

The Millikin Graduate Bulletin is a summary document detailing policies and programs at the graduate level. The information presented is intended to offer clarity and guidance to students, faculty, and other interested parties on all matters pertaining to graduate programming at Millikin University.

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.

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Graduate Programs

Master of Arts in Teaching, M.A.T.

Master of Business Administration, M.B.A.

Concentrations:

Data Analytics & Business Intelligence

Health Care Administration

Management

Project Management

Master of Science in Athletic Training, M.S.A.T.

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

M.S.N. Options

Nurse Educator

Master's Entry into Nursing Practice

Doctor of Nursing Practice, D.N.P.

DNP Options:

Nurse Anesthesia

Completion for Advanced Practice Nurses

Family Nurse Practitioner

Graduate Academic Certificates:

Data Analytics & Business Intelligence

Entrepreneurship

Healthcare Administration

Nurse Educator

Project Management

Degrees Offered

Millikin University offers the following graduate degrees. The Master of Business Administration degree (M.B.A.), conferred on graduates of the Tabor School of Business, the Master of Arts in Teaching (M.A.T.) conferred on graduates of the College of Professional Studies, School of Education, the Master of Science in Athletic Training (M.S.A.T.), conferred on graduates of the College of Professional Studies, School of Exercise Science and Sport, 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 Tabor School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The School of Nursing: The 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 approved provider of educator preparation programs and is recognized by the Illinois State Board of Education and Illinois State Educator Preparation & Licensure Board.

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 Statement of Mission

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.

Admission

Graduate Admission Policies

School of 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 licensure programs. These requirements are described in the School of Education section of this Bulletin.

School of Exercise Science & Sport.

School of Nursing. Admission to the School of Nursing graduate education programs vary depending on degree and track options. Admission is based on review of individual records, interviews, and is competitive. The requirements for each program and options are described in the School of Nursing section of the Graduate Bulletin.

Tabor School of Business MBA Program Admission:

Ideal candidates for Millikin's 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 and work experience.

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 1-2 page *Statement of Purpose* describing the applicant's personal and professional goals
- Three letters of recommendation 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)

Transfer of Credits: Students may transfer up to 9 credits from another accredited program with the approval of the program Director.

Application Deadlines:

Application materials must be submitted by the following dates each year:

Evening MBA: November 1

International Students: August 1n

Daytime MBA: June 1

International Students: March 1

Data Analytics & Business Intelligence Graduate Certificate: May 1

Healthcare Administration Graduate Certificate: August 1

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 prior to leaving Millikin will be at the same level or distribution between gift assistance, loans, or work-study.

See requirements specific for individual graduate programs in the appropriate section of the Graduate Bulletin for that school.

Interrupted Residency

Students who return to Millikin after leaving for two 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.

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.

Tuition and Fees for Graduate Studies Students

Master of Arts in Teaching (MAT)

Registration Deposit	\$200
Tuition Cost per Credit Hour	\$650
Graduation Fee	\$75

Master of Business Administration (MBA)

Registration Deposit.....	\$200
Tuition Costs per Credit Hour	\$750
Graduation Fee	\$75

Master of Science in Athletic Training (M.S.A.T.)

Registration Deposit.....	\$200
Tuition Cost per Credit Hour	\$650
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
DNP: Nurse Anesthesia Tuition Cost per Credit Hour	\$1,018
DNP: Family Nurse Practitioner Tuition Cost per Credit Hour.....	\$750
Graduation Fee	\$75

Non-Degree Seeking Graduate Students

Tuition Costs, per Credit Hour	\$650
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Special Fees

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:

\$150 dollars for Freshmen. All other students \$100.

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.

Miscellaneous Expenses

Some courses assess fees for expendable supplies and equipment maintenance and replacement.

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 may incur additional 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 for each course during the registration process.

Method of Payment

University charges are billed by term. Tuition and required fees for all students are billed and are due prior to the beginning of each term. 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 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.

Graduate Financial Aid

Graduate students primarily have loan options as sources of financial aid. Federal loan options will be awarded each academic year by the Office of Student Financial Services with successful completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA is available October 1st prior to the upcoming academic year. Students may access their financial aid award via MuOnline. Please see sources and requirements for financial aid below:

Federal Direct Unsubsidized Loan

- Up to \$20,500.00 per academic year
- Interest rates are fixed starting July 1st each year
- A small origination fee will be withheld before disbursement
- Must maintain at least half-time enrollment (4.5 credit hours)
- FAFSA required - <https://studentaid.ed.gov/sa/fafsa>
- Complete the loan entrance counseling at <https://studentaid.gov/>
- Complete the loan agreement (Master Promissory Note) at studentaid.gov

Federal Graduate PLUS Loan

- Amount may be requested for up to the cost of attendance
- This loan is credit based
- Interest rates are fixed starting July 1st each year
- A small origination fee will be withheld before disbursement
- Must maintain at least half-time enrollment (4.5 credit hours)
- FAFSA required - <https://studentaid.ed.gov/sa/fafsa>
- Complete the Graduate PLUS Loan Entrance Counseling at studentaid.gov
- Complete the loan agreement (Master Promissory Note) at studentaid.gov

Private/Alternative Educational Loan

- Amount may be requested for up to the cost of attendance
- This loan is credit based
- Interest rates are not fixed
- Must maintain at least half-time enrollment (4.5 credit hours)
- May apply with any lender listed on our loan program page

Veteran's Benefits

Millikin participates in the following federal programs for veterans and eligible dependents:

- Montgomery GI Bill®
- Vocational Rehabilitation
- Post 9/11 GI Bill®
- Yellow Ribbon Program

Please see our [Veteran's benefits page](#) for further details on certification.

“GI Bill®” is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

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.

Students who drop their registration prior to the first day of classes will not be charged tuition. 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 a 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.

Tabor School of Business MBA Official University Withdrawal

If a student withdraws from a course in the term,

- He/she must notify the Office of the Registrar and MBA Program administration in writing.
- Tuition refunds will be applied accordingly.
 - 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.
 - 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%
 - It is strongly recommended that students consult with the Student Financial Services prior to withdrawing from a course. Financial aid eligibility and/or financial aid awards may be affected.
- Withdraws 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.
- Students who fail to officially withdrawal from a course will receive a grade of an F on their transcript.

If a student withdraws from the MBA Program,

- He/she must meet with MBA Program administration and submit, in writing, a withdrawal notification to the Office of the Registrar
- He/she must schedule an exit interview with Student Development.
- Tuition charges will be applied accordingly. It is strongly recommended that students consult with the Student Financial Services prior to withdrawing from a course. Financial aid eligibility and/or financial aid awards may be affected.
- 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 re-apply (according to the standard application process) to the program, no later than two years after the withdrawal date, and begin where he/she left off. Any further delay in continuing the program would require restarting the program.
 - The student must also adapt to the current catalog at that time.
- Stand-alone earned credits will stay active for 10 years.
- Students who fail to officially withdrawal from the program will receive a grade of an F on their transcript.

School of Education MAT (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 MAT 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

- Students withdrawing from the University must notify the Office of the Registrar in writing.
- 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 email or hard copy.
- 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

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.

General Graduation Requirements

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 no later than the beginning of the semester the student plans on completing the degree(s). The application for a 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 muOnline.

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

Honors designations do not exist for graduates in the MBA, MSN, or DNP.

Academic Definitions

Academic Program

A Millikin University Graduate Program, for degree seeking students, varies from program to program. Requirements for each degree program are specified and explained in this Bulletin and as part of the application and admission process.

