The organizational decisions explored include forecasting, planning of personnel and equipment, inventory planning and control, scheduling, project management, theory of constraints, and quality assurance. The student will learn the analytical techniques of operations management. The MBA student will demonstrate mastery of the course through the application of one or more topics in a detailed workplace analysis. The student will gather current data and receive feedback from the process owner as to thoroughness and feasibility of solution.

MG575. Project Management (3)

The objective of this course is to master the principles of efficient project planning and control - needs analysis, work breakdown, scheduling, resource allocation, risk management, and performance tracking and evaluation - within the timeframe and cost projections stated in the overview section. Concepts and techniques will be developed by navigating through a recent textbook in project management and through a popular project management software package. The MBA student will demonstrate mastery of the course through the application of one or more topics in a detailed workplace analysis. The student will gather current data and receive feedback from the process owner as to thoroughness and feasibility of solution. Pre-requisite: MG570.

Healthcare Administration Graduate Certificate

The healthcare industry is undergoing fast-paced growth, requiring fast-paced leadership. To gain a competitive advantage in healthcare administration, you need to understand the fundamentals of financial and communication strategy, team cultivation, policy and legislation, and how to forge a dynamic organization in an increasingly connected world.

Millikin University's Graduate Healthcare Administration Certificate is geared toward those within the healthcare industry who are looking to grow into positions of leadership.

The Certificate Program contains the following courses:

- MB571: Healthcare Finance (3 credits)
- MB572: Healthcare Leadership (3 credits)
- MB573: Healthcare Process Management (3 credits)
- MB574: Healthcare Policy & Economics (3 credits)

The Certificate Program has an 18-week completion time over each fall semester; two classes are completed during the first nine weeks and two classes are completed during the last nine weeks.

The Certificate Program is comprised of online & in-person evening classes. In-person classes meet once a week for 3.5 hours each night. Classes will not meet during the week of Thanksgiving.

Tuition for the Certificate Program is a flat rate of \$4,000.

Interested students must apply according to standard Millikin MBA admission requirements and can visit www.millikin.edu/mba for more information. All admission requirements must be submitted by **August 1** of each year.

The Certificate Program follows the same policies and procedures as outlined in the MBA Program.

Long-Vanderburg Scholars Program

Tonya Hines, Program Director

Mission Statement of the Long-Vanderburg Scholars Program

The Long-Vanderburg Scholars Program emphasizes Scholarship, Leadership, and Service through a four-year program that recruits high achieving, historically underrepresented students; explores and critiques understandings of personal and social identities such as race, class, gender, ethnicity, sexual orientation, religion, etc.; establishes and fosters a community of engaged scholars connected to the Millikin and Decatur communities; offers specialized courses that foster cultural, identity, and leadership development; provides specialized and individualized attention aimed at supporting, retaining, and graduating scholars; and enhances performance-based knowledge through practical experiences such as internships, research programs, and study abroad opportunities.

Goals of the Long-Vanderburg Scholars Program

The Program will:

- challenge and support LV Scholars as they work to understand their personal and social identity development;
- encourage and enable LV Scholars to demonstrate leadership ability;
- engage LV Scholars in service that impacts the Decatur and Millikin communities;
- prepare LV Scholars to examine personal experiences and create connections between the LV Scholars Program and success;
- provide LV Scholars the space and opportunity to showcase high academic performance.

Hallmarks of the Long-Vanderburg Scholars Program:

- Specialized courses designed to foster cultural, identity, and leadership development
- Residence in Living-Learning Communities especially planned to enhance academic success and personal and professional development
- LV Scholars Freshman Summer Leadership Academy
- Contribution to impactful service projects
- Participation in distinctive LV programs and activities focused on preparing scholars for success

General Overview

The Long-Vanderburg Scholars Program was established in 1994 to honor the first two African American graduates of Millikin University, Fred Long and Marian Vanderburg. In 2010, under the leadership of 1975 Millikin University alumnus and Caterpillar Inc. CEO, Doug Oberhelman, the program received a generous gift from Caterpillar, Inc.

The Long-Vanderburg Scholars Program is an honors program that provides historically underrepresented students, and those committed to diversity and inclusion, the opportunity to uphold and contribute to the legacy of academic excellence, leadership, and service at Millikin University. Scholarship, Leadership, and Service are emphasized through a four-year program offering both curricular and co-curricular activities. The LV Scholars Program is a four-year academic and developmental program. Students enter the program during their first year and are encouraged to continue throughout their four-year tenure at Millikin University.

The LV Scholars Program invites applications from entering first-year students who are members of any of the following racial/ethnic groups: American Indian or Alaskan Native, Asian/Asian American, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander; or of two or more races, or others who are committed to diversity and inclusion; have a cumulative high school grade point average of 3.0 or above; an ACT score of 23 or above; and who demonstrate evidence of leadership, commitment to diversity, and community service participation in high school, local community, and/or religious organization(s). A written application and personal interview are required of each applicant. Application forms may be requested from the Office of Admission or the Office of Inclusion & Student Engagement (ISE). Interviews are conducted as part of the LV Scholars Program selection process in the winter and spring. Long-Vanderburg Scholars qualify for a \$2,000.00 merit award for each year; they maintain a cumulative grade point average of 3.0 or above and complete required LV Scholars Program requirements. Students with demonstrated financial need, as determined by the Free Application for Federal Student Aid (FAFSA) and/or the Illinois State Scholarship Commission, may qualify for additional scholarship awards and additional Honors Programs at Millikin University.

Outline of the LV Scholars Program

Long-Vanderburg Scholars enroll in one LV Scholars Program course per semester, in addition to following the University Studies guidelines of the Millikin Program for Student Learning curriculum presented elsewhere in the Bulletin. In addition, LV Scholars are responsible for all appropriate school and division requirements, as well as being responsible for all required courses for the major.

First Year: LV Scholars

Theme: Exploring Identity and Societal Expectations (2 credits)

First Semester: (1 credit)

IN161: LV Scholars Historical and Contemporary Societal Exploration

Second Semester: (1 credit)

IN162: LV Scholars Identity and Social Justice

Culminating Event: Celebrations of Scholarship Conference

First-Year LV Scholars will present their scholarly work in the Celebrations of Scholarship conference open to the Millikin University community.

Second Year: LV Scholars

Theme: Developing Leaders through Service (1-2 credits)

First Semester: (1 credit)

IN261: LV Scholars Leadership through Social Change in a Global Context

Second Semester: (1 credit or optional; independent study)

IN262: LV Scholars Leadership Through Social Change Service Experience

Culminating Event: Off-campus service learning project

Third Year: LV Scholars

Theme: Professional Development and Baccalaureate Advancement (2 credits)

First Semester: (1 credit)

IN361: LV Scholars Professional Development I

Second Semester: (1 credit)

IN362: LV Scholars Professional Development II

Culminating Event: Celebrations of Scholarship Conference

Third-Year LV Scholars will present their scholarly work in the Celebrations of Scholarship conference open to the Millikin University community.

Fourth Year: LV Scholars

Theme: Demonstrating and Living Scholarship, Leadership, and Service (2-6 credits)

First Semester: (1-3 credits)

IN461: LV Scholars Senior Capstone Project I

Second Semester: (1-3 credits; independent study)

IN462: LV Scholars Senior Capstone Project II

Culminating Event: Senior LV Scholars Day of Scholarship

Fourth-Year LV Scholars will present their scholarly work at the LV Scholars Day of Scholarship, which is open to the Millikin University community

Total Hours Required in the LV Scholars Program: 7

Other components of the LV Scholars Program

Service: Service learning experiences are included in each of the four years of the program.

LV Scholars Courses (IN) (Credits)**IN161: LV Scholars Historical and Contemporary Societal Exploration (1)**

The major focus of this first semester course is the examination and critique of historical and contemporary societal issues as they relate to social (race, class, gender, ethnicity, sexual orientation, religion, etc.) identities, while learning about the history of the LV Scholars Program. The course will involve considerable research and writing.

IN162: LV Scholars Identity and Social Justice (1)

The second semester course builds on themes explored in IN 161 with enhanced emphasis on research development and writing skills. Students will also be guided through conference presentation styles in preparation for the Celebrations of Scholarship conference.

IN261: LV Scholars Leadership through Social Change in a Global Context (1)

LV Scholars enrolled in this course will examine leadership development through the social change model. Students are guided through leadership development and encouraged to participate in leadership opportunities across the Millikin University campus.

IN262: LV Scholars Leadership Through Social Change Service Experience (1)

LV Scholars will engage in a meaningful service learning project. Students are able to combine their knowledge from IN261 with professional interests to serve the Decatur community.

IN361: LV Scholars Professional Development I (1)

LV Scholars will explore career development and post-baccalaureate opportunities. LV Scholars are also encouraged to critically examine and juxtapose their life plans with their core values, passions, and propensities.

IN362: LV Scholars Professional Development II (1)

The second semester course continues themes explored in IN362 with deeper exploration and preparation for success after graduation.

IN461: LV Scholars Senior Capstone Project I (1-3)

Senior LV Scholars will develop a final senior capstone research project, paper, or performance. In this course, LV Scholars will develop their final projects with a member of the LV Advisory Committee or a faculty member/mentor.

IN462: LV Scholars Senior Capstone Project II (1-3)

LV Scholars will meet and discuss progress on senior capstone projects, while continuing their connections with the LV Scholars Program and their peers.

International Study Programs

International and Global Studies Minor

Description

The International and Global Studies minor requires completion of 21 credit hours in courses that focus on topics outside the United States, regardless of academic discipline. An in-depth exploration of a particular international region or culture is encouraged but students may alternately identify a theme to guide study across varied international areas. Students will work with an IGS minor advisor to develop a written, intentional plan of study with rationales for the course choices. The student, the IGS advisor, and the Registrar will maintain copies of the minor plan.

Requirements

Included in the 21 credit hours: at least one study abroad course is required (immersion or semester abroad) and 9 credits must be at the 300-level or above. No more than 2 courses from the student's University Studies or Major requirements may also be used for the minor. The IN 350 course used to satisfy the University Studies requirement may not be counted towards the minor. Contact one of the IGS minor committee members for advising: *Dr. Karla Luxner, Dr. Tatiana Isakovski, Dr. Tim Kovalcik*

Approved Courses (subject to student eligibility: e.g. necessary pre-requisites)

All Modern Language courses at the 300 level or above
 All International Cultures and Structures (ICS) courses
 All international study immersions or semester study abroad courses
 Art 301. Ancient & Medieval Art History
 Art 302. European Art: 14th through 18th Century
 Art 305. Non-Western Art History
 English 241. Western Classical Traditions: Literature, Rhetoric and Culture
 History 202. Rise of Modern Europe (1700 to the Present)
 History 320. Topics in European History
 History 340. Topics in Non-Western History
 History 360. Topics in Global History
 Management 430. International Entrepreneurship
 Marketing 340. International Marketing
 Philosophy 300. Ancient World Wisdom
 Philosophy 301. The Golden Age of Greece
 Philosophy 303. The Modern World (17th-18th Century)
 Philosophy 304. The Contemporary World of Philosophy (19th-21st Century)
 Philosophy 381. Seminar in Philosophy (depends on content)
 Political Science 320. International Law and Organization
 Political Science 321. Global Issues
 Political Science 324. Politics of the Developing World
 Political Science 322. Topics in Comparative Politics
 Political Science 323. Topics in World Politics
 Sociology 330. Sociology of Gender
 All courses approved for IN 350 (use the HI or EN designation)
 Other courses as approved by the IGS minor committee

International and Global Studies Courses (IN) (Credits)

IN410. International Studies (3) Senior capstone course required of all International and Global Studies minors. This final course provides an opportunity to reflect upon the skills and knowledge acquired in previous classes dealing with international issues. An international topic is analyzed from different academic perspectives.

Off-Campus Study: International Programs

Briana Quintenz; Director 217-424-3758

The Center for International Education (CIE)
University Commons 122

Mission: Consistent with Millikin's mission to prepare students for democratic citizenship in a global environment, the Center for International Education will prepare Millikin students and faculty for productive engagement in the global society of the 21st century. The value of a significant international experience can prove crucial to a student's career and future understanding of themselves and their world. It opens the door to more choice: language acquisition, career options, new kinds of learning, new cultures and new people. Millikin University encourages all students to take advantage of the many international opportunities available and to become democratic citizens in a global environment.