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 four graduate degrees. Master of Business Administration (M.B.A.), conferred on graduates of the Tabor School of Business, Master of Arts in Teaching, conferred on graduates of the College of Professional Studies: School of Education, Master of Science in Athletic Training conferred on graduates of the College of Professional Studies: School of Exercise Science & Sport, 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.

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;
- Must be primarily completed in residence (at least 2/3 of the course work for certificate)

Must not include more than 1/3 of the coursework that also satisfies 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. 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

Graduate: Summer Term: 6 credit hours

Fall & Spring Terms: 9 credit hours

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+	Satisfactory	2.3
C		2.0
C-		1.7
D+	Passing	1.3
D		1.0
D-		0.7
F		0.0

Grade	Definition	Quality Points
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	17			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	13			37.2
Semester GPA				(37.2/13)	2.861
Overall GPA		Attempted Credit (17 + 13 = 30)	Points (48.4+37.2 = 85.6)	Totals (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

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.

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 a 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 the 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 overseeing the respective area. 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 responsible Dean will consult with program faculty to determine an appropriate response to the infraction. Violations of standards of academic integrity are taken very seriously, and more than one violation may result in dismissal from the University.

Attendance

As responsible people, 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 instructors 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 may 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 Program Director, the Dean, 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 withdraw 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 have access to personal computers 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 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 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 muOnline at <https://muonline.millikin.edu>. Student who do not validate for a term, may have their 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 as needed. 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. 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 muOnline. 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 the grade point average required by each program at the end of each term.

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 muOnline.

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
- 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 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; 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.

College of Professional Studies (CPS)

www.millikin.edu/cps

Dr. Pamela Lindsey, Dean • (217) 420-6774

Administrative Assistant: Cindy Monkman

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 School 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 outperforming 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.

School of Exercise Science & Sport (ESS)

www.millikin.edu/ess

Dr. John Storsved, Director (217) 424-6364

School of Exercise Science & Sport Faculty

Full-time: Joel Blanco, Barbara Broadbear, Tina Cloney, Tisha Hess, Bill Pritchard, Thad Walker

Adjunct Faculty: Listed at <http://www.millikin.edu/academics/cps/exercise/Pages/FacultyContact.aspx>

Administrative Assistant: Andrea Ohl

The Millikin University School of Exercise Science & Sport offers a curriculum with undergraduate majors in Exercise Science, Health Promotion, Physical Education, and Sport & Recreation Management, as well as minors in Health & Wellness Coaching, Nutrition, and Sport & Recreation Management.

School of Exercise Science & Sport Mission

The School 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.

The School of Exercise Science & Sport also offers a Master of Science Degree in Athletic Training. There are two routes for admission into the MSAT. 1) an incoming freshman student can choose the 3+2, Bachelor's in Exercise Science/Master's in Athletic Training program. In this route, the student will complete the first three years of the Bachelor of Science in Exercise Science.

The Master of Science in Athletic Training is designed to provide quality didactic, clinical and contemporary education for students wishing to become certified athletic trainers. Through a combination of didactic and Performance Learning experiences, the program guides students through acquisition of knowledge and skills necessary for success on the Board of Certification (BOC) examination and for success in the field of athletic training and other allied health professions. Students who successfully complete all program requirements are eligible to sit for the BOC exam. Students in the MSAT program will enroll as full-time and must successfully complete the following classes to complete the degree. Students must maintain a cumulative GPA of 3.0 or higher and must earn a grade of "C" or better in all the required courses.

MSAT Admission

The MSAT program at Millikin University is highly competitive with application into the program occurring in the spring of each year. There are two routes for admission into the MSAT program: Early Entry and Post-Baccalaureate.

1. The Early Entry (3+2) program allows students to earn their master's degree in five years. Early Entry students will enter Millikin University their first year as Exercise Science majors and complete the application for the master's program during the spring semester of their third (junior) year. All students applying for the master's program must complete the prerequisite courses listed below with a grade of B- or better.

ES 305/306 Physiology of Exercise I/Lab

ES 310 Kinesiology

ES 328 Health Related Nutrition

ES 410/411 Physiology of Exercise II/Lab

ES 418/419 Principles of Strength/Lab

The following prerequisite courses must be completed with a grade of C or better:

CH 114 Fundamentals of Chemistry

CH 203/205 Essentials of Organic and Biochemistry/Lab

BI 206 Anatomy & Physiology I

BI 207 Anatomy & Physiology II

ES 440 Sport Nutrition

Candidates for admission must also submit:

1. Completed Athletic Training Graduate Application.
2. Successful background check.
3. A current resume.
4. The names and contact information for three professional references.
5. A personal statement describing their academic and potential career goals.

2. The Post-Baccalaureate option allows candidates with a completed bachelor's degree to apply for admission into the MSAT program. Post-Baccalaureate candidate requirements include:
Candidates for admission must also submit:

1. Completed Athletic Training Graduate Application via <https://millikin.edu/cps/ess/areas-study/athletic-training> or the ATCAS application site.
2. Submit official transcripts from an accredited university.
3. Show a minimum grade of C in the prerequisite courses.
4. Submit three letters of recommendation.
5. Complete an interview with the athletic training faculty/staff.
6. Complete a minimum of 50 observation hours with a certified athletic trainer prior to enrollment in the program.

7. Submit a Statement of Purpose – a 1000 word statement describing your personal and professional goals.

The required prerequisite courses for the Post-Baccalaureate applicant include:

Human Physiology with lab
Human Anatomy with lab
Exercise Physiology
Nutrition
Psychology
Chemistry with lab
Physics or Biomechanics with lab

Applicants may be admitted on a probationary basis if there is determined to be a course deficiency. In this case, the applicant will be required to complete the deficient course prior to enrollment in the program. The program reserves the right to review each applicant on a case-by-case basis.

MSAT Retention:

Students remain in good standing in the MSAT program by:

1. Maintaining a cumulative GPA of 3.0.
2. Earning a grade of "C" or better in each course in the MSAT.
3. Demonstrating satisfactory completion of all competencies and clinical proficiencies at the minimum required level, associated with the didactic and clinical education components of the program.
4. Maintaining an active membership in the National Athletic Trainers Association.
5. Maintaining current CPR/AED certification as defined by the NATA and the BOC.
6. Abiding by the policies and procedures outlined in the Athletic Training Student Handbook.
7. Completing the minimum number of clinical hours for each clinical/practicum experience.

Program Learning Goals

Graduates of the MSAT program at Millikin University will:

1. Demonstrate competence in athletic training knowledge and clinical skills for the independent practice of athletic training.
2. Use evidence-based medicine to provide quality patient/client care.
3. Adhere to a code of conduct that ensures appropriate ethical and behavioral decorum.
4. Demonstrate service and promote the profession of athletic training.
5. Demonstrate collaboration as a member and/or leader of an interprofessional healthcare team to provide patient-centered care.

MSAT Curriculum

The MSAT student must complete a minimum of 59 credit hours to complete the requirements of the program.

ES 501 Applied Clinical Anatomy (3)
ES 502 Emergency Procedures in Athletic Training (3)
ES 503 Athletic Training Practicum I (2)
ES 504 Professional Practice in Athletic Training (3)
ES 505 Clinical Integration I (1)
ES 506 Evidence Based Research in Athletic Training (3)
ES 511 Lower Extremity Evaluation (3)
ES 512 Upper Extremity Evaluation (3)
ES 514 Therapeutic Interventions I (3)
ES 515 Athletic Training Practicum II (2)
ES 516 Clinical Integration II (1)
ES 520 Immersive Clinical Experience in Athletic Training (8)
ES 521 General Medical Conditions in Athletes (3)
ES 522 Administration of Athletic Training (3)
ES 524 Athletic Training Practicum III (2)
ES 525 Clinical Integration III (1)
ES 526 Therapeutic Interventions II (3)
ES 531 Clinical Topics in Athletic Training (2)
ES 532 Athletic Training Practicum IV (2)
ES 533 Seminar in Athletic Training (2)
ES 534 Therapeutic Interventions III (3)
ES 535 Research Capstone in Athletic Training (3)
Total Credits = 59

Graduate Exercise Science & Sport Courses (Credits)

ES501 Applied Clinical Anatomy (3)

This course examines the relationship of the human body and anatomical structures and systems. Special focus is given to the role of these systems on exercise performance, biomechanical skill development and injury prevention/rehabilitation. Gross anatomical identification of specific bones, landmarks, origins, insertions, actions, joint structures, nerves, vessels, and organs will be the primary focus.

ES502 Emergency Procedures in Athletic Training (3)

This course is designed to cover in-depth Basic Life Support Skills. Topics addressing prevention, recognition, and management of life-threatening and/or severe injury/illness are included. Application of skills that include environmental, CPR/AED, airway management, immobilization, bleeding control and sudden illness management are also addresses. Students will be certified in Basic Life Support.

ES503 Evidence Based Research (3)

This course provides an introduction to research methodology and data analysis related to evidence-based practice in athletic training. Topics include formulating clinical questions, appraising existing research and understanding levels of evidence. This course also introduces students to a variety of statistical measures commonly used in athletic training research.

ES504 Professional Practice in Athletic Training (3)

This course covers the roles and responsibilities of an athletic trainer as well as the history, governance structure and regulation of athletic training practices. This course will also cover introductory concepts including ethical behavior, evidence-based practice, basic evaluation skills, and documentation. Instruction and practical application of taping, wrapping, bracing techniques, and protective equipment is also included.

ES505 Athletic Training Practicum I (2)

The first of four laboratory courses required of Athletic Training masters' students. Under the direct supervision of a board-certified athletic trainer/clinical preceptor, the students will observe and begin to 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.

ES506 Clinical Integration I (1)

This course is designed to refine clinical decision-making skills through the practice and evaluation of specific athletic training proficiencies. Students will integrate classroom/didactic instruction into the clinical settings to progress to a greater level of practical application. Skill integration will be developed and evaluated under the direct supervision of a clinical preceptor.

ES511 Lower Extremity Evaluation (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 lower back, pelvis, and lower 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.

ES512 Upper Extremity Evaluation (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, head, 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.

ES514 Therapeutic Interventions I (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. This course will also introduce pharmacological medications commonly prescribed for these same individuals.

ES515 Athletic Training Practicum (2)

The second of four laboratory courses required of Athletic Training masters' students. Under the direct supervision of a board-certified athletic trainer/clinical preceptor, students will continue to develop and refine clinical skills in the areas of injury assessment, therapeutic modality selection/use and proper use of medications.

ES516 Clinical Integration II (1)

This course is designed to build upon clinical decision-making skills through the refinement of specific athletic training proficiencies. Students will integrate classroom instruction into clinical settings to progress to a greater level of practical application. Skill integration will be developed and evaluated under the direct supervision of a clinical preceptor.

ES520 Immersive Clinical Experience (8)

This 8–10 week clinical rotation provides the athletic training student the opportunity to gain experience in specific settings of clinical practice. Settings of interest are chosen from a variety of practice including but not limited to; out-patient rehabilitation, orthopedics, primary care, emergency and acute care, dance/performing arts medicine, industrial and occupational health, professional sport medicine and athletic performance. This course is designed to facilitate synthesis and integration of knowledge, skills and clinical decision making into actual patient care. Students will be required to gain a minimum of 240 hours of patient care experience with physically active individuals.

ES521 General Medical Conditions in Athletes (3)

This course provides the student a thorough understanding of injury, illness and/or disease of various body systems; specific understanding of medical diagnostics, interventions and participation considerations for the athletic population are addressed.

ES522 Administration of Athletic Training (3)

This course provides the student with a focus on the professional management and administrative issues in athletic training. Topics will include management and supervision of personnel and financial resources as well as the planning, designing, developing, organizing, implementing, directing, and evaluating an athletic training healthcare program and facility. Current issues in athletic training related to professional conduct and practice will be discussed, along with legal concerns, risk management, and healthcare payor/insurance.

ES524 Therapeutic Intervention II (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 athlete and physically active individuals.

ES525 Athletic Training Practicum III (2)

The third of four laboratory courses required for Athletic Training masters' students. The focus of this course is to evaluate the skill level of students in the following areas: evaluation/diagnosis and referral options for general medical conditions, selection and proper use of the appropriate pharmacological agents, and contemporary rehabilitation techniques for a variety of conditions.

ES526 Clinical Integration III (1)

This is the third in a series of courses designed to build upon clinical decision-making skills through the refinement of specific athletic training proficiencies. Students will integrate classroom instruction into clinical settings to progress to a greater level of practical application. Skills will be developed and evaluated under the direct supervision of a clinical preceptor.

ES531 Clinical Topics in Athletic Training (2)

This course provides a comprehensive approach to advanced orthopedic concepts associated with the physically active individuals across the lifespan. The focus will be on surgical techniques, radiological concepts and interpretation and advanced treatment procedures used in diverse orthopedic settings.

ES532 Seminar in Athletic Training (2)

This course is a culminating experience in athletic training that will provide a focus and comprehensive review of the athletic training foundational and specific knowledge regarding the domains of athletic training. This course will guide the students toward developing strategies that address critical thinking and test taking skills necessary for success on the Board of Certification (BOC) examination.

ES533 Seminar in Athletic Training (2)

This course is a culminating experience in athletic training that will provide a focus and comprehensive review of the athletic training foundational and specific knowledge regarding the domains of athletic training. This course will guide the students toward developing strategies that address critical thinking and test taking skills necessary for success on the Board of Certification (BOC) examination.

ES534 Therapeutic Intervention III

This course will focus on the development of communication strategies, techniques, and psychological interventions commonly used in athletic training. Recognition and management strategies of mental health conditions, as well as the role of the athletic trainer in response to events and return to play. The focus will be on the application of communication strategies and development of management and referral strategies. The course will also address cultural competence in patient care and the role of various mental healthcare providers that compromise the mental health referral network.

ES535 Research Capstone (3)

This course is designed to provide a research experience for the athletic training student. The student will refine skills learned throughout the curriculum to utilize evidence-based practice, read critically, and to write and communicate effectively. The student will choose a research capstone project which will culminate in the dissemination of information through a variety of venues.

School of Education (SOE)

Dr. Chris Cunnings, Interim Director
SOE Office • (217) 424-6244

www.millikin.edu/education

School of Education Faculty and Staff

Full-Time: Joyce Bezdicek, Hee Young Choi, Chris Cunnings, Denice Love, Ngozi Onuora, Georgette Page, Anne Stekettee

Adjunct Faculty: Listed at www.millikin.edu/academics/cps/education/faculty-staff

Licensure & Student Teaching Coordinator: Kristie Montgomery

Administrative Assistant: Emily Fitzgerald

Accreditation and Approval

Millikin University is recognized as an approved provider of educator preparation programs by the Illinois State Board of Education and the State Educator Preparation & Licensure Board. The School of Education, in the College of Professional Studies, provides 10 undergraduate-level licensure programs and 1 graduate-level licensure program approved by the Illinois State Board of Education and the State Educator Preparation & Licensure Board. 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 content test covering knowledge in the major field before student teaching and the edTPA to be eligible for initial licensure entitlement.