Millikin University offers a number of ways for its students to study and learn outside of the United States borders throughout the year and get Millikin University academic credit for doing so. Those include semesters of international study and study abroad through various faculty led short-term immersion courses.

Students who wish to participate in a semester of international study through Millikin University must:

- be at least 18 years of age or have parental/guardian consent,
- have at least junior standing
- be in good standing with Student Financial Services
- have a minimum cumulative grade point average of 3.0.
- be in good standing with Campus Life

Students interested in studying abroad should contact the CIE for additional information and application materials. Unless otherwise specified, deadlines for submitting applications for semester study abroad to the CIE are March 15 for the following summer/fall term and October 15 for the following winter/spring term. All study abroad applications must be approved by the student's academic advisor and by the Registrar.

Millikin student participation in any off-campus program may be competitive, depending on 1) levels of Millikin student interest in these programs in any one semester as well as on 2) available institutional financial support for international study abroad. To that end, students may be asked to submit as part of their study abroad applications a written rationale for their proposed study abroad experience.

If necessary, selections for participation will then be based on several factors, including but not limited to the significance of international study to the student's degree program and career plans as expressed in the student's essay. The CIE will make participation decisions with input from the Registrar, Campus Life, Student Financial Services and the applying students' advisor(s).

Millikin Exchange Programs

Millikin University continues to develop unique relationships with various international programs for the purpose of making these available to Millikin students who are interested in studying abroad for a semester. Millikin University faculty and/or staff personally investigate and verify the value of these programs for Millikin University academic offerings and academic credit.

The current list of available Millikin exchange programs are found on the International Programs website (www.millikin.edu/international). The available programs include but may not be limited to:

Country	University	Website
Argentina	Lanus, Universidad Nacional de	www.unla.edu.ar
Australia	Sunshine Coast, University of the	www.usc.edu.au
Austria	University of Applied Sciences Wiener Neustadt	fhwn.ac.at/en/International/Exchange-at-FH-WN/
Belgium	Artevelde University College	http://www.arteveldeuniversitycollege.be/
Chile	Finis Terrae Universidad	http://www.finisterrae.cl/
Chile	Changchun University of Chinese Medicine	ccucm.admissions.cn
Chile	Andes, Universidad de los	http://www.uandes.cl/
Czech Republic	University of West Bohemia	https://www.zcu.cz/cs/index.html
Denmark	Aarhus, Business Academy, University of Applied Sciences	www.baaa.dk
Denmark	CPH Business, Copenhagen Business Academy	www.cphbusiness.dk/english/
Ecuador	Universidad Internacional del Ecuador, UIDE	www.uide.edu.ec
France	PSB (Business)	https://www.psb.edu.paris/fr
France	Ecole Des Hautes Etudes Internationales Et Politiques	http://www.heip.fr/
France	CEFAM (School of Business and International Management)	www.cefam.fr/en/
France	European Business School (EBS)	www.ebs-paris.fr
France	UPEC	en.u-pec.fr
France	ECE Paris - Ecole d'ingénieurs	www.ece.fr
Germany	Duale Hochschule Baden-Württemberg Stuttgart	www.dhbw-stuttgart.de
Germany	The European University of Applied Science (EUFH)	https://www.eufh.de/en/
Ireland	Royal Irish Academy of Music	www.riam.ie/
Italy	Università di Verona	https://www.univr.it/home
Japan	Osaka University of Commerce	https://ois.doshisha.ac.jp/en/
Japan	Doshisha University	http://ouc.daishodai.ac.jp/english/
Japan	Rikkyo University	https://english.rikkyo.ac.jp/
Mexico	EBC (Business)	www.ebc.mx/
Netherlands	Inholland University of Applied Sciences	https://www.inholland.nl/inhollandcom/exchange/
Netherlands	Anvans Hogeschool	https://www.rsm.nl/
Netherlands	Rotterdam Business School	https://www.avans.nl/international
Netherlands	Saxion University of Applied Sciences	https://www.saxion.edu/programmes#facet_Education%20type=exchange
South Korea	Inha University	https://eng.inha.ac.kr/mbs/home/mbs/eng/index.do
South Korea	Chung-Ang University	https://www.cau.ac.kr/index.php
South Korea	Seoul Theological University	https://cms1.ks.ac.kr/eng/Main.do
Spain	Universitat Internacional de Catalunya (UIC)	http://www.uic.es/en/admissions/international-students
Spain	EUSA Centro Universitario	https://www.eusa.es/
China	Dalian Ocean University	https://en.dlou.edu.cn
Spain	Universitat de Lleida	www.udl.es/
Spain	Universida de Murcia	www.um.es/internacionales
Taiwan	Tunghai University	http://www.thu.edu.tw/
Vietnam	Foreign Trade University - Ho Chi Minh City Campus	cs2.ftu.edu.vn
United Kingdom	Liverpool John Moores University	https://www.ljmu.ac.uk/international/thinking-of-applying/exchange-study-abroad-students

Short-term Immersion travel courses

Millikin faculty members offer, a variety of international immersion course at varying times, typically during winter break, May and the summer. All immersion courses have published registration deadlines and typically require a deposit to confirm participation in the class. Information about these programs can be obtained from the faculty involved and from the CIE Office.

Fees

1. Semester study abroad:

- Students will pay Millikin tuition and any additional tuition being charged by 3rd Party Providers. Exchange programs do not have additional tuition charges
- For room and board, students pay whatever the program charges. This is not typically billed to your Millikin account
- Students studying abroad for semester will also be billed an International Studies program fee of \$200.
- Students pay any additional fees applicable to a specific program. Millikin bills these charges to the student unless otherwise specified by program.
- Students studying abroad do not pay Millikin University campus activity, health and technology fees, unless specified by a particular program.
- Housing agreements will vary with individual programs, and may include dorm and/or apartment living, and/or stays with carefully selected local families.
- Millikin University does not make or pay for travel arrangements for Study Abroad programs, unless this is explicitly included with a particular program.
- All students and faculty/staff travelling under the umbrella of Millikin will be required to pay \$25 for International Insurance and \$25 for a local phone provided by (and returned to) the CIE.

2. Immersion Study Abroad:

No financial aid is available for immersion courses; however, financial assistance may be possible for individuals through the International Fellows Program (listed below). Fees will vary according to each individual course and include things such as airfare, in-country travel, food, lodging etc. Students are required to sign a financial contract with the faculty member responsible for the course

Financial Aid

All Federal and State Aid (loans and scholarships) may be used for off-campus study, as specified by individual aid programs. Millikin aid may be used for one semester off-campus study, whether in the US or elsewhere, once during a student's time at Millikin as follows: 100% for Millikin tuition free exchange programs and semesters with Millikin faculty and no Millikin aid for other semester programs (e.g. IES, Huron University, Washington Semester Program). Millikin aid includes all scholarships, awards, waivers and other Millikin University financial contributions. Other financial aid (scholarships or loans) applies as specified by granting agency.

The International Fellows Program offers financial assistance to a select number of individuals who wish to study abroad either for a semester or through an international immersion course. Selection is based on quality of the application and on documented financial need; a student must complete a FAFSA in order to qualify. Application information is available from the CIE Office and on the CIE website.

Travel Insurance

All Millikin students and faculty who travel outside or in the United States, for any Millikin-related program, no matter length of program, must obtain an International Student Identity Card (ISIC) or International Teacher Identity Card (ITIC) prior to travel. These cards are available through the CIE Office, or in some instances, through a particular program such as IES Abroad.

The ISIC Card, in addition to providing student and faculty with international and domestic discounts, such as admission to museums and airline travel, also provides some basic medical coverage during program dates. All individuals are asked to review the coverage provided by the ISIC program and to determine if they wish to purchase additional insurances through other providers.

English Language Center

Programs of the ELC are designed to provide an immersive experience for English learners to gain proficiency in the language through intensive English instruction with varied instructional strategies such as small group instruction, projects, and cultural experiences.

Vision

Our vision is to be recognized as the innovative leader in English language instruction in higher education in Illinois.

Mission

The mission of the ELC is to provide quality English instruction for international students to communicate effectively in English in personal and academic contexts, to provide a context for understanding daily life in American society, to enhance cross-cultural awareness, and to assist students in succeeding in their academic and professional life.

Goals

The main goals of the ELC are:

1. To fully integrate international students to campus life at Millikin University while providing quality English instruction augmented with enriching cultural activities.
2. To provide a robust curriculum at various levels to meet individual needs and proficiencies that is focused on building skills in four main language areas: speaking, listening, reading, and writing in English.
3. To engage students actively through performance learning and real-world connections with the campus and enriching collaborations with the local community.

English Language Center Courses: (LC) (Credits)

LC081. Beginning Speaking & Listening (3)

This course develops students' general listening and note-taking skills through engagement with global topics presented as short conversations, lectures, talks, and interviews, classroom discussions, an audio journal, and presenting at the ELC, on the Millikin campus, and at a local school. The goal of this course is to improve students' speaking and listening abilities to an intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement.

LC083. Beginning Reading (3)

This course develops students' general and academic reading skills through intensive and extensive reading, isolated and integrated vocabulary instruction, analyses and discussion of academic and general English texts, and book review blogs. The goal of this course is to improve students' reading abilities to an intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement.

LC085. Beginning Writing (3)

This course develops students' process and timed academic paragraph and short essay writing skills through a language learning history, paragraph and three to five-paragraph assignments, weekly timed writings, and regular conferencing with the instructor. The goal of this course is to improve students' writing abilities to an intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement.

LC087. Beginning Grammar (3)

This course develops students' grammatical competence through grammar in context readings, controlled form, meaning and use practice activities such as editing, open-ended communicative tasks like conversations and paragraph writings, interactive grammar activities created by students, and an online workbook. The goal of this course is to improve students' grammatical abilities to an intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement.

LC089. Beginning Vocabulary (3)

This course develops students' active general English vocabulary through explicit instruction of high frequency words from the "General Service List" in various contexts together with practice using this vocabulary in communicative activities. The goal of this course is to improve students' lexical abilities to an intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement.

LC091. Intermediate Speaking & Listening (3)

This course develops students' general and academic listening, speaking and note-taking skills through engagement with global topics presented as conversations, lectures, podcasts, talks, and interviews, classroom discussions and debates, maintaining an audio journal, and presenting at the ELC, on the Millikin campus, and at a local school. The goal of this course is to improve students' speaking and listening abilities to a high intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement and/or successful completion of LC081.

LC093. Intermediate Reading (3)

This course develops students' general and academic reading skills through intensive and extensive reading, isolated and integrated vocabulary instruction, analyses and discussion of academic and general English texts, and book review blogs. The goal of this course is to improve students' reading abilities to a high intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement and/or successful completion of LC083.

LC095. Intermediate Writing (3)

This course develops students' process and timed academic short essay writing skills through a language learning history, five-paragraph essays, weekly timed writings, and regular conferencing with the instructor. The goal of this course is to improve students' writing abilities to a high intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement and/or successful completion of LC085.

LC096. TOEFL Prep (3)

This TOEFL Prep Course is designed to help students develop communicative and academic competence of English language and proper strategies necessary for successful performance on the Internet-based Test of English as a Foreign Language (TOEFL iBT). This course provides practices of all four language aspects: reading, listening, speaking, and writing in integration as it is required for the TOEFL iBT.

LC097. Intermediate Grammar (3)

This course develops students' grammatical competence through grammar in context readings, controlled form, meaning and use practice activities such as editing, open-ended communicative tasks like conversations and paragraph writings, interactive grammar activities created by students, and an online workbook. The goal of this course is to improve students' grammatical abilities to a high intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement and/or successful completion of LC087.

LC099. Intermediate Vocabulary (3)

This course develops students' active general and academic English vocabulary through explicit instruction of high frequency words from the "General Service List" and "Academic Word List", American idioms, and phrasal verbs in various contexts together with practice using this vocabulary in communicative activities. The goal of this course is to improve students' lexical abilities to a high intermediate level of proficiency. Credit earned does not count toward an undergraduate academic credential. Enrollment is dependent on initial placement and/or successful completion of LC089.