- Elementary Education (one through grade six)

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]

School of Education Policies

A student interested in the Master of Arts in Teaching should discuss their 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, Early Childhood 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.

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 licensure 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. Successful completion of (and/or concurrent enrollment in) all graduate coursework for the semesters prior to ED620
2. Pass ED 570, Educational Field Experience, with a grade of C- or better
3. Completion of 24 graduate credit hours at Millikin University
4. A cumulative grade point average of 3.0 or higher
5. Successful completion of ESA Context for Learning in ED570
6. Successful and documented engagement with students and professionals in a learning environment (Educational Field Experience)
7. Demonstrated acceptable professional, legal, and ethical conduct.
8. Certified criminal background check prior to beginning ED570 internship.
9. Positive recommendation of the Director of the School of Education 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 if academic and/or dispositional concerns are noted.)

Note: Licensure and/or graduation requirements are subject to change in any education program at any time by Illinois State Board of Education (ISBE) rule or legislation. Candidates must meet all ISBE licensure requirements at the time of program completion to be eligible for licensure entitlement.

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.

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 along with tuition and provided directly 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. All other placements are considered special requests and would require the approval of the Committee on Teacher Education Programs (CTEP).

Admission to Student Teaching

Approximately one year prior to the expected student teaching (ED676) semester, the candidate completes an application for student teaching. Specifically, the student teaching application will be completed during semester two—during the spring of year one—with ED676 being completed during the fifth and final semester of the program. 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 Licensure and Student Teaching Coordinator 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 before beginning ED676:

1. Admission/retention in the School of Education
2. A cumulative grade point average of 3.0 or higher
3. A passing score on the Illinois Content Area Test for the related program (e.g., Elementary Education)
4. Successful completion of all Embedded Signature Assessments (ESAs) in required coursework
5. Successful completion of pre-student teaching clinical experiences
6. Written approval of the Department or Director of the School of Education
7. All courses required for the major (not including final semester courses), with a C- or higher in each course

Student Teaching Application Process

Application for student teaching will occur in April of year one for MAT degree candidates. Candidates will apply for student teaching during the semester that is one year prior to their expected student teaching semester. Candidates must successfully complete ED620 before their student teaching (ED676) semester.

A passing content area test score must be accepted by ISBE into the educator's ELIS account no later than December 1 prior to the spring semester of student teaching (ED676). 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 both prior to and during the student teaching semester.

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 required for the MAT degree program (cumulative GPA of 3.0 or higher)
3. Successful completion of all Embedded Signature Assessments
4. Satisfactory dispositional evaluation
5. Passing score on file with ISBE for all applicable content area tests
6. Passing edTPA (or similar state-mandated licensure exam) 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. Requirements for student teaching are specifically described in the Student Teaching Experience section.

Accounting procedures, policies, and clinical experience records are maintained in the School of Education office.

Masters of Arts in Teaching in Elementary Education

The graduate program in teacher licensure (MAT) is designed for baccalaureate holding individuals seeking an initial Illinois Professional Educator License (PEL). This degree is open to all career changing professionals who hold a bachelor's degree outside of education from a regionally accredited institution that did not lead to an initial teaching license. This degree allows candidates who have successfully completed the MAT degree requirements and additional licensure requirements the opportunity to be entitled to become a licensed teacher in the area of Elementary Education.

Students in the MAT program will be allowed to enroll either part-time or full-time and must successfully complete the following classes to complete the degree. Students may receive a grade of C in no more than one course, outside of ED 676 Student Teaching, with all remaining courses requiring grades of B or above.

Courses:

ED 503 Teaching Techniques and Assessment for Elementary Students (3)
ED 504 Exploring Literature for Children (3)
ED 505 Foundations of Elementary Reading Techniques (3)
ED 506 Fundamental Language Arts Teaching Techniques (3)
ED 507 Exploring Social Studies Teaching Techniques (3)
ED 510 Building Learning Communities in the Elementary Classroom (3)
ED 512 Exploring Innovations in Teaching Math to Elementary Students (3)
ED 514 Elementary Student Health, Wellness and Physical Development (3)
ED 537 The Role of the Arts in Elementary Education (3)
ED 570 Educational Field Experience (40 clock hours in the field) (1)
ED 590 Action Research Methods I (1)
ED 606 Fundamental Elementary Science Teaching Methods (3)
ED 609 Introduction to ESL and Bilingual Education (20 clock hours in the field) (3)
ED 620 Instructional Planning & Assessment (60 clock hours in the field) (2)
ED 676 Student Teaching (12)
ED 688 Student Teaching Seminar (3)
ED 690 Action Research Methods II (1)
Total Credit hours = 53

MAT admission criteria:

1. Completed Millikin School of Education Graduate Application
2. Official transcripts of a Bachelor's degree that did not lead to an initial teaching license from a regionally accredited institution with a minimum 3.0 cumulative GPA on a four-point scale (or equivalent). *Transcript must include a course equivalent to HI203/204 or the student must complete the course through Millikin University prior to graduation.*
3. Successful completion of a criminal background check
4. A current resume
5. Names and contact information for three professional references
6. A personal statement describing academic and career direction and goals, including what contribution(s) individuals hope to provide to the field of education

Retention in the MAT program

Students remain in good standing in the MAT program by:

1. Maintaining at least a 3.0 GPA
2. Earning at least a "B" in both ED 120 Introduction to American Education and ED 115 Instructional Strategies for Individuals with Learning Disabilities, K-12 at Millikin University or transferring in the equivalent of each course. Both courses must be completed within the first year of enrollment.
3. Successfully completing all Embedded Signature Assessments (ESAs)
4. * Passing the content area exam prior to enrolling in ED 676 (student teaching)
5. Completing an application for student teaching
6. *Completing a minimum of 100 hours of field experiences, including a multicultural school experience
7. Maintaining acceptable professional dispositions as measured by field experience evaluations and dispositional assessments
* Illinois state requirements

Degree completion:

1. Completion of all degree requirements
2. Completion of student teaching with a grade of B or higher, as evidenced by supervisor's documentation and completion of the student teaching evaluation rubric

Entitlement to Illinois State Board of Education (ISBE) for an initial Professional Teaching License occurs when the student:

1. Successfully completes the degree and licensure requirements
2. Meets or surpasses the required ISBE score for the edTPA (or other licensure exam(s) required by ISBE)
3. Completes the licensure entitlement procedures (submit PEL application to the Licensure Officer and verification of fulfilled requirements by the Illinois State Board of Education)

The MAT program goals are to prepare students at an advanced level to:

1. Attain mastery of a broad range of active learning techniques
2. Investigate and synthesize educational research
3. Become leaders in the education profession

Graduates of the MAT in Elementary Education at Millikin University will be able to:

1. Design and deliver effective teaching strategies that promote active learning and students' intellectual, social and personal development
2. Synthesize research findings and apply the results to their specific classroom settings
3. Effectively lead communities of learners based on acquired knowledge, skills and dispositions
4. Demonstrate leadership in applying best practices in teaching
5. Engage and collaborate with all stakeholders in education
6. Critically evaluate current issues and trends affecting education

Graduate Education Courses (Credits)

ED503. Teaching Techniques & Assessment for Elementary Students (3)

The course is designed to prepare educators to use the most effective evidence-based pedagogical practices for planning, implementing, assessing and reflecting on teaching and learning for students in the elementary classroom.

ED504. Exploring Literature for Children (3)

This survey course provides in-depth reading and study of diverse literature for children in grades PreK-8 as an integral component of a quality literacy program for young readers. Additionally, the incorporation of literature across the curriculum will also be explored. HEAVY READING WARNING.

ED505. Foundations of Elementary Reading Techniques (3)

This course will examine current trends and issues in the elementary reading curriculum, research-based instructional methods, and effective assessment of reading.

ED506. Fundamental Language Arts Teaching Techniques (3)

This course covers state and national language arts teaching standards for elementary children. The course investigates current language arts methods of teaching reading, writing, speaking, listening, spelling, grammar and more to children in elementary grades.

ED507. Exploring Social Studies Teaching Techniques (3)

Exploring Social Studies Teaching Techniques addresses state and national social studies standards and their impact on teaching methods for grades 1-6 in the areas of geography, history, civics, government and economics of Illinois.

ED510. Building Learning Communities in the Elementary Classroom (3)

Applications of discipline and learning theories will be examined to enable the development of proactive and preventive classroom management strategies.

ED512. Exploring Innovations in Teaching Math to Elementary Students (3)

Exploring Innovations in Teaching Elementary Students Math covers a variety of theoretical, practical and evolving pedagogical approaches to successfully teaching mathematics to students in grades 1-6.

ED514. Elementary Student Health, Wellness and Physical Development (3)

This MAT course guides future elementary teachers to integrate state and national standards of physical development, health and student wellness into their curriculum. It also addresses current trends for classroom teachers and their role in supporting health and wellness of elementary students.

ED537. The Role of the Arts in Elementary Education (3)

This MAT course develops the role of creative arts including movement, drama, music and the visual arts in 1-6 grade classrooms.

ED590. Action Research Methods I (1)

This course will introduce master's level education students to the role of becoming an action researcher. Course content will include instruction on carrying out a literature review, developing a research question, collecting and analyzing data, and developing a plan to conduct action research in an elementary education setting. Action research enables aspiring teachers to reflect on their practice to improve it, become more autonomous in their professional judgment, and develop a more energetic and dynamic environment for teaching and learning.

ED606. Fundamental Elementary Science Teaching Methods (3)

In this MAT course, the methods of teaching and assessing physical science, life science, and Earth and space science in 1-6 classrooms will be analyzed. Emphasis is placed on designing instruction for elementary classrooms inclusive of the nature and progress of science and assessing and using student performance data in the teaching process.

ED609. Introduction to ESL and Bilingual Education (3)

This course provides a foundational knowledge of linguistically and culturally diverse students in American schools and introduces students to methods for meeting the differentiated educational needs of English language learners. Emphasis is placed on in-depth research of the foundations of English as a Second Language (ESL) and bilingual education within political, social, cultural, and historical contexts.

ED620. Instructional Planning & Assessment (2)

This pre-student teaching course requires teacher candidates to apply, implement and reflect on principles of instructional planning and assessment in education through the creation and delivery of a multidisciplinary unit of instruction by synthesizing and applying teaching methods learned throughout the program

ED676. Student Teaching (12)

This final field experience is required of all MAT candidates for degree completion and entitlement for licensure. As the capstone course for the education major, the teacher candidate will co-teach with a mentor teacher for 14 weeks, gradually leading to the teacher candidate assuming full control of the classroom and planning process. Teacher candidates are expected to utilize the seven strategies of co-teaching and will complete the EdTPA.

ED688. Student Teaching Seminar (3)

This course focuses on issues of beginning teachers, including the job seeking process, licensure, and an overview of the legal aspects of teaching. It also provides a forum for student teachers to formalize the final student teaching assessments, including the final submission of the edTPA.

ED690. Action Research Methods II (1)

This course will support master's level education students in their design, methods, analysis, and writing of their research thesis. Action research is a systematic and valid methodology for bringing about practical and sustainable improvement in pedagogical practice and student achievement. Graduate students will investigate their own work by focusing on practical questions arising from their educational experiences and developing reflective and accurate methods to answer those questions.

Dr. Wendy Kookan, Director • (217) 424-6348

School of Nursing Faculty and Staff:

Full-Time: Julie Auton, Angela Bentley, Vicki Caldwell, Jo Carter, Caitlin Eckhart, Brenna Elston, Dominique Ely, Gail Fyke, Elizabeth Gephart, Lindsay Green, Teresa Gulley, Julie Kennedy, Pam Laskowski, Jamie Nickell, Audra Trump, Travis Whisman, and Amy Yeates.

Full-Time Staff: Samantha Stine

Full Affiliate Faculty: Dana Flatley, Aron Oakley, Catherine Hymel

Administrative Assistants: Bonnie Niemeyer, Valerie Smith

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 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 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 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 encourage personal and professional success by producing nurses who:

- Grow in personal and professional knowledge throughout their lifetimes;
- Provide excellent healthcare that respects diverse, global communities;
- Lead by demonstrating lives of meaning, value, and contribution;
- Are inspired to imagine and achieve a desired future for healthcare delivery.

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.

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).

Incomplete Grades:

See the University policy on incomplete grades. An incomplete grade may impede progression in the subsequent semester and consequently the sequential courses.

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 full-time 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 muOnline. 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
NU513. 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 a 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 master's entry into nursing practice (MENP) majors.*

Up to 3 transfer credit hours will be accepted toward the certificate

Graduate Nurse Educator Certificate Curricula:

NU525 Theories/Principles of Teaching and Learning in Nursing

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.

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 form:
- 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 vitae 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;
- Provide three (3) written recommendations as described on the application form;
- 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 *muOnline*. 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
NU544. Advanced Health Assessment Across the Lifespan (34 practice hours)
NU545. Advance Pharmacology Across the Lifespan

DNP Core courses:

NU729 Advanced Health Care Policy and the Nursing Leader's Role
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

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.

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.

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. Master's 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.

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.

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.

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. *Includes a clinical practicum of 34 hours based on students' learning goals in area of concentration.*

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

NU555. Educator Responsibilities and Roles (2)

Students 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.

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.

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.*

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.

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.

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®).

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

NU712. Nurse Anesthesia Clinical Practicum V (DNP/NAP Specialty) (6)

This course is designed 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.

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.

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.

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.

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.

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.

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.

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.

NU729 Advanced Health Care Policy and the Nursing Leader's Role (DNP Core) (3)

An advanced overview of the U.S. health care policy, political system 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 cost, access, and social impact. The nurses' role in design, advocacy, and implementation of health policy will be investigated. Social justice, in the context of health policy, will be discussed with a focus on greater equity in the health care system. This course aligns with DNP Essential V: Health Care Policy or Advocacy in Health Care.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Tabor School of Business

Master of Business Administration (MBA)

www.millikin.edu/mba

RJ Podeschi, Interim Dean Tabor School of Business (217)424-6285

Jaclyn Cantwell, Interim MBA Director Tabor School of Business

Administrative Assistant: Becky Stubblefield

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.

MBA Program Mission:

To transform strong, professional candidates into exemplar leaders who:

1. have an expanded and complex understanding of business matters in the global environment;
2. embody their role as an ethical leader through sensitivity to people, profit, and planet; and
3. distinguish themselves in their careers, business, and communities through greater analytical and application skills advanced with confidence in domestic and international assignments requiring greater responsibility.

MBA Program Goals. The MBA Program:

1. Sequences the curriculum in a deliberate manner to ensure mastery of foundational business disciplines while extending the student's propensity to augment existing professional inquiry and skills.
2. Formulates professional communication strategies which focus on values, cultures, and people to assist in planning, prioritizing, and integrating the best practices of central messaging, language application, and delivery in a variety of business situations.
3. Extends professional business planning and organizational skills in the principled acquisition of data and professional analyses in a global environment.
4. Focuses professional business planning and organizational skills through the extensive use of case studies and Performance Learning to compel the students to strengthen their analytical and reasoning skills in the implementation, performance, and evaluative processes.
5. Integrates principles and best practices of ethical leadership and partnerships throughout the curriculum to advance the graduate's sensitivity to people, profit, and planet.