LC101. College Speaking & Listening (3)

This course develops students' general and academic listening, speaking and note-taking skills through engagement with global topics presented as conversations, lectures, podcasts, talks, and interviews, classroom discussions and debates, maintaining an audio journal, and presenting at the ELC, on the Millikin campus, and at a local school. The goal of this course is to improve students' speaking and listening abilities to a low advanced level of proficiency in order to succeed at the university undergraduate level. Enrollment is dependent on initial placement and/or successful completion of LC091.

LC103. College Reading (3)

This course develops students' general and academic reading skills through intensive and extensive reading, isolated and integrated vocabulary instruction, analyses and discussion of academic and general English texts, and book review blogs. The goal of this course is to improve students' reading abilities to a low advanced level of proficiency in order to succeed at the university undergraduate level. Enrollment is dependent on initial placement and/or successful completion of LC093.

LC105. College Writing (3)

This course develops students' process and timed academic essay and research paper writing skills through a language learning history, an argumentative essay, one guided and one independent research paper on a global issue, weekly timed writings, and regular conferencing with the instructor. The goal of this course is to improve students' writing abilities to a low advanced level of proficiency in order to succeed at the university undergraduate level. Enrollment is dependent on initial placement and/or successful completion of LC095.

LC109. College Vocabulary (3)

This course develops students' active general and academic English vocabulary through explicit instruction of high frequency words from the "General Service List" and "Academic Word List", American idioms, and phrasal verbs in various contexts together with practice using this vocabulary in communicative activities. The goal of this course is to improve students' lexical abilities to a low advanced level of proficiency in order to succeed at the university undergraduate level. Enrollment is dependent on initial placement and/or successful completion of LC99.

LC115. Projects & ePortfolios (3)

This course reinforces language skills practiced in all ELC courses and integrates the ELC curriculum with the Millikin campus, surrounding communities, and the world. The goal of this course is to prepare students to succeed at the university undergraduate level. Students reach this goal by collaborating in doing "performance learning": answering guiding questions by carrying out independent research, creating products for and presenting to authentic audiences, and compiling ePortfolios to showcase their linguistic, academic, and personal growth throughout the ELC curriculum. Enrollment by consent of the Director of the School of Education.

LC207. American Studies (3)

This course develops students' understanding of U.S. culture through comparative analyses with their own cultures, discussions of readings and authentic media, interactive activities, out-of-class assignments, and a current events-based online discussion blog. The goal of this course is to improve students' awareness, critical thinking, and conversational fluency about U.S. society in order to succeed at the university undergraduate level. Enrollment is dependent on initial placement and/or successful completion of the previous level.

Special Academic Programs

Design Thinking

Jessa Wilcoxon, Director

The *Design Thinking* minor is an interdisciplinary program that will strengthen students' technical, creative, and management skills as they prepare to become design managers, innovation specialists, and creative leaders at companies. Classes will prepare students to holistically and empathetically consider challenges in people's lives and how design could be used to solve a problem through new products and/or systems.

For this minor, a minimum of 22 credit hours is required, with at least 3 credits earned in courses numbered 300 or above from each of the categories: Business, Design, and Social Sciences. Students wishing to complete this minor must have their programs approved by their advisor and the Design Thinking Minor Coordinator.

Design Thinking Minor Learning Goals

Students will

1. Use various visual communication techniques and software to generate designs and prototypes.
2. Learn to evaluate a problem from various interdisciplinary approaches individually and in groups in anticipation for leading businesses towards creative and innovative solutions.
3. Develop an understanding of human behavior as it is affected by societal or environmental issues, and use that knowledge to compassionately design products, services, or systems that aim to improve lives and/or dissolve issues.

Design Thinking Minor - 22 credits

Core (13 credits)

AT 110 Intro to Digital Media (3) or AR 201 Computer Art & Design Orientation (3)
 MK200. Principles of Marketing (3)
 SO100. Intro to Sociology - (3)
 ET260. Designing Your Life (1)
 ET383. Innovation Lab (3)

Choose 9 credit hours from the following. You must have a three credit (300 level or higher) class from each section (Business, Design, and Social Science).

Business Electives

MG345. Leading Organizational Change (3)
 MK308. Consumer Behavior & Analytics (3)
 MG300. People & Performance (3)
 ET333. Global Social Entrepreneurship (3)
 ET340. Foundations of Entrepreneurship (3)
 ET380. Art of Entrepreneurship (3)
 MG375. Project Management (3)
 OL300. Self-Leadership (3)
 OL310. Group and Team Dynamics (3)
 OL344. Organizational Leadership (3)
 OL385. Leadership, Diversity, and Multi-Culturalism (3)
 OL306. Organizational Behavior (3)
 Other approved Business Topics Course

Design Electives

AR327. Computer Art & Design: Creative Concepts (3)
 EN305. Web Publishing (3)
 AT365. Topics in Visual Media (3)
 AR325. Branding & Package Design (3)
 Other approved Design Topics Course

Social Science Electives

SO313. Multiculturalism & Diversity (3)
 SO320. Social Stratification (3)
 SO330. Sociology of Gender (3)
 SO365. Sociology of Globalization (3)
 SO390. Environmental Sociology (3)
 CO332. Gender Communication (3)
 CO432. Intercultural Communication (3)
 HM320. Poverty (3)
 PS305/SP305. Social Psychology (3)
 Other approved Social Science Topics Course

* It is advised but not required that students take BU230 Business Conversations when selecting a course to meet their Oral Communication general education requirement.

* It is advised but not required that students take ET383 Innovation Lab **after** they have completed all other classes in the minor or along with other classes in that final semester.

The Interdepartmental Major (IDM)

Randy Brooks (Dean of the College of Arts and Sciences)

Pam Lindsey (Dean of the College of Professional Studies)

For reasons including broad interests or career aspirations that do not fall categorically into a single major, students may seek out alternative options for earning a bachelor's degree. The Interdepartmental Major (IDM) is an individualized program of study designed to meet the needs of these students offered by the College of Arts and Sciences or the College of Professional Studies. Primary major determines the degree and the college home, as well as additional school/college/distribution requirements for the degree.

This option allows students to pursue an interest not supported by a current major to blend offerings from at least three traditional disciplines into a new major of their own design. As such, proposals for IDMs are expected to integrate these areas of study around a single theme. Developing an IDM curriculum plan can take considerable time and thought, so students should consult as soon as possible with faculty advisor(s) and/or the Dean of College for which the primary major resides to develop a proposal that meets their needs and the requirements of the program.

A student interested in this program should seek out a faculty advisor, who will work with him or her to construct an individualized program that meets the student's educational objectives, fulfills the requirements of University Studies and the requirements of the College for which the Primary major resides, and demonstrates academic credibility to the University. Students may elect either a BA or BS degree in this major.

1. The Interdepartmental Major must include a minimum of 45 credits including:
 - a. A minimum of 18 credits from the primary department and a minimum of 12 credits from each of two other departments within the University.
 - b. At least 15 of the 18 credits earned in the primary department and 6 of the 12 credits earned in each of the other departments must be in courses numbered 300 or above.
 - c. A capstone course (IN495 or a capstone course approved for a major sponsored by the primary department) that includes a senior project and a reflection on what has been learned through this interdisciplinary study.
2. The student is responsible for writing a rationale for pursuing the interdepartmental major. This rationale should be developed in close consultation with a faculty member from the College for which the Primary major resides. This rationale must include:
 - a. A narrative, naming and describing the major and how it fits into the student's plans or aspirations;
 - b. A description of at least 3 key learning outcome goals for the major;
 - c. A description of how the learning outcome goals will be assessed through the capstone course; and
 - d. A tentative plan of study that includes the courses selected from each of the three departments.
3. The individualized program plan of study must be approved by a committee of the chairs of all relevant departments (or their designees) and by the Dean of College for which the Primary major resides. The committee, in consultation with the student, will select an advisor. Subsequent revisions of the plan of study must be approved by the advisor after consultation with this committee.
4. A copy of the IDM program plan of study must be filed with the Registrar's Office and any subsequent changes in program or substitutions of courses in any of the three areas needs to be reported to the Registrar in a timely manner.

IN478. Interdepartmental Internships (1-3) Opportunities outside the classroom designed to help the student develop professional skills and experiences specifically in the career interest of the student. Internships are established in cooperation with agencies, businesses, and institutions in the local area. Maximum of 4 credits toward the major.

IN495. Interdepartmental Capstone (3) Senior Interdepartmental majors complete this independent study course in the first semester of their senior year. The student will prepare a project/thesis/study that provides opportunity to reflect upon and synthesize the intention of the major.

Gender Studies Minor

The Gender Studies minor offers an interdisciplinary approach to the social and cultural construction of gender. The minor draws its 21 course credits from all departments at Millikin University to investigate multiple ways sexuality and gender roles operate in social, economic, cultural and/or political contexts. In studying a range of disciplinary conventions and standards, students learn about how gender affects human activities across different areas of knowledge.

1. Analyze the historical and critical concepts of sexuality and gender.
2. Apply gender-based knowledge and/or theory as a tool for research, creative production, clinical practice, and/or practices of social change.

A list of courses approved for the Gender Studies minor is available each semester.

African American Studies Minor

African American Studies Minor offers 21 credit hours of course content connections across disciplines that integrate literature, history/politics, communication, psychology, sociology, and theatre, and an exploration of social justice concepts that require critical analysis and intense examination of important issues related to the African American experience in the United States and the diaspora as a global comparative. This minor punctuates the value of a liberal arts education, and students of this minor can apply their learning to a variety of fields and career paths such as pre-law, business/entrepreneurship, education policy, etc. where tools for effective cross cultural communication, activism, critical thinking, and more are required for success.

A list of approved courses for the African American Studies minor will be available each semester.

Edge Program

Center for Academic and Professional Performance Personnel

The Edge program is designed to assist first-year students in adjusting to the demands of college-level academics. Through the Edge program, select first-year students gain:

- Exposure to the academic skills vital to collegiate success.
- Increased self-confidence through early academic achievement.
- Connection to campus resources.

The Edge program includes a classroom component as well as extensive advising during the first year. During the Edge course, students focus on an academic discipline while developing the academic skills necessary for first-year success. In addition, faculty and staff engage the Edge students in extensive follow-up, incorporating frequent contact at critical times during the first year. Under the supervision of peer mentors, Edge students also complete academic and co-curricular activities designed to engage them to the campus community.

Participation in the Edge program is by invitation only. For more information, please contact the Center for Academic and Professional Performance

Edge Courses (Credits)

Fall-IN112. Edge Topics 1 (2)

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Study skills and college transition issues will be integrated into the course.

IN113. Edge Topics 2 (1)

Specialized topics determined by the discipline and expertise of the faculty teaching the course. Study skills and college transition issues will be integrated into the course.

Spring-IN112. Edge Activities (1)

Spring semester Edge course that focuses on strong academics, campus activities and over-all student success. Specialized topics and events are chosen to provide academic support and build positive relationships to mentors, faculty and staff.

Pre-Professional Programs, Health Sciences

Cynthia Handler, Director

Medicine, Dentistry and Veterinary Medicine. Optometry, Physician Assistant. Millikin University is dedicated to facilitating entry into and success in post-graduate programs in several areas of health care. This includes such diverse occupations as veterinarian, medical doctor, dentist, and physician's assistant as well as other professional health care occupations. Students should consult with the Director of the Pre-Professional Program on the sequence of their Millikin course work, as well as their choices of professional schools to ensure that they will meet the specific entrance requirements of their chosen schools. This is especially important if the academic major is not in a science discipline.

The professional schools believe that the selection of an undergraduate major should be a careful and considered decision. A major in one of the science disciplines is not a pre-requisite for medical school although an adequate number of science courses are necessary to meet professional school requirements and to perform well on the Medical College Admission Test (MCAT) or other admission examinations. A broad cultural education in the arts, humanities and social sciences, as well as the biological and physical sciences, is desirable. The minimum requirements for entrance into most post-graduate professional schools require that each student demonstrate competency in biology, inorganic and organic chemistry, physics, mathematics and statistics. Specific sequences for the biology and chemistry major with emphasis in health care are described in the Department of Biology and the Department of Chemistry sections of this bulletin. Please note that the admission requirements for professional school also require that each student demonstrate a core of personal competencies. Both of these competency requirements can be met in a variety of ways. Each student in the program needs to work closely with their academic and health professions advisor to ensure that both the academic and personal competency requirements are met.