MBA Program 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)

MBA Options:

Millikin's Tabor School of Business offers one program with two deliveries:

1. Evening MBA program
2. Daytime MBA program

Within each delivery mode are two concentrations that students can select in order to tailor their learning dependent on their professional goals:

- Evening MBA:
 1. a traditional Management concentration focused on business enterprise
 2. a Healthcare Administration concentration focused on advancing healthcare workers into positions of leadership
- Daytime MBA:
 1. a Project Management concentration focused on business operations
 2. a Data Analytics & Business Intelligence concentration focused on processing and interpreting data

All concentrations build a solid foundation of business concepts in organizations. Students must pick only one concentration to complete.

Evening MBA Program:

The **Management** concentration is geared toward those that 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 in cohorts with a wide-range of talents and business knowledge.

The Management concentration is for students who want a basic understanding of management, to complement their undergraduate major and/or work experiences in another area. The coursework provides a practical framework for understanding modern management theory and practice.

Management concentration learning outcomes:

1. Demonstrate knowledge and application of management concepts and approaches
2. Apply tools and techniques for management decision making, including identifying and applying ethical principles for management decision making
3. Construct and deliver oral and written analysis of business scenarios
4. Work with and lead a diverse team toward goal accomplishment

Students completing the Management concentration will complete the seven core courses (listed above) and the following courses (21 credits):

- MB510. Personal Values & Business Ethics (3)
- MB520. Globalization & World Economics (3)
- MB535. Business Analytics (3)
- MB560. Cases in Financial Decision Making (3)
- MB570. Leading & Changing Organizations (3)
- MB587. Seminar in Business Topics (3)
- MB610. International Immersion (3)

The **Healthcare Administration** concentration is geared toward those within the healthcare industry who are looking to grow into positions of leadership by understanding the financial models, process management techniques, and specific leadership techniques within the healthcare industry.

Healthcare Administration concentration learning outcomes:

1. Understand the financial model of hospitals and other financial providers
2. Apply process management techniques for improving the delivery of healthcare
3. Analyze the development of leadership skills and capabilities in the healthcare industry

Students completing the Healthcare Administration concentration will complete the seven core courses (listed above) and the following courses (21 credits):

MB535. Business Analytics (3)
MB571. Healthcare Finance (3)
MB572. Healthcare Leadership (3)
MB573. Healthcare Process Management (3)
MB574. Health Care Policy & Economics (3)
MB587. Seminar in Business Topics (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.

Daytime MBA Program:

Students in the Daytime MBA Program are typically recent college graduates or younger professionals 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.

The **Project Management** concentration provides students a focus on how to carefully plan and organize efforts to accomplish a specific (and usually) one-time effort.

Project Management concentration learning outcomes:

1. Learn how to plan using the Project Management framework
2. Learn how to use MS Project as a plan and how to report a project
3. Learn managerial skills of how to motivate and retain talent
4. Conduct activities which relate to business research and management

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 & World Economics (3)
MB560. Cases in Financial Decision Making (3)
MB570. Leading & Changing Organizations (3)
MG570. Operations Management (3)
MG567. Process Improvement (3)
MG575. Project Management (3)

The **Data Analytics & Business Intelligence** concentration will prepare students to start processing data that organizations produce and turn it into usable information, using the latest statistical & modeling tools to serve stakeholders' interests.

Data Analytics concentration learning outcomes:

1. Understand the principles behind data-driven solutions to business problems and decisions.
2. Understand how software, information systems and automation technologies drive effective, data-driven solutions to business problems and decisions.
3. Effectively communicate the results of analytic solutions to business problems and decisions.

Students completing the **Data Analytics** concentration will complete the seven core courses (listed above) and the following courses (21 credits):

MB510. Personal Values & Business Ethics (3)
MB520. Globalization & World Economics (3)
MB560. Cases in Financial Decision Making (3)
MB570. Leading & Changing Organizations (3)
MB538. Data Mining (3)
MB537. Data Visualization & Application (3)
MB536. Business Forecasting & Planning (3)

The Project Management and Data Analytics concentrations are offered in a daytime format, which meets over the course of 12-months.

Graduate Certificates:

Millikin is aware of the need for professionals to develop special skills that will give them an edge in their careers. Our Graduate Certificates focus on specific business knowledge and skills, which allow students to invest fewer resources than obtaining a master's degree.

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.

Total certificate program cost is \$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.

Data Analytics Graduate Certificate

Analytics is a buzzword in business today that has become a new label for evidence-based management. Data is everywhere and there is an urgent need to collect and preserve it; what we do with it is an important part of improving business, decision making and providing an edge over competitors. Data Analytics is focused on why an event happened and what will happen in the future.

Millikin's Data Analytics & Business Intelligence graduate certificate will prepare students to start processing data that organizations produce and turn it into usable information, using the latest statistical and modeling tools to serve stakeholders' interests.

Millikin University's Graduate Healthcare Administration Certificate is suitable for any industry and geared for those who wish to learn how to use data to solve complex and sophisticated problems to give your business a competitive advantage.

The Certificate Program contains the following courses:

- MB535: Business Analytics (3 credits)
- MB538: Data Mining (3 credits)
- MB537: Data Visualization & Application (3 credits)
- MB536: Business Forecasting & Planning (3 credits)

The Certificate Program has a 1 year completion time, starting at the end of every May.

The Certificate Program is comprised of online & in-person classes. Students take one course at time that meets once a week.

Total certificate program cost is \$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 **May 1** of each year.

The Certificate Program follows the same policies and procedures as outlined in the MBA Program.

MBA Program Admission:

Ideal candidates for Millikin's 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 and work experience.

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 1-2 page *Statement of Purpose* describing the applicant's personal and professional goals
- Three letters of recommendation 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, Arts Administration, Music Business, or Sport & Recreation Management 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 MBA Program administration 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. The earned credits will transfer into the program.

Application Deadlines:

Application materials must be submitted by the following dates each year:

Evening MBA: November 1

International Students: August 1

Daytime MBA: June 1

International Students: March 1

Data Analytics & Business Intelligence Graduate Certificate: May 1

Healthcare Administration Graduate Certificate: August 1

MBA Program Requirements & Administration:

Students must successfully complete the following to graduate:

** All Evening MBA graduates participate in the May Commencement ceremony; all Daytime MBA graduates participate in the December Commencement. Although attendance is optional, students are strongly encouraged to attend this celebration to receive their degrees. **

1. An application to graduate
2. Completion of the MBA 40 credit-hour curriculum
3. Maintain a minimum cumulative GPA of 2.7 (B-)
 - a. A student will be placed on Academic Probation until the end of the next semester if the GPA falls below 2.7 for any given semester. Once on Probation, the student must meet with MBA Program administration for a "progression review" to determine if and how to proceed.
 - b. A degree will not be granted if the final GPA is below 2.7. The student is placed on program suspension and may re-apply after 1 year to repeat courses deemed appropriate by MBA Program administration after a "progression review." The student may then graduate if the final GPA is raised to at least a 2.7.
 - i. Students are financially responsible for any repeated courses.