While learning is emphasized and important, it is also crucial to set high achievement standards. We encourage students to develop excellent study habits and a disciplined approach to learning. At the same time, we provide a nurturing atmosphere and individualized attention for each student, allowing each person to develop at his or her own pace. Students are encouraged to do research in collaboration with members of the science faculty and are encouraged to apply for summer research programs at other universities, medical and research centers as well as participate in health care programs abroad. Many students wish to spend a semester abroad. This requires some careful planning, especially in terms of application, interviews and admission to professional schools.

Professional school admission committees also look for evidence of other characteristics such as leadership, social maturity, purpose, motivation, initiative, curiosity, common sense, perseverance and breadth of interests that demonstrate a commitment to people.

The admission examination for professional school is usually taken in the spring semester of the junior year or during the summer between the junior and senior years. Both commercial and in-house preparation courses are available. An interdisciplinary Pre-Professional Committee provides guidance to the pre-professional program and letters of evaluation to professional schools for students who request them as a part of the application process. The format of these letters is undergoing examination and review as the professional schools evaluate and change the manner in which Millikin University students are evaluated and the manner in which that information is communicated to them. Please consult with the director of the program in regard to this area.

Allied Health. Millikin offers Pre-Professional Programs in several allied health fields, including medical technology, occupational therapy and physical therapy. These programs are described in the Biology Department section of the College of Arts and Sciences in this Bulletin.

Pharmacy. Millikin offers two different tracks of study for a degree in pharmacy. The first study track includes course work required by accredited pharmacy schools for admission to their professional programs. This curriculum is similar to the first two years of study for chemistry majors. In addition, Millikin has established dual degree program with Midwestern University, which allows students to earn the Bachelor of Science degree as well as a Doctor of Pharmacy in six years of study. Students must enroll in this program at the time of their admission. Each student must maintain a grade point average specified by both schools and meet all of the graduation requirements for both Millikin and Midwestern. For additional information on this joint program, consult Millikin's pre-professional advisor or the admission staff.

Engineering (dual-degree program). A dual-degree or 3-2 program has been established with Washington University in St. Louis that takes five years to complete and leads to a B.A. or B.S. degree from Millikin as well as a B.S. degree in Engineering from Washington University. The bachelor's degree at Millikin will typically be in physics, chemistry, or mathematics, although students majoring in such diverse areas as political science or philosophy have successfully completed engineering degrees at Washington University.

Students earn between 90 and 100 credits from Millikin in the first three years, and transfer sufficient credits back from Washington University at the end of the fourth year to complete their Millikin degree. Engineering areas available for study at Washington University are Biomedical, Chemical, Computer, Electrical, Mechanical, Systems Science and Engineering, and Computer Science. On completion of one of these programs, the student earns a second B.S. degree from Washington University in a particular engineering field. Further information on programs at Washington University can be found at <http://engineering.wustl.edu>.

Students benefit from the dual-degree program over traditional engineering curricula in many ways: a broader education, two degrees in two different areas, a sound technical education as well as a strong liberal arts background that is often needed in management positions, and the personalized environments of two small universities. Consult Dr. Eric Martell, the director of pre-engineering programs, for further details.

Engineering (2-2 program). In the 2-2 transfer Engineering program, students complete their Millikin Program of Student Learning courses at Millikin University as well as a year each of chemistry and physics, and two years of mathematics. After completing two years of studies, students can apply to transfer to the engineering school of their choice for completion of their engineering degree. Students should maintain a high grade point average since admission to engineering programs is highly competitive. On completion of the program at the transfer institution, the student earns a baccalaureate degree from that institution. Consult Dr. Eric Martell, the director of pre-engineering programs, for further details.

Law. No specific undergraduate major is required for admission to law school. Millikin students interested in law school, however, are strongly encouraged to take courses that facilitate the development of excellent writing skills, analytical thinking skills, logical reasoning skills, critical reading skills, communication skills, and research skills. In addition, students with an interest in law school should take intellectually challenging courses.

The Pre-Law advisor works with students on LSAT preparation, law school applications, and personal statements. Consult the advisor for more information. The current advisor is Dr. Robert E. Money, Professor of Philosophy.

Chicago Center for Urban Life and Culture

Millikin University is affiliated with the Chicago Center for Urban Life and Culture. The Chicago Center is a convergence of the university, city living and urban work experience. Students from all majors find a support system of mentors, college instructors and friends to guide them as they learn about the vibrancy and challenges of the city in our action-based seminars, and complete professional volunteer internships

Offered year-round, all our programs combine experience-based classes with a volunteer internship in the student's field of interest. Students live cooperatively in Chicago Center for Urban Life and Culture furnished apartments in Hyde Park, an integrated, lakefront neighborhood on the South Side.

Millikin students have taken advantage of this program for over 20 years and have found the experience not only personally rewarding but professional rewarding as well. Students can choose from a full semester at Urban Life or choose to participate in the January term, May Post-Term or Summer Term. All work completed at the Chicago Center is transferred directly back to Millikin.

Required courses include SO340, Field Study in Chicago – 3 credits; SO350, Chicago Communities and Culture – 3 credits and SO355, Chicago Internship or Practicum for 4-8 credits. Students can also work out directed study with Millikin faculty that can be counted as a part of their major at Millikin.

Students from Universities or Colleges other than Millikin can take advantage of this experience and receive college credit. Millikin University sanctions the awarding of credit in cooperation with the Chicago Center. Students must be accepted by the Chicago Center and by Millikin University to obtain this credit. Students should contact the Registrar's Office at Millikin University for further information. Millikin University does not offer financial aid in the form of grants or scholarships or loans to 'visiting' students. Students should check with their home-university financial aid office to determine eligibility for financial aid resources.

Financial Policy

Tuition: Students attending Chicago Center for Urban Life and Culture (CCULC) pay their college/university of matriculation. CCULC bills the college/university of matriculation 80% of the advertised tuition-for-credits earned at CCULC. In cases where 80% does not meet CCULC's audit fee, colleges are encouraged to remit the full amount so that the student is not invoiced for the difference.

Note: Non-credit students pay the advertised audit fee for each term directly to CCULC. The audit fee is in place of tuition and in addition to the program and city activity fees.

Program Fee: The program fee includes a shared, furnished apartment which includes internet, cable TV, phone, and all utilities; a shared food account, class fees (including tickets to numerous cultural events); textbooks and in-city transportation including an unlimited transit pass.

Note: The Program Fee is typically comparable to room and board and other fees.

Note: Students who must stay for additional weeks to meet accreditation requirements will be charged \$200/week to cover extended room and board costs. These special accommodations must be arranged with staff BEFORE the term begins and additional cost will be included in the student's invoice.

Note: Academic Internship Deposit- Students who choose to have an internship option chosen and arranged for them prior to the beginning of the term must submit a \$500 non-refundable deposit that will be applied toward their program fee.

City Activity Expense: The City Activity Expense is an estimate of direct out-of-pocket costs related to CCULC program events, e.g. lunch on a tour. It does not include personal spending money.

Note: The student should consider this as part of the cost of the program in determining financial aid needs. The City Activity Expense is not remitted to Chicago Center, but is a required out -of-pocket cost to the student.

Miscellaneous Fees:

- Application Fee (due upon submission of application): \$50
- Refundable Security Deposit (due upon arrival): \$100

Millikin University Tuition/Chicago Center for Urban Life and Culture (as of Academic Year 2016-2017)

Term	Tuition	Program Fee*	City Activity Fee*
Semester	\$ 15,516	\$ 5800	\$ 300
Summer 2018	\$ 3,000	\$ 2900	\$ 200

Tuition is paid directly to Millikin. All other fees are paid to the Chicago Center.

*subject to change by the Chicago Center

**Student Teachers only

Directory of Faculty and Staff

Board of Trustees

Officers of the Board

Randy Blackburn	Chairman
Phillip Blankenburg	Vice Chairman
Ruby James	Treasurer*
Marilyn Davis	Secretary*

*Non-voting

ANDREAS, Ben, Real Estate Broker
Main Place Properties
Decatur, IL

ANDRICKS, Tanya
CEO, Crossing Healthcare
Decatur, IL

BLACKBURN, Randell S., Retired Vice President
Union Pacific Railroad
Omaha, NE

BLANKENBURG, Phillip, Retired Vice President/Branch
Manager, A.G. Edwards & Sons, Inc.
Monticello, IL

BRANCH, Ronald, President/Broker
RLB Realty Group, Inc.
Chicago, IL

BRINSON, Leonard,
Vice President & Chief Information Officer
South Jersey Industries
Folsom, NJ

CANTY, Michael, CEO/President
Alloy Bellows & Precision Welding & Star
Precision Technologies
Cleveland, OH

GIVENS, Robert, Chairman Emeritus
Monotype Imaging Holdings, Inc.
Andover, MA

GIVERS, Conrad
Vice President, Strategic Accounts
ADM Corn Processing
Alpharetta, GA

GRADY, James J., Retired President
Kopetz Manufacturing, LLC
Decatur, IL

HORVE, Jr., Steve R., President and Owner
Horve Contractors
Forsyth, IL

JOHNSTON, Debi, Secretary to the Board, International Control
Services, Secretary/Treasurer and Board Member, Green Valley
Manufacturing, Inc. and Former CFO for Johnston Super Markets,
Inc.
Forsyth, IL

LEECK, Rosalind, Marketing Director-Market Access
United States Soybean Export Council
Chesterfield, MO

LILLY, Jeff, Vice President of Business & Government Services
RCR Technology Corporation, Inc.
Indianapolis, IN

MC GEE, Case, Vice President, Human Resources
Archer Daniels Midland
Chicago, IL

NEFF, Jim, Senior Vice President
Brechnitz Group of Raymond James & Associates, inc.
Decatur, IL

OLSEN, Chris, Vice President, Community and Government Affairs
Tate and Lyle
Bluffton, SC

PILLING, Sue, Retired Teacher,
Decatur Public Schools
Osage Beach, MO

SCHLEPPENBACH, Jay, Counsel
Decherrt LPP
Chicago, IL

SCHRODT, Dr. Joe, Retired Orthopaedic Surgeon-Consultant
Decatur, IL

SKEFFINGTON, John G., President & CEO
Skeff Distributing Company, Inc.
Decatur, IL

THOMFORDE, Dr. Kathy, Retired Professor of Marketing
St. Olaf College
Saint Paul, MN

WARREN, Joshua
Senior Vice President & M & A Practice Leader
ABD Insurance and Finance Services
San Mateo, CA

ZOLLINGER, Eric, Executive Manager of Sales
Douglas Elliman Development Marketing
New York, NY

Emeritus Trustees

John T. Adney	Bonita Springs, FL
Ed Bachrach	Chicago, IL
Doug Basler	Waukegan, IL
Luke Bills	Boston, MA
Jeffrey Black	Decatur, IL
Erik C. Brechnitz	Decatur, IL
Kevin Breheny	Decatur, IL
Mikel Briggs	Naperville, IL
Joe Browning	Canton, GA
Rod Bussell	Decatur, IL
Elta Cooke	Clinton, IL
Karen Crapse	Mount Pleasant, SC
Gerald Demirjian	Decatur, IL
Tom R. Dickes	Decatur, IL
Van Dukeman	Urbana, IL
James L. Fisher	Sarasota, FL
Jennifer C. Friday	Lithonia, GA
Greg Griffin	Jacksonville, FL
Larry Haab	Decatur, IL
Tom Harrington	Nashville, TN
James Henson	Bonita Springs, FL
Lisa Holder White	Decatur, IL
William Hopper	Taylorville, IL
Lyn Houston	Mt. Prospect, IL
Richard Howard	Guilford, CT
J.L. Hunter	Carmel, IN
Dr. Steve Huss	Decatur, IL
George B. Irish	New York, NY
Kim Kenney	Decatur, IL
Burnell D. Kraft	Paradise Valley, AZ
Richard A. Lumpkin	Mattoon, IL
Donald McCloud	Portage, MI
Donald McIntrye	Pasadena, CA
Robert H. Menke, Jr.	Huntingburg, IN
Bruce Nims	Decatur, IL
Duane Noland	Blue Mound, IL
Douglas Oberhelman	Edwards, IL
Robert M. Powers, Ph.D.	Decatur, IL
Richard K. Quisenberry., Ph.D.	Wilmington, DE
Randy Rentfro, Ph.D.	Palmetto, FL
David E. Richardson	Naples, FL
Julie Roe Lach	Carmel, IN
Doug Schmalz	Indian Wells, CA
Julie Schwalbe	Paradise Valley, AZ
Lucy Lindsay Smith	Decatur, IL
Robert Smith	Decatur, IL
Allen Splete, Ph.D.	Damascus, MD
Mark Staley	Springfield, IL
Robert Staley	Crystal Lake, IL
Trent Thompson	Decatur, IL
Michael Waller	Hilton Head Island, SC
Dr. Phyllis Warkentin	Omaha, NE 68118
Melvin Wilson	Charlottesville, VA
Gary Workman	Omaha, NE
Dr. Gale Zacheis	Severance, CO

The Faculty

- ALBRECHT**, Matthew, (2013), B.A., University of Winona; M.F.A., University of Wisconsin-Madison; Associate Professor of Theatre & Dance
- APER**, Jeffery (2014), B.A., Blackburn College, M.A., University of Illinois-Springfield, Ph.D., Virginia Tech; Provost and Professor of Behavioral Sciences
- ATKINS**, Martin (2017), B.S., Madison Media Institute, Instructor of Music
- AUTON**, Julia (2020), B.S., Millikin University, M.S.N., Southern Illinois University at Edwardsville; Instructor in the School of Nursing
- BALES**, Lori, (2000), B.A., Miami University; M.F.A., Florida State University; Professor of Theatre and Dance
- BARNES**, Pamela (2019), B.S., M.Ed. and Ed.D., University of Missouri, Director, School of Education, Associate Professor of Education
- BATES**, Julie (2016), B.A., Drake University; M.A., University of IL at Springfield; Ph.D., Illinois State University; Assistant Professor of English
- BENABESS**, Najiba, (2016), M.A., Western Illinois University; Ph.D., University of Wisconsin-Milwaukee; Dean, Tabor School of Business; Associate Professor of Economics
- BENNETT**, George, (1997), B.A., Wittenberg University; Ph.D., The Ohio State University; Professor of Chemistry
- BENTLEY**, Angela (2017), B.S.N., University of Illinois at Springfield, M.S., University of Illinois at Peoria, Ph.D., Medical University of South Carolina, Assistant Professor of Nursing
- BEZDICEK**, Joyce, (2010), B.A., Mary College; M.Ed., Ph.D., University of Illinois; Associate Professor of Education
- BICICCHI**, Rachel, (2010), B.A., DePaul University; M.A., University of Wisconsin, M.A., University of Wisconsin; Educational Technology Coordinator and Research/Instruction Librarian/Associate Professor
- BLACK**, Mary, (2009), B.A., University of Iowa; M.F.A. Indiana University; Associate Professor/Director/Theatre and Dance
- BLANCO**, Joel, (2016), B.S., M.S., Pennsylvania State University; Ph.D., University of Illinois; Assistant Professor of Exercise Science
- BRANIGER**, Carmella, (2003), B.A., Muskingum College; M.A., Johns Hopkins University; Ph.D., Oklahoma State University; Director, University Studies/Associate Professor of English
- BROADBEAR**, Barbara (2016), B.A., University of North Dakota-Grand Forks, M.S., University of South Florida – Tampa, Ph.D., Indiana University
- BROOKS**, Randy, (1990), B.A., Ball State University; M.A., Ph.D., Purdue University; Dean, College of Arts & Sciences/Professor of English
- BROWN**, Michael, (2002), B.S., Freed-Hardeman University; M.B.A., Pepperdine University; Ph.D., University of Mississippi; C.P.A.; Associate Professor of Accounting
- BRUNK**, Jeremy, (2004), B.M., Millikin University; M.M., University of Oklahoma; D.M.A. University of Illinois; Assistant Professor of Music
- BURDICK**, David, (1989), B.A., State University of New York-New Paltz; M.M., D.M.A., University of Texas-Austin; Associate Professor of Music
- CABRERA**, Eduardo, (2005), A.A., Los Angeles City College; B.A. & M.A., Cal State-Los Angeles; Ph.D., University of California; Professor of Spanish
- CALDWELL**, Vicki, (2013), B.S.N., University of Illinois-Springfield; M.S.N., Saint Louis University; Assistant Professor of Nursing
- CANNY**, Gina (2014), B.S.N., St. John's College; M.S.N., Millikin University; Instructor of Nursing
- CARTER**, Jo, (1984), B.S.N., University of Illinois-Chicago; M.S., University of Illinois-Peoria; Ed.D., Illinois State University; Associate Professor of Nursing
- CASTLE**, Troy (2020), B.A., Union Bible College, M.M., Bob Jones University, D.M.A., Shenandoah University; Associate Professor of Music
- CHAVEZ-ROJAS**, Jorge, (2016), B.S., National University of Trujillo; M.A., Ph.D., University of Iowa; Assistant Professor of Sociology
- CHOI**, Hee Young, (2012), B.A., M.A., South Korea; Ph.D., University of Illinois, Urbana; Associate Professor of Education
- CLONEY**, Tina, (2008), B.S., Indiana University; M.S. P.H., Ph.D., Walden University; Associate Professor of Exercise Science & Sport
- COLLINSWORTH**, Linda, (2005), B.A., Eureka College; MA, National Lewis University; Ph.D., University of Illinois-Urbana; Professor of Psychology
- COLEMAN**, Emily (2020), B.F.A., Savannah College of Art and Design; M.F.A., California State University; Visiting Instructor of Theatre
- COOK**, David (2018), B.M., Central Michigan University, MM, University of Michigan, DMA, University of Oklahoma; Assistant Professor of Music
- CORVERA**, Anna (2017), B.F.A., University of Illinois at Urbana-Champaign; M.F.A., State University of New York; Instructor of Dance

- CREIGHTON**, Elizabeth (2019), B.A., Millikin University, Lecturer in the School of Theatre and Dance
- CROWE**, Judith, (1998), B.A., Millikin University; M.A., Illinois State University; Assistant Professor of English/Director of Writing Center
- CUNNINGS**, Christopher, (2016), B.S., Governors State; M.A., Olivet Nazarene; Ed.D., University of Illinois; Assistant Professor of Education
- CURTIN**, Nancy, (2007), B.A. University of Illinois-Urbana; M.A. Eastern Illinois University; Ph.D., Southern Illinois University; Associate Professor of Communication
- DEAN**, Laura, (2016), B.A., University of Wisconsin-Eau Claire; M.A., Ph.D., University of Kansas; Associate Professor of Political Science
- DELANEY**, Amy, (2016), B.A., M.A., SIU-Edwardsville; Ph.D., University of Illinois; Assistant Professor of Communication
- DUESTERHAUS**, Alan, (2015), B.A., George Mason University; M.Ed., James Madison University; Ed.D, Peabody College/Vanderbilt University; Assistant Professor of Management
- ELSTON**, Brenna, (2016), B.S. Millikin University; M.S.N., Bradley University; Instructor of Nursing
- ENRIGUEZ-ORNELAS**, Julio, (2015), B.A., Wabash College; M.A., University of California-Riverside; Assistant Professor of Spanish
- FRECH**, Stephen, (2003), B.A., Northwestern University; M.B.A., Washington University; Ph.D., University of Cincinnati; Professor of English
- FULLER**, Cynthia, (2004), B.A., Millikin University; M.S., University of Illinois-Urbana; M.B.A., Millikin University; Director/Staley Library/Associate Professor
- FUNDERBURK**, Jana Henry, (1999), B.A., William Jewell College; M.F.A., University of Missouri-Kansas City; Costume Director/Professor in the School of Theatre and Dance
- FYKE**, Gail, (2017), B.S.N., Northern Illinois University; M.S.N., University of Illinois at Chicago; D.N.P., St. Francis Medical Center; Assistant Professor of Nursing
- GALEWSKY**, Samuel, (1997), B.S., M.S., Ph.D., Texas A&M University; Associate Professor of Biology
- GARRISON**, Mary, (2005), LCSW, ACSW; B.A., Western Illinois University; M.S.W., University of Illinois-Urbana; Professor of Social Work
- GEPHART**, Elizabeth, (2016), B.A., Sangamon State University; M.S.N., University of Virginia; D.N.P., St. Louis University; Associate Professor of Nursing
- GLAUSE**, Kaitlin (2020), B.A., University of Iowa, M.E., Harvard Graduate School of Education, Ph.D., Michigan State University; Assistant Professor of English
- GREENLAW**, Ian (2017), B.M., Eastman School of Music, M.M., University of North Carolina, D.M.A., University of Michigan, Assistant Professor of Music
- GUASCO**, Timothy, (2013), B.S., University of Puget Sound; Ph.D., Yale University; Associate Professor of Chemistry
- GULLY**, Teresa (2017), B.S. and M.S.N., Mennonite College of Nursing, Instructor of Nursing
- HAAG**, Jonathan (2018), B.F.A., Minneapolis College of Art and Design, M.A., Wright State University, D.A., Mt. Mary University, Assistant Professor of Art
- HANDLER**, Cynthia, (1997), B.A., Millikin University; M.S., Ph.D., The Ohio State University; Associate Professor of Biology/Director/Pre-Professional Programs
- HAWKINSON**, Benjamin (2019), B.M., Northern Arizona University; M.M., Westminster Choir College; D.M.A., Texas Tech University, Assistant Professor of Music
- HARSHMAN**, Christine, (2016), B.S., Millikin University; M.S., Eastern Illinois University; Lecturer of Math/Coordinator, Math Center
- HARTSOCK**, Michael, (2010), M.A., Central Methodist University; M.A., Ph.D., University of Missouri-Columbia; Associate Professor of Philosophy/Honors Director
- HESS**, Tisha, (1999), B.S., Millikin University; M.S., Eastern Illinois University; Program Director/ Head Athletic Trainer /Assistant Professor of Physical Education
- HOLLIS-GEORGE**, Michael, (2002), B.A., M.A., Kent State University; Ph.D., Michigan State University; Associate Professor of English
- HOLMES**, Beth, B.A., Kansas State University, M.A., University of Arizona, Lecturer, School of Music
- HOLMES**, Bradley, (1991), B.M.E., University of New Mexico; M.M., University of New Mexico; D.M.A., Arizona State University; Professor of Music/Director of Choral Activities
- HOLT**, Jennifer, (2018), B.F.A., Ohio University; M.F.A., Southern Illinois University, Assistant Professor of Art
- HORN**, David, (2005), B.A., Hiram College; M.S., The University of Mississippi; Ph.D., Iowa State University; Professor of Biology
- HUA**, Yuhan, (2018), B.S., Beijing Normal University, M.S., Worcester Polytechnic Institute, Ph.D., University of Louisville, Asst. Professor of Entrepreneurship