- ii. To re-apply, a student must:
 1. Submit a completed Application for Admission, found at www.millikin.edu/mba
 2. Submit a letter of intent
 3. Interview with MBA Program administration
4. Achieve a grade of C- or higher in all courses
 - a. Grades are determined by the instructor of each course.
 - b. 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.
 - i. 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, regardless of GPA.
 - ii. Students are financially responsible for any repeated courses.
 - c. A student is allowed to receive only one C in the MBA Program. If a student receives more than one C, the student is placed on program suspension and may re-apply after 1 year to re-take the course and continue with the curriculum after a "progression review" with MBA Program administration.
 - i. Students are financially responsible for any repeated courses.
 - ii. To re-apply, a student must:
 1. Submit a completed Application for Admission, found at www.millikin.edu/mba
 2. Submit a letter of intent
 3. Interview with MBA Program administration
5. Completion of an exit exam
6. Tuition paid in full as verified by Student Financial Services
7. Continuous enrollment must be maintained until all graduation requirements are met. Students who fail to do so must apply for readmission.

Advising and Registration:

- Students in the MBA Program are advised by the Director of the MBA Program. Advisors assist with academic and career planning, as well as other aspects of the program.
- MBA Program administration will assist each cohort in course registration prior to each semester

Course Administration and Evaluation:

- 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. It can be anonymous and not used for grading.
- 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. It can be anonymous and not used for grading.
- An assessment rubric is used in MBA courses to gather judgements on the effectiveness in meeting MBA goals.
- A Program Exit Survey is administered at the conclusion of the MBA Program.

Grading Policy:

- The grading policy of the MBA Program reflects a commitment to the relationship between theory and practice, and the need for the student to be able to apply theoretical learning in the working world.
- The MBA Program has adopted the following standard for numerical assignment of letter grades:
 - o 93% - 100% A
 - o 90% - 92.99% A-
 - o 87% - 89.99% B+
 - o 83% - 86.99% B
 - o 80% - 82.99% B-
 - o 77% - 79.99% C+
 - o 73% - 76.99% C
 - o 70% - 72.99% C-
 - o 67% - 69.99% D+
 - o 63% - 66.99% D
 - o 60% - 62.99% D-
 - o below 60% F

Online Attendance & Participation:

- To accommodate your busy and demanding schedule, we are offering you options to help you not miss any class and to remain engaged with your instructors and your peers. If you can't attend class in-person, you can join the class virtually; however, all students are expected to rigorously participate in class discussion during the regularly scheduled class time. Those who are joining online must keep their cameras on during the class time, be in front of the camera in a classroom-like posture the entire class time, and present a professional business attitude. Students must have adequate bandwidth in order to be actively engaged during the class and in an environment free of background distraction.
- Class participation will count for 20% of your final grade, so it is important that you be available during class time. The video will be recorded and posted for follow-up viewing; however, you will still be expected to attend class and participate on a regular basis, whether that is in-person or virtually.

Billing, Payments, Fees:

Tuition will be charged at the current graduate rate per credit hour (millikin.edu/cost-aid/cost-attendance). 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. 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 costs 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 or visiting

www.millikin.edu/financial-assistance/graduate-financial-assistance.

The MBA Program offers a scholarship for Millikin alumni; please contact MBA Program administration for further details.

Graduate Assistantships are available in the Daytime MBA Program and are competitive in nature. Please visit www.millikin.edu/mba/daytime 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 Program administration for further details.

Master of Business Administration (Credits)

MB501. MBA Bootcamp (1)

This foundation course refreshes and develops business knowledge and skills in business disciplines including accounting, finance, marketing, and economics.

MB510. Personal Values & 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 & 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.

MB536. Business Forecasting & Planning (3)

Business forecasting is an estimate or prediction of future developments in business, such as sales, expenditures, and profits. Given the swings in economic activity and the drastic effects these fluctuations can have on profit margins, it is not surprising that business forecasting has emerged as one of the most important aspects of planning. Forecasting has become an invaluable tool for managers and business people to anticipate economic trends and plan accordingly. Good business forecasts can help business owners and managers plan and adapt to a changing economy.

MB537. Data Visualization & Application (3)

Data visualization is the graphic representation of data. It involves stripping data down to its most important structures and then using the best techniques to convey the data for effective communication, decision-making, and persuasion. This course will develop vocabulary and framework for discussing, critiquing, assessing, and designing visual displays of quantitative and qualitative data. This entails awareness of human perception and cognition, the use of best design practices in visualization of data, and storytelling with data.

MB538. Data Mining (3)

Data mining is a process used to extract usable data, or patterns, from a larger set of data for business application using statistical analysis. This course provides students with an appreciation of the uses of data mining in solving business decision problems. Students will gain knowledge of theoretical backgrounds to several of the commonly used data mining techniques and will learn about the application of data mining, as well as acquiring practical skills in the use of data mining.

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. Healthcare 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. Healthcare 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. Healthcare 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. Healthcare 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, members of the organization must understand what they provide and 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.

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Decatur, IL

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Vice President & Chief Information Officer
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Services, Secretary/Treasurer and Board Member, Green Valley
Manufacturing, Inc. and Former CFO for Johnston Super Markets,
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Forsyth, IL

LEECK, Rosalind, Marketing Director-Market Access
United States Soybean Export Council
Chesterfield, MO

LILLY, Jeff, Vice President of Business & Government Services
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Indianapolis, IN

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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

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Decatur Public Schools
Osage Beach, MO

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Dechert LPP
Chicago, IL

SCHRODT, Dr. Joe, Retired Orthopaedic Surgeon-Consultant
Decatur, IL

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Skeff Distributing Company, Inc.
Decatur, IL

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St. Olaf College
Saint Paul, MN

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Senior Vice President & M & A Practice Leader
ABD Insurance and Finance Services
San Mateo, CA

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Douglas Elliman Development Marketing
New York, NY

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Hilton Head Island, SC

Dr. Phyllis Warkentin
Omaha, NE 68118

Melvin Wilson
Charlottesville, VA

Gary Workman
Omaha, NE

Dr. Gale Zacheis
Severance, CO

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

BROADBEAR, Barbara (2016), B.A., University of North Dakota-Grand Forks, M.S., University of South Florida – Tampa, Ph.D., Indiana University

CALDWELL, Vicki, (2013), B.S.N., University of Illinois-Springfield; M.S.N., Saint Louis University; D.N.P., Millikin University
Assistant Professor 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

CHOI, Hee Young, (2012), B.A., M.A., South Korea; Ph.D., University of Illinois, Urbana-Champaign; 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

CUNNINGS, Christopher, (2016), B.S., McKendree College; B.S., Governors State University; M.A., Olivet Nazarene University; Ed.D., University of Illinois, Urbana-Champaign; Assistant Professor of Education

ELSTON, Brenna, (2016), B.S. Millikin University; M.S.N., Bradley University; Instructor of Nursing

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

GEPHART, Elizabeth, (2016), B.A., Sangamon State University; M.S.N., University of Virginia; D.N.P., St. Louis University; Associate Professor of Nursing

GUASCO, Timothy, (2013), B.S., University of Puget Sound; Ph.D., Yale University; Associate Professor of Chemistry

The Graduate Faculty

AUTON, Julia (2020), B.S., Millikin University, M.S.N., Southern Illinois University at Edwardsville; Instructor in the School of Nursing

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, Urbana-Champaign; Associate Professor of Education

GULLY, Teresa (2017), B.S. and M.S.N., Mennonite College of Nursing, Instructor of Nursing

HESS, Tisha, (1999), B.S., Millikin University; M.S., Eastern Illinois University; Program Director/ Head Athletic Trainer /Assistant Professor of Physical Education

HORN, David, (2005), B.A., Hiram College; M.S., The University of Mississippi; Ph.D., Iowa State University; Professor of Biology