- JESEK-HALE**, Sheila, (2008), B.S., Millikin University; M.S., Texas Woman's University; Ph.D., Rush University; Associate Professor of Nursing
- JUSTISON**, Brian, (1998), B.M.E., Eastern Illinois University; M.M., University of Mississippi; Professor of Music
- KENNEDY**, Julie, (2014), B.S.N., Illinois State University; M.S.N., Loyola University-New Orleans; Instructor of Nursing
- KIRBY**, Janet, (2019), B.A., Drake University, M.S., Benedictine University, Ph.D., Benedictine University; Assistant Professor of Organizational Leadership
- KNUST**, Kyle, (2015), B.S., University of Evansville; Ph.D. The University of Texas-Austin; Assistant Professor of Chemistry
- KOVALCIK**, Timothy, (2005), B.A., Millikin University; M.A., Asbury Theological Seminary; Ph.D., University of Bristol; Professor of History
- LAMBERT**, Scott, (2012), B.A., M.A., Ph.D., Southern Illinois University; Associate Professor of English
- LASKOWSKI**, Pamela, (2008), B.S., M.S., Millikin University; Assistant Professor of Nursing
- LAUNDRA**, Kenneth H., (2010), B.S., Michigan State University; M.A., Central Michigan University; Ph.D., Utah State University; Chair/Associate Professor of Sociology
- LEDFORD**, Laura, (1995), B.S., University of Wyoming; M.F.A., Indiana University; Dean, College of Fine Arts/Associate Professor of Theatre and Dance
- LEE**, Eun-Joo, (2006), B.S., M.S., Chung-Ang, University, Seoul, Korea; M.S., Texas A&M University; Ph.D., Texas Tech University; Professor of Mathematics
- LEO**, Katherine (2017), B.A., George Mason University, M.A., J.D., and Ph.D., The Ohio State University, Assistant Professor of Musicology
- LINDSEY**, Pamela L., (2010), B.S., Illinois State University; M.S., University of Illinois-Chicago; D.N.S., Rush University; Associate Professor of Nursing/Interim Dean, College of Professional Studies
- LINTON**, Mary Jane, (1980), B.S., Millikin University; M.S., Texas Woman's University; Ed.D., Illinois State University; Professor of Nursing
- LITTRELL**, Tim, (1981), B.A., Millikin University; M.A., University of Illinois-Springfield; Assistant Professor of Physical Education
- LONG**, Kevin, (2004), B.A., Elon College; M.M., Southern Methodist University; Artist-in Residence
- LOVE**, Denice, (2013), B.A.: Rowan University; M.Ed., Ed.D., Harvard University; Associate Professor of Education
- LUX**, Emily, (2019), B.A., and M.S., University of Illinois at Urbana-Champaign; Assistant Professor of Social Work
- MAGAGNA**, Tony, (2009), B.A., University of Wyoming; M.A., Ph.D., University of California; Associate Professor of English
- MANGRUM**, Barbara, (1995), B.S.E, Arkansas State University; M.A., University of Arkansas; M.F.A., Southern Illinois University-Carbondale; Associate Professor of Theatre and Dance
- MARQUETTE**, Christopher (2018), B.S., University of Illinois; M.B.A., Loyola University of Chicago; Ph.D., Texas A & M University; Visiting Asst. Prof. of Finance
- MATTHEWS**, Anne, (2003), B.A., Purchase College; S.U.N.Y.; M.A., Ph.D., Indiana University; Associate Professor of English
- MCCLAIN**, William (2020), B.M. and M.M., Ithaca College, M.M., University of Texas-Austin, D.M.A., University of Maryland, College Park; Associate Professor, Music Director and Conductor of the Millikin Decatur Symphony Orchestra
- MEISTER**, Samuel, (2010), B.A., Greenville College; M.A., University of Illinois-Springfield; Instructor of Communication/WJMU Station Manager
- MILLER**, Alex, (2007), B.F.A., Webster University; M.F.A., George Washington University; Professor of Theatre and Dance
- MILLER**, Angela Fleddermann, (2007), B.F.A., Webster University; M.F.A., University of Illinois at Urbana-Champaign; Associate Professor of Theatre
- MILLER**, Daniel, (1997), B.S., M.A., Eastern Illinois University; Ph.D., Illinois State University; Professor of Mathematics, STEM Recruiter
- MONEY**, Robert, (1999), B.A., Furman University; J.D., Emory University School of Law; Ph.D., University of Iowa; Professor of Philosophy
- MONROE**, Dan, (2006), B.S., Bradley University; M.S., Illinois State University; Ph.D., University of Illinois-Urbana; Associate Professor of History
- MORRISSEY**, Sean, (1999), B.F.A., Syracuse University; Artist in Residence, School of Theatre and Dance
- MORTON**, Antonio (2020), B.F.A., Western Kentucky University; M.F.A., University of Louisville; Assistant Professor of Theatre
- MULLGARDT**, Brian, (2011), B.A., M.A., Southern Illinois University; Ph.D., University of Connecticut; Associate Professor of History
- MUNOZ**, J. Mark, (2001), B.S., West Visayas State University; M.B.A., Ph.D., University of San Jose-Recoletos; Professor of International Management
- MYERS**, Denise, (1991), B.A., Santa Clara University; M.F.A., University of Wisconsin at Madison; Professor of Theatre and Dance

- NEGRUTIU**, Silvan, (2013), B.A., M.A., Dublin City University, Dublin Ireland; D.M.A., Shenandoah University; Associate Professor of Music
- NICKELL**, Jamie, (2012), B.S.N., M.S.N., Chamberlain College of Nursing; Instructor of Nursing
- O'CONNER**, Michael, (1996), B.A., Central Methodist College; M.A., Ph.D., University of Missouri-Columbia; Associate Professor of English
- O'CONNER**, Roslyn, (2007), B.S., Missouri State University; M.A., University of Missouri; Instructor of Biology
- OECK-SOLOMON**, Cynthia, (2004), B.M., M.M., University of Washington; Instructor of Music
- OLSEN**, Matthew, (2013), B.A., Albright College; M.A., M.S., Ph.D., University of Illinois-Urbana; Instructional Services Coordinator and Research/Instruction Librarian/Assistant Professor
- OLSON**, Emily, (2017), B.A., St. Louis University; M.S., University of Nebraska-Lincoln; Ph.D., Michigan State; Assistant Professor of Mathematics
- ONUORA**, Ngozi, (2004), B.A., Illinois State University; M.S., Eastern Illinois University; Ph.D., University of Illinois-Urbana; Associate Professor of Education
- OSEI**, Michael (2020), B.A., University of Cape Coast, Cape Coast, Ghana, M.S., South Dakota State University, Ph.D., Oklahoma State University, Assistant Professor of Financial Economics
- PAGE**, Georgette, (2007), B.A., M.A., West Virginia University; Ph.D., University of Utah; Associate Professor of Education
- PARRISH**, Judith Ann, (1995), B.S., Eastern Illinois University; M.S., Ph.D., University of Illinois; Professor of Biology
- PATEL**, Shailesh (2020), B.S., Millikin University, M.S., University of Illinois, Urbana-Champaign; Instructor of Accounting
- PATRICIO**, Danielle (2018), B.S. and M.A., Northern Arizona University, Instructor of English
- PIPPITT**, Amanda, (2004), B.A., Beloit College; M.A., Northern Illinois University; M.S., University of Illinois at Urbana-Champaign; Access Services Coordinator and Research/Instruction Librarian /Associate Professor
- PODESCHI**, Richard, (RJ), (2012), B.S., M.B.A., Millikin University; Associate Professor of Information Systems
- POWER**, Johnny (2019), B.A., University of Illinois at Springfield, M.F.A., Academy of Art University, Lecturer of Arts Technology
- RAMMELSBERG**, Anne, (1994), B.A., Simpson College; M.S., Ph.D., Cornell University; Associate Professor of Chemistry
- RASK**, Perry, (1995), B.A., University of Mary; M.M., University of North Texas; D.A., University of Northern Colorado; Professor of Music
- RAUFF**, James, (1988), B.A., Albion College; M.A., University of Wyoming; M.A., Loyola University (Chicago); Ph.D., Northwestern University; Professor of Mathematics
- ROARK**, Eric, (2008), B.A., M.S., Iowa State University; M.A., University of Missouri-Columbia; Ph.D., University of Missouri; Associate Professor of Philosophy
- ROBERTSON**, Marianne, (1994), B.S., M.S., Ph.D., Clemson University; Professor of Biology
- ROBSON**, Thomas, (2011), B.A., Grinnell College; M.A., Ph.D., Indiana University; Associate Professor of Theatre and Dance
- RODGERS**, Keyria (2017), B.A. and M.A., University of Illinois at Springfield, Instructor of Criminal Justice
- ST. JAMES**, James, (1986), B.A., Stephen F. Austin State University; M.A., Texas Woman's University; Ph.D., University of Illinois; Professor of Psychology
- SALMI**, Lyle, (1996), B.F.A., University of Minnesota-Duluth; M.F.A., Arizona State University; Professor of Art
- SCHROEDER**, Jennifer, (2008), B.S.; Eastern Illinois University; M.S., Ph.D., University of Illinois; Professor of Biology
- SCIRCLE**, Melissa, (2013), B.S., Indiana University; M.S., Ph.D., University of Massachusetts; Associate Professor of Psychology
- SEAPY**, Corey (2019), B.M., Gordon College, M.M., Ithaca College, D.M.A., University of Missouri, Assistant Professor of Music
- SMITH**, Jenna, (2016), B.A., Ohio Wesleyan University; Ph.D., Case Western Reserve University; Assistant Professor of Biology
- SMITH**, Neal, (1999), B.M., DePauw University; M.M.E., Ph.D., The Hart School, University of Hartford; Associate Professor of Music
- STICKLES**, Joe, (2006), B.S., Millikin University; Ph.D., University of Iowa; Professor of Mathematics
- STICKLES**, Paula, (2006), B.S., Millikin University; M.S., Northern Illinois University; Ph.D., Indiana University; Professor of Mathematics
- STORSVED**, John, (2016), B.A., Luther College; M.S., H.S.D., Indiana University; Associate Professor of Exercise Science/Director of Athletic Training Program/Chair Exercise Science
- TANTA**, Mirela, (2015), B.A., Alexandru I. Cuza University, Romania; Ph.D., University of Illinois-Chicago

- THEIS, Sara**, (2016), B.A., Marquette University; M.F.A., University of Wisconsin-PTTP; M.B.A., Millikin University; Associate Professor of Theatre/Dance
- TIRPAK, Andrea** (2019), B.S.N., Mennonite College of Nursing, Bloomington; M.S.N., University of Illinois-Chicago; Instructor of Nursing
- TONELLI, Mark**, (2016), B.M., William Paterson University; M.M., University of North Texas; Ed.D., Columbia University; Assistant Professor of Applied Guitar
- TOURE, Paul**, (2011), L.L., M.M., D.E.A., Universite de Cocody-Abidjan, France; Ph.D., University of Cincinnati; Associate Professor of Modern Languages
- TRIMBLE, Carrie**, (2012), B.S., University of Illinois/Urbana; M.A., University of Illinois/Springfield; Ph.D., Michigan State University; Associate Professor of Marketing
- TRUMP, Audra** (2020), B.S., St. John's College, M.S.N. and D.N.P., Southern Illinois University Edwardsville; Assistant Professor of Nursing
- VERNON, Thomas** (2020), B.S., University of Tennessee, M.B.A., University of Mississippi, D.B.A., Louisiana Tech University; Association Professor of Operations Management
- WALKER, Edwin**, (1993), B.F.A., Millikin University; M.F.A., Rochester Institute of Technology; Associate Professor of Art
- WALKER, Thad**, (2007), B.S., Augustana College; M.S., Arizona School of Health Sciences; Head Athletic Trainer/Assistant Professor
- WATSON, Casey**, (2006), B.S., Western Kentucky University; Ph.D., Ohio State University; Professor of Physics
- WEBER, Edward**, (2014), B.S., Central Methodist University-Missouri; M.S., Capella University, Clinical Instructor, Information Systems
- WEIMER, Steven** (2019), B.M., Western Illinois University, M.M., Bowling Green State University, D.M.A., University of Cincinnati; Assistant Professor of Music
- WILCOXEN, Jessa**, (2016), B.A., Bradley University; M.F.A., University of Memphis; Associate Professor of Digital Media
- WILCOXEN, Travis E.**, (2010), B.S., Eureka College, M.S., Ph.D., University of Memphis; Associate Professor of Biology
- WHISMAN, James T** (2020), B.S., Millikin University, M.S.N., Regis University; Instructor, School of Nursing
- YEATES, Amy**, (2016), B.S.N., University of Illinois-Springfield; M.S., St. Louis University; Ed.D., University of Illinois; Assistant Professor of Nursing
- ZIMMERMAN, Laura**, (2015), B.S., Millikin University; M.S., Ph.D., Illinois State University; Assistant Professor of Biology
-

University Councils

Four councils comprise the University governing bodies: Council on Curriculum, Council on Faculty, Council on Students and Academic Standards, and Council on Scholarship and Faculty Development. Additional advisory councils and committees include: Academic Council, Enrollment Management Council, Committee on Scholarship and Faculty Development, Advisory Committee on Promotion and Tenure, Honors Council, Committee on Teacher Education Programs, Committee on Faculty Welfare, Information Technology Advisory Committee, Gender Studies Committee, Institutional Research Board and IACUC.

Adjunct Faculty

Candace Baker, M.A., University of Illinois - Springfield, Instructor of Communication
Ann Borders, M.M., University of Illinois, Assistant Professor of Music
Sharon Chung, M.M., Northwestern University, Instructor of Music
Susan Cobb, D.M.A., University of Oklahoma, Associate Professor of Music
Marilyn Davis, M.B.A., Millikin University, Assistant Professor of Marketing
Vicky Gilpin, D.E., University of Phoenix, Instructor of English

Chung Ha Kim, D.M.A., University of Cincinnati, Instructor of Music
Katharine Leavitt, Ph.D., Indiana University, Instructor of Education
Melinda Rueter, M.A., Eastern Illinois University, Instructor of Communication
Robert Sampson, Ph.D., University of Illinois at Urbana, Instructor of History
Francesca Tescione, D.L., Universita La Sabienza-Italy, Instructor of Italian

Emeriti

Emeritus status is conferred by the Board of Trustees. Listed are emeriti members of the faculty and their tenure at Millikin:

ADELL, Arvid W., (1970-2001), Professor Emeritus of Philosophy
ALPI, Sharon Taylor, (1990-2015), Assistant Professor Emeritus of Business Administration
BECK, Randal, (1979-2017), Professor Emeritus of Mathematics
BIBB, Jon (Rick), (1982-2012), Associate Professor Emeritus of Marketing
BOAZ, Mildred M., (1981-1999), Professor Emeritus of English
BOOKER, Kathy, (1993-2016) Professor Emeritus of Nursing
BOREI, Karin (1999-2008), Emeritus Director, Staley Library and Director of International Studies
BOSTON, Bryce, (1966-1996), Associate Director Emeritus of Admission
CHAMBLIN, Cheryl, (1984-2016), Professor Emeritus of Economics
CHAPMAN, Merle, (1967-2002), Associate Professor Emeritus of Exercise Science
CORDULACK, Shelley, (1995-2015), Professor Emeritus of Art
CRISLER, Larry (1975-2008), Associate Professor Emeritus of Sociology
CZERWINSKI, Ralph, (1979-2007), Dean Emeritus of the College of Arts and Sciences
DEAN, Ronnie (1985-2014) Assistant Professor Emeritus of Music
DODGE, Stephen, (1968-2002), Professor Emeritus of History
DORSEY, Paul, (1984-2004), Associate Professor Emeritus of Marketing
FIOL, Stephen, (1976-2010), Professor Emeritus of Music
FORBES, Gordon, (1967-2006), Professor Emeritus of Psychology
FORBES, Guy, (1995-2019), Professor Emeritus of Music
GIBBONS, Hellen, (1985-2017), Associate Professor Emeritus of Music
GLENCROSS, Laurie (2001-2018), Professor Emerita of Music
GUILLORY, Daniel, (1972-2004), Professor Emeritus of English
HILGENBERG, Cheryl, (1990-2013), Professor Emeritus of Nursing
HOFFMAN, Darlene, (1977-2009), Associate Professor Emeritus of Education
HORNBACKER, Georgia (1986-2020), Professor of Music, Emeritus
HUNT, Jerald F., (1969-2001), Professor Emeritus of Education
JACOBS, JoEllen, (1981-2009), Professor Emeritus of Philosophy
JENSEN, Norman H., (1970-1999), Associate Professor Emeritus of Biology
JOSEFSON, Clarence, (1973-2013), Professor Emeritus of Chemistry
KETTELKAMP, James F., (1964-1993), Dean Emeritus of Admission
LIBERATORE, Anthony, (1984-2019), Association Professor Emeritus of Economics
LIKINS, Carolyn, (1986-2005), Assistant Professor Emeritus of Mathematics
LUXNER, Karla, (1997-2016), Associate Professor Emeritus of Nursing
LUXNER, Michael, (1996-2016), Professor Emeritus of Music
LUY, Donald, (1979-2013), Assistant Professor Emeritus of Exercise Science & Sport
MALLARD, Manley, (1990-2016), Associate Professor Emeritus of Music
MATTHEWS, Terry, (1990-2011), Professor of Biology
MCQUISTION, Thomas, (1979-2010), Professor Emeritus of Biology
MCQUISTION, Virginia Frank, (1977-2001), Reference Librarian Emeritus
MIHM, Brian, (1972-2007), Associate Professor Emeritus of English
NICHOLSON, Tina, (1990-2019) Professor Emeritus of Music
NORTHROP, Jean, (1966-1986), Associate Professor Emeritus of Music
OLSON, James R.G., (1965-1987), Professor Emeritus of Economics and Business Administration
OSOSKI, Isabel, (1980-2016), Associate Professor Emeritus of Nursing

PACHOLSKI, Richard A., (1970-1998), Professor Emeritus of English
PAUL-MERRITT, Carol, (1970-2001), Professor Emeritus of German
PHILLIPS, Douglas P., (1965-1997), Professor Emeritus of Music
REDFORD, Gerald, (1961-1994), Dean Emeritus of the College of Arts and Sciences
REYMAN, Randall, (1982-2019), Professor Emeritus of Music
RIVERS, Mary, (1989-2007), Associate Professor Emeritus of Communication
RUSSO, Annette, (1995-2016), Assistant Professor Emeritus of Art
SAMUELSON, Sheryl, (1991-2017), Professor Emeritus of Nursing
SCHIETINGER, James (1978-2018), Professor Emeritus of Art
SCHINKE-LLANO, Linda, (1989-2003), Professor Emeritus of Language and Literature and Distinguished University Professor
SHAW, Gary, (1983-2019), Professor Emeritus of Music
SLAGELL, Linda (1987-2015), Associate Professor Emeritus of Physical Education
SLAYTON, Deborah, (1980-2019), Emeritus Dean and Professor, College of Professional Studies
SMITH, Charles, (1992-2009), Associate Professor Emeritus of Accounting
SMITH JR., Homer A., (1985-1997), Professor Emeritus of Chemistry
STAPLETON, Larry (2001-2018), Professor Emeritus of Business
STEVENS, Linda, (1979-2001), Assistant Professor Emeritus of Nursing
STONER, Lin, (1973-2005), Dean Emeritus of Admission
TOWER, A. Wesley, (1981-1995), Dean Emeritus of the College of Fine Arts
VICARS, Robert E., (1968-1997), Professor Emeritus of French
WATSON, James, (1979-2007), Associate Professor Emeritus of Economics
WESSEL, Walt (1973-2013), Emeritus Registrar
WILKINSON, Harold, (1978-2007), Associate Professor Emeritus of Biology
YADEAU, Ronald (1978-2013), Associate Professor Emeritus of Music
YONAN, Edward A., (1980-2002), Professor Emeritus of Religion

Administrative Officers

Dr. James M. Reynolds, B.A. Biology, Drake University; M.A. Zoology, DePauw University, Ph.D. Biology, Illinois State University
Marilyn S. Davis, B.S., M.B.A., Millikin University; Chief of Staff and Board Secretary

Academic Council

Jeffery Aper, Ph.D., Provost, Chair
Najiba Benabess, Ph.D., Dean of Tabor School of Business
Randy Brooks, Ph.D., Dean of Arts and Sciences
Laura Ledford, M.F.A., Dean, College of Fine Arts
Pamela Lindsey, D.N.S., Interim Dean, College of Professional Studies
Raphaella Prange, M.S. Vice President for Student Affairs/Dean of Student Development
Michael Hartsock, Ph.D., Director, Honors Program
Cindy Fuller, M.S., Director, Staley Library
Jason Wickline, B.S., University Registrar
Carrie Pierson, M.S., Senior Director of the Center for Academic and Professional Performance
Briana Quintenz, Interim Director, Center for International Education
Craig White, Ph.D., Director, Athletics
Jennifer Schroeder, Ph.D., Director, Academic Effectiveness
Rachel Bicchichi, M.A. Director, Online Learning
Cindy Landacre, Executive Assistant to the Provost

Enrollment

Sarah Shupenus, M.A., Vice President for Enrollment and Marketing
Laura Birch, B.S., Coordinator of Institutional Research
Kyle Taylor, M.B.A., Director of Admission
Marianne Taylor, M.B.A., Director of Transfer and Graduate Admission
Carmen Aravena, M.A., Director of International Admission
Shelby Baum, B.A., Director of Operations and Events
Chilwana Thompson, B.A. Assistant Director of Student Financial Services
Kylee Roney, B.A., Executive Director of Marketing and Communications

Student Development

Raphaella Prange, M.S., Vice President for Student Affairs/Dean of Student Development
Carrie Pierson, Senior Director of the Center for Academic and Professional Performance
Paul Lidy, Dean of Campus Life
Christopher Morrell, Director of Student Mental & Behavioral Health Services
Kelly Finn, Executive Assistant to the Vice President of Student Affairs and Dean of Campus Life

Finance and Business Affairs

Ruby James, M.B.A., C.P.A., Vice President for Finance and Business Affairs
Christopher Ballard, M.S., Director of Public Safety/Chief of Police
James Fraley, B.S., Director of Facilities
Diane Lane, Director of Human Resources
Amy Brilley, M.B.A., Director, Information Technology
Corey Clabaugh, Director of Dining Services
Vicki Wrigley, B.S., C.P.A., Controller

Alumni and Development Office

Gina L. Bianchi, M.S., Vice President for Alumni & Development
Amanda Landacre Podeschi, M.A., Senior Director of Operations
Alyse Knust, M.B.A., Senior Director of Alumni Engagement & Annual Giving
Caroline E. Bruder, J.D., Special Counsel to the Vice President
Dan Baker, CFRE, Senior Director of Major Gifts
Kim Mangan, B.S., Director of Corporate & Foundation Relations
Lindsay Nolan, B.S., Director of Donor Relations
Lori Kerans, M.S., Director of Alumni Engagement
Molly Berry, Associate Director of Alumni Engagement
Lauren Acton, M.B.A., Associate Director of Annual Giving
MeLinda Potter, B.A., Associate Director of Prospect Research

Campus Facilities and Parking

Millikin University is located in Decatur, Illinois, a city of about 85,000. The city is located in the heart of central Illinois, approximately 130 miles northeast of St. Louis, 180 miles southwest of Chicago and 150 miles west of Indianapolis. Interstate 72 and U.S. highways 51 and 36 connect the community.

The 75-acre campus includes Shilling Hall, Pilling Chapel, Gorin Hall, Leighty-Tabor Science Center, the new University Commons and Staley Library, ADM-Scovill Hall, four residence halls, Perkinson Music Center, Kirkland Fine Arts Center, Frank M. Lindsay Field, Workman Family Softball Field, the Decatur Indoor Sports Center at Millikin, including the Allan-McClure Wellness Center, and Griswold Physical Education Center. The former Scovill Science Center was renovated and opened in August 2005 as the ADM-Scovill Business & Technology Center with a LEED-EB Gold designation. Five national men's and women's fraternities maintain their own houses adjacent to the campus.

Decatur Indoor Sports Center at Millikin - Completed in October 2000, this 87,000 square foot facility is a shared facility between the local Park District and the University. The Center contains a 4-lane, 200-meter competitive-grade track, indoor soccer, five basketball/volleyball courts, golf practice area, a climbing wall, aerobic and dance areas. The Allen-McClure Wellness Center is in the Center and available to Millikin students, faculty, and staff.

Frank M. Lindsay Field - Adjacent to Griswold Center, Lindsay Field provides seating for 4,000 spectators at football games or track meets. An eight-lane, all-weather surfaced running track encircles the football field.

Gorin Hall - The building contains office space for Admission, Registrar, and Marketing and Media Relations.

Griswold Physical Education Center – Southeast of Lindsay Field is the Griswold Center which houses the field house with seating capacity in excess of 3,000 spectators, classrooms, faculty offices, and appropriate locker areas. The field house has three regulation-sized basketball courts.

Kirkland Fine Arts Center - One of Decatur's best-known facilities, Kirkland Fine Arts Center features a 1,900-seat, air-conditioned auditorium with a three-manual organ, rehearsal areas for music groups, art galleries, art studios and classrooms, and faculty offices. It is an important aspect of the cultural life of the community.