KENNEDY, Julie, (2014), B.S.N., Illinois State University; M.S.N., Loyola University-New Orleans; Ph.D. in Nursing, Illinois State University, Assistant Professor of Nursing

KNUST, Kyle, (2015), B.S., University of Evansville; Ph.D. The University of Texas-Austin; Assistant Professor of Chemistry

KOOKEN, Wendy (2021). B.S.N., M.S.N., Bradley University; Ph.D. Indiana University, Associate Professor, Director School of Nursing

LASKOWSKI, Pamela, (2008), B.S., M.S., Millikin University; Ph.D in Nursing, Illinois State University, Assistant Professor of Nursing

LINDSEY, Pamela L., (2010), B.S., Illinois State University; M.S., University of Illinois-Chicago; D.N.S., Rush University; Dean, College of Professional Studies

LOVE, Denice, (2013), B.A.: Rowan University; M.Ed., Ed.D., Harvard University; Associate Professor of Education

NICKELL, Jamie, (2012), B.S.N., M.S.N., Chamberlain College of Nursing; D.N.P., Bradley University, Assistant Professor of Nursing

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

ONUORA, Ngozi, (2004), B.A., Illinois State University; M.S., Eastern Illinois University; Ph.D., University of Illinois-Urbana; Associate Professor of Education

PAGE, Georgette, (2007), B.A., M.A., West Virginia University; Ph.D.,

University of Utah; Associate Professor of Education

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

RAMMELSBURG, Anne, (1994), B.A., Simpson College; M.S., Ph.D., Cornell University; Associate Professor of Chemistry

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

STEKETEE, Anne, (2021), B.A., University of California, Los Angeles; M.Ed., Lock Haven University; Ph.D., Chapman University; Assistant Professor of Education

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

SCHROEDER, Jennifer, (2008), B.S.; Eastern Illinois University; M.S., Ph.D., University of Illinois; Professor of Biology

SMITH, Jenna, (2016), B.A., Ohio Wesleyan University; Ph.D., Case Western Reserve University; Assistant Professor of Biology

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

TRUMP, Audra (2020), B.S., St. John's College, M.S.N. and D.N.P., Southern Illinois University Edwardsville; Assistant Professor of Nursing

WALKER, Thad, (2007), B.S., Augustana College; M.S., Arizona School of Health Sciences; Head Athletic Trainer/Assistant Professor

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; D.N.P. Rush University, Assistant Professor of Nursing

ZIMMERMAN, Laura, (2015), B.S., Millikin University; M.S., Ph.D., Illinois State University; Assistant Professor of Biology

MBA:

Aboul-Enein, Faisal, (2019), B.S., University of Central Arkansas; M.P.H., University of Texas Health Science Center; M.S., University of Texas Health Science Center; D.P.H., University of Texas Health Science Center

Byers, Frank, (2021), B.S., Millikin University; M.B.A., Millikin University

Colston, Michael, (2021), B.S., Indiana University; M.B.A., University of Notre Dame

Flatt, Candace, (2021), B.S., Truman State University; M.A., University of Missouri; Ph.D., University of Illinois at Urbana-Champaign

Greta, Andrew, (2020), B.S., Purdue University; M.B.A., Purdue University

Haq, Naveed, (2021), B.Eng., Sathyabama University India; M.I.T., Illinois Institute of Technology

Marquette, Christopher, (2018), B.S., University of Illinois at Urbana-Champaign; M.B.A., Loyola University; Ph.D., Texas A&M University

McKinley, Robert, (2019), B.A., University of Oregon; M.B.A., University of Nevada

Mixell, Merle, (2021), B.S., University of Illinois at Chicago; M.B.A., Loyola University

Napier, Mark, (2020), B.S., Purdue University; M.B.A., University of Notre Dame; D.B.A., University of Florida

Naqvi, Al, (2021), B.S., University of Punjab; M.S., University of Punjab; M.B.A., New York Institute of Technology; D.B.A., University of Liverpool

Ridley, John, (2020), B.A., University of Illinois Springfield; M.S., Dartmouth College

Roark, Eric, (2015), Ph.D., University of Missouri-Columbia

Scerba, Tricia, (2021), B.A., Saint Louis University; M.D., University of Illinois College of Medicine; M.B.A., Indiana University

Sinow, David, (2013), B.A., University of Illinois at Urbana-Champaign; M.A.,

University of Illinois at Urbana-Champaign; J.D., University of Illinois at Urbana-Champaign; PH.D., University of Illinois at Urbana-Champaign

Stenke, Brian, (2020), B.S., Sangamon State University; M.A.c.c., University of Illinois at Springfield

Watkins, Ronald, (2019), B.A., Eastern Illinois University; M.B.A., University of Illinois at Urbana-Champaign

Wilkerson, Jim, (2021), B.S., Southern Illinois University Carbondale; M.S., University of Illinois at Urbana-Champaign

Yotter, John, (2015), B.S., Bradley University; M.B.A., University of Illinois at Springfield

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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., Università La Sapienza-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

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Jason Wickline, B.S., University Registrar
Carrie Pierson, M.S., Senior Director of the Center for Academic and Professional Performance

Briana Quintenz, Director, Center for International Education

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Jennifer Schroeder, Ph.D., Director, Academic Effectiveness

Rachel Bicicchi, M.A. Director, Online Learning

Cindy Landacre, Executive Assistant to the Provost

Michael Hartsock, Chair of Scholars Academy

Enrollment

Sarah Shupenus, M.A., Vice President for Enrollment and Marketing

Stacey Hubbard, B.A. Dean of Admission

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

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Meghan Clodfelter, B.S., Associate Director of Annual Giving

MeLinda Potter, B.A., Associate Director of Operations & Prospect Research

Molly Berry, Director of Alumni & Donor Engagement

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

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

Charles Rolfes, 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 & Donor Engagement

Dan Baker, CFRE, Senior Director of Major Gifts

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, University Commons and Staley Library, ADM-Scovill Hall, four residence halls, Center for Theatre and Dance, Perkinson Music Center, Kirkland Fine Arts Center, Frank M. Lindsay Field, Workman Family Softball Field, Workman Family Baseball Field, the Decatur Indoor Sports Center at Millikin, including the Allen-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.

Center for Theatre and Dance - Opening in August 2020, this 260-seat flexible theatre includes an orchestra pit, balcony, and tech gallery with a tension wire grid. The new building feature lighting and sound labs, a costume studio, a costume classroom, collaboration spaces, and offices and support facilities for current staff with room for growth. This building also incorporates four acting studios, two dance studios, two design classrooms and practice rooms as well as all-new modern theatre equipment and LED lights.

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. 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 is 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 is home to: Media Arts Center, New Technologies Lab, WJMU Radio Station, Writing, the Empowerment Suite, Oberhelman Center for Leadership Education, Office of Student Development, Center for Academic and Professional Performance, Office of Inclusion & Student Engagement, Staley Library, Campus Life 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.

Workman Family Baseball Field – The Workman Family Baseball Field is the new on-campus home of the Big Blue Baseball program. The new baseball facility located South of the Decatur Indoor Sports Center (DISC) includes an all-artificial turf field, lights, press box, concessions and batting cages. The grandstand has seating capacity for 459 spectators. Seating includes bleachers, seat back chairs and patio area, all elevated above the playing field. The Workman Family Baseball Field has in-ground dugouts with batting cages and bullpen access nearby. The new clubhouse is located below the grandstand.

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 \$150.00, all other students \$100.00. Faculty and Staff permit fees are based on annual salary. Parking Permits are valid for one year (Aug. 1-July 31).