Leighty-Tabor Science Center - Completed in December 2001, the 80,000 square foot building brings a state-of-the-art building to the teaching of the sciences at the University. The Center has a greenhouse, practice and research labs and technology-enabled classrooms to enhance science education on campus. The School of Nursing is also housed in this building. The Requarth Observatory, located on the rooftop of Leighty-Tabor Science Center, is the largest public telescope in Illinois.

Perkinson Music Center - Renovation and expansion of the original Conservatory, built in 1912, was completed in late 1999. In addition to soundproof practice rooms, classrooms, and studios, the Perkinson Music Center houses a 25-station computer lab and Millitrax, a state-of-the-art 24-track recording studio. Recitals take place in Kaeuper Hall, which seats approximately 170.

Pilling Chapel - Completed in late 1997, this 122-seat facility welcomes students of all denominations to a place of meditation, sanctuary and reflection.

Residence Halls - The residence hall system includes four major residence halls: Millikin's historic Aston Hall opened in 1907 and features four traditional floors housing 100 residents. Aston Hall is known for its tall ceilings, large hallways, and community-style bathrooms – all newly updated in 2015. Named after Bonnie Rebecca Blackburn, Professor of Modern Languages, Blackburn Hall houses 99 residents. This close-knit community includes newly-updated community bathrooms, long hallways, and is the closest building to Shilling Hall. Blackburn Hall features double-occupancy rooms in a traditional residence hall style. In fall 1996, Millikin added Dolson Hall (formerly Oakland Street Hall), a state-of-the-art residence hall, which also houses the University Bookstore and Office of Residence Life. This building maximized options for students to live in single, double and quad occupancy rooms. The hall offers suite-style rooms, private bathrooms and co-educational living/learning environments for 200 residents. Located directly across the street from Shilling Hall are Weck Hall and New Hall 4, Millikin's quaint two-story, suite-style residence hall. Each houses 52 residents and includes a large first-floor lounge, study room, and a ping-pong table. The benefits of living in this building include an intimate sense of community and single bathrooms shared by each group of four residents.

All residential hall beds are covered by fire detection and a suppression sprinkler system.

University Commons – Opening in August 2017, the University Commons at Millikin University will be the new front door to campus. The building blends together the Staley Library and student center functions into one central location, reconfiguring the existing library and infusing access to it throughout the 87,000 square-foot building. With input from the entire campus community, the University Commons was designed for campus and community-wide events. The University Commons will be home to: Math Center, Media Arts Center, New Technologies Lab, WJMU Radio Station, Writing Center, Oberhelman Center for Leadership Education, Office of Student Development, Center for Academic and Professional Performance, Office of Inclusion & Student Engagement, Staley Library and Student Dining.

Workman Family Softball Field - The Workman Family Softball Field is the new home for the Big Blue softball program starting in 2017, located at 390 North Oakland Avenue on Millikin's campus. The new facility was made possible by a generous \$2 million contribution from Millikin University Trustee Gary Workman '65 and his wife, Judy. The Workman Family Softball Field features an artificial turf infield and outfield surface, lights, chair back and bleacher seating for 150 people, dugouts, batting cages, restrooms, concessions area, and press box.

ADM-Scovill Hall - Constructed in 1955, ADM-Scovill Hall is home to the Tabor School of Business. All undergraduate business and MBA classes are taught in this fully renovated, technology rich building. It's where you'll find the Center for Entrepreneurship. Students have access to two 24-hour computer labs as well as classrooms and conference rooms equipped with flatscreen monitors and TVs, infrared fingerprint log-in technology, and plenty of network and electronic plug-ins.

Shilling Hall - Built in 1902 as three separate buildings, Shilling Hall was known as the Liberal Arts Hall until its renovation in 1988. It was renamed in honor of Charles Franklin Shilling, the mayor at the time of Millikin's founding in 1901. Shilling Hall houses administrative offices; the School of Education; the Department of Theatre & Dance; and programs from the College of Arts & Sciences. The Student Financial Center is located in the lower west end of this building. A full renovation of Albert Taylor Theatre was completed in the fall of 2006.

West Towne Square - Located on Oakland Avenue, one block south of Millikin's main campus, West Towne Square was purchased in 2012 as part of the Transform MU Campaign and serves as the home for the School of Exercise Science and Sport. After the successful completion of the Transform MU campaign, this building will be renovated into a state-of-the-art facility for the school.

The Woods at Millikin - Completed in the fall of 1997, this independently operated apartment complex allows students to experience off-campus living while they still enjoy the conveniences of living near campus. Each apartment has a full kitchen, two baths, a washer/dryer and family room area. The Woods complex also houses a fitness center, club house and swimming pool. Adjacent to The Woods are Subway, Domino's Pizza and University Dogs for eating options.

Parking: All vehicles that park on campus must be registered with Public Safety and display a valid permit. Sophomore, Junior, and Senior residential students are allowed vehicles on campus. Freshmen residential students need to petition Public Safety for parking privileges. The fee schedule for permits is: Freshmen and Sophomore (Residential) \$100.00, Junior and Senior \$50.00. All commuter student parking permits are \$50.00. Faculty and Staff permit fees are based on annual salary. Parking Permits are valid for one year (Aug. 1-July 31).

Index

- Academic Activities, 40
 Academic Advising and Counseling, 49
 Academic Amnesty Policy, 25
 Academic Integrity, 46
 Academic Dismissal, 43
 Academic Honors, 42
 Academic Major, 36
 Academic Minor, 37
 Academic Policies, 38
 Academic Probation, 43
 Academic Standing, 43
 Accounting, 239
 Accreditation, 6
 Acting, 168
 Activity Course, 38
 Adjunct Faculty, 292
 ADM-Scovill Hall, 295
 Administrative Officers, 293
 Admission Policies, 20
 Adult Amnesty Program, 25
 Advanced Placement, 18, 52
 Advanced Tuition Deposits, 27
 Advising, 49
 African American Studies, 280
 Albert Taylor Theatre, 167, 296
 Allied Health, 282
 Alumni and Development Office, 294
 Art, 135
 Art Therapy Major, 138
 Arts Administration, 145
 Arts & Sciences, College of, 54
 Arts Technology, 147
 Attendance, 47
 Auditing a Course, 26, 38
- Bachelor of Arts, 55
 Bachelor of Fine Arts, 137, 167
 Bachelor of Music, 152
 Bachelor of Science, 55
 Bachelor of Science in Nursing, 217
 Behavioral Sciences, 57
 Biology, 64
 Business, Tabor School of, 235
 Business Management, 241
- Calendar, University, 3
 Campus Facilities and Parking, 295
 Change of Major, 36
 Cheating, 46
 Chemistry, 74
 Chicago Center for Urban Life and Culture, 284
 College Level Examination Program, (CLEP), 53
 College of Arts and Sciences, 54
 College of Fine Arts, 132
 College of Professional Studies, 179
 Commercial Music, 156
 Commitment to Diversity, 1
 Communication, 81
- Computer Science, 110
 Creative Arts, 11
 Credit in Escrow, 18
 Credit by Examinations, 18
 Criminal Justice, 124
- Dance, 171, 173
 Decatur Indoor Sports Center, 295
 Degree programs, 6
 Dentistry, 74
 Design & Production Concentration, 169
 Developmental Therapy, 198
 Digital Media Marketing, 245
 Directed Study, 40
 Directory, 285
 Disability Accommodation Policy, 1
 Double Majors, 36
- Early Childhood Education, 197
 Economics, 253
 Edge Program, 281
 Education, School of, 194
 Elementary Education, 199
 Emeritus Trustees, 286
 Engineering, 282
 English, 87
 English Proficiency, 21
 Enrollment, 293
 Entrepreneurship, 248
 Environmental Studies, 96
 Ethics, 116
 Exercise Science & Sport, School of, 180
 Exploratory Studies, 55
- Faculty, 287
 Fees, 26
 Family Educ. Rights & Privacy Act, (FERPA), 50
 Finance & Economics, 253
 Financial Aid, 31
 Fine Arts, College of, 132
 First Year Experience, 8
 Flexible Learning, 23
 Foreign Language – Spanish Education, 112, 205
 Frank M. Lindsay Field, 295
 French, 112
 Full-time students, 38
- GED Test, 18
 Gender Studies, 125, 280
 General Policy, 51
 Good Standing (or Good Academic Standing), 43
 Gorin Hall, 295
 Grade Point Average, 41
 Grading System, 38
 Graduation Honors, 35
 Graduation Requirements, 34
- Graphic Design/Computer Art Major, 139
 Griswold Physical Education Center, 295
- Health Promotion, 184
 History, 98
 Honors Programs, 13
 Human Services, 57
- Immersion, 9
 Incomplete Grades, 34
 Independent Study, 40
 Info. Systems Application Directed Development, 260
 Info. Systems Data Management, 260
 Info. Systems Security and Compliance, 260
 Instructional Development, 205
 Interdepartmental Majors, 280
 International Business, 255
 International Cultures and Structures (ICS), 12
 International Study Programs, 275
 Internship, 40
 Italian, 113
- James Millikin Scholars, 16
- Kirkland Fine Arts Center, 295
- Laboratory, 40
 Leighty-Tabor Science Center, 295
 Loans, 31
 Long-Vanderburg Scholars, 273
- Majors, 4
 Management Information Systems, 258
 Master of Business Administration, 267
 Mathematics, 105
 Middle Grades Education, 200
 The Millikin Education, 6
 Millikin Program of Student Learning (MPSL), 8
 Minors, 5
 Mission Statement, 6
 Modern Languages, 112
 Music, School of, 152
 Music Business, 156
 Music Credit, 38
 Music Education, 157
 Music Industry Studies, 156
 Music, Instrumental Emphasis, 155
 Music Organizations, Ensembles, 162
 Music Performance, 155
 Musical Theatre, 168
 Natural Science with a Laboratory, 11
 Nursing, BSN, 216

- Nursing, DNP, 222
 Nursing, MSN, 219
 Nursing, School of, 215

 Off-campus Study, 276
 One-credit Courses, 38
 On-line Courses, 25
 Oral Communication Studies, 11
 Organizational Leadership 263
 Overload, 26

 Parking, 295
 Part-time Students, 38
 Pass/Fail Option, 43
 Perkinson Music Center, 295
 Pharmacy, 282
 Philosophy, 115
 Physical Education Major, 181
 Physician Assistant, 65
 Physics, 120
 Piano, 155
 Pilling Chapel, 295
 Placement Examinations, 18
 Plagiarism, 46
 Political Science, 98
 Practicum, 40
 Preparatory Dept., 152
 Pre-Engineering, 121
 Pre-Law, 115
 Pre-Medical Technology, 67
 Pre-Occupational Therapy, 67

 Pre-Pharmacy, 74
 Pre-Physical Therapy, 64
 Pre-Professional Programs, 64,
 74, 282
 Presidential Scholars, 17
 Project Management, 242, 268
 Professional Studies, College
 of, 179
 Proficiency by Credit, 18
 Psychology, 60

 Quantitative Reasoning, 12

 Re-Admission, 20
 Refunds, 28
 Registration, 48
 Repeated courses, 42
 Residence Halls, 295
 Room and Board, 26

 School of Education, 194
 School of Exercise Science & Sport,
 180
 School of Music, 152
 School of Nursing, 215
 Secondary Education, 202
 Seminar, 40
 Shilling Hall, 295
 Social Science Education, 98
 Sociology, 124
 Spanish, 112

 Special Academic Program, 279
 Special Fees, 26
 Sports and Recreation Management,
 185
 Student Development, 293
 Student Learning Goals, 7
 Supervised Teaching, 26

 Tabor School of Business, 235
 Teacher Education, 20
 Theatre, 170
 Theatre & Performance Studies, 170
 Transcript Fees, 26
 Transfer Credits, 24
 Transfer Students, 23
 Trustees, 285
 Tuition, 26

 University Calendar, 4
 University Councils, 292
 University Studies, 8

 Validation, 48
 Veterinary Medicine, 282
 Vision Statement, 6
 Vocal Music, 154

 Withdrawal, 28
 Woods at Millikin, 